

Temecula Valley Charter School Expanded Learning Opportunities Program Plan

Local Educational Agency (LEA) Name: Temecula Valley Charter School

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELOP). Add additional rows as needed.

1. Temecula Valley Charter School

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqj.asp>.

Expanded Learning Opportunities Program Plan

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Temecula Valley Charter School (TVCS) has designed its Expanded Learning Opportunities Program (ELOP) to not only meet the academic needs of our students but also to provide a safe and supportive environment. Our program incorporates social-emotional learning, structured games and physical activities, and engaging learning activities all under the watchful eye of our well-trained and highly dedicated staff. We have allocated ample indoor and outdoor space to accommodate the academic and physical activities that the students will participate in and provide sufficient staffing to ensure that students can be properly supervised.

As a school that highly values our small, welcoming, student-centered campus environment, we will ensure that our tight-knit community values are equally reflected in our after school ELOP program. We will be offering the program on our school site so students can make a seamless transition from the end of the regular school day to the ELOP program without having to be transported to another location. We believe that holding the program on campus will help us avoid any anxiety students might have felt if they had to change locations.

The program staff will receive safety training, including incident reporting training to ensure that all safety related incidents are documented and communicated to the appropriate people.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

TVCS will use a number of strategies to ensure that learning is active and engaging for students. In addition to delving into rich content areas in science, history, literature, etc., students in the ELOP program will participate in a variety of activities that will involve active collaboration with their fellow students that may require problem solving, project creation, and group demonstrations. TVCS will ensure that students have ample access to technology to assist with these activities.

ELOP instructional staff will also be actively supporting students with the completion of their homework. This support and tutoring will help students correctly practice what they learned in class and master the new standards students are learning each week.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

TVCS's ELOP program has been designed to develop students' skills in a wide variety of areas. While the program will prioritize the building of foundational skills in both math and literacy, the program will also develop other critical skills in areas including: organizational and executive functioning skills, study skills, social skill and emotional regulation skills, team building skills, artistic and creativity skills, and leadership skills.

In addition, other life skills that will allow students to lead happy and productive lives will also be emphasized and reinforced throughout the program. Examples of these life skills include: working harmoniously with others and treating other people with respect, working to complete tasks with a sense of purpose and focus, and setting personal goals and putting in the effort to achieve those goals.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

One of the skills emphasized at Temecula Valley Charter School is public speaking. As part of the school's curriculum, students are expected to give presentations and develop their confidence in speaking in front of adults and their peers. This skill is practiced and reinforced as part of the school's drama

program, which has proven especially effective in scaffolding these skills with students. With this in mind, the ELOP program will provide additional opportunity for students to exercise these skills. Students will be able to present, organize, and lead during their daily activities. These opportunities will take place not only during academic activities, but also during organized group games and various physical activities.

Further, students will have an opportunity to provide feedback on current ELOP program offerings and input on future program ideas. We will both talk to students and survey students to get their input on the enrichment activities offered in the program to ensure there is an alignment with their personal interests. We have found that when students are given a voice, they are more likely to positively engage in an activity. Because this program is new to our school, we anticipate that it will evolve relatively rapidly during its initial years and student input will be particularly valued during this formative period.

5—Healthy Choices and Behavior

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

TVCS serves as the lead school among the local charter schools in organizing a school food consortium. To participate in this consortium, each school has to develop a student wellness program. In alignment with the TVCS wellness program, the ELOP program will emphasize healthy eating, physical activity, and mental well-being and will include the following:

1. Nutrition: ELOP staff will engage students in conversations about healthy eating and help students understand how the foods they choose to eat impacts their health. Snacks and foods provided during the ELOP program will meet the federal school meal guidelines.
2. Physical activity: students will have the opportunity to participate in a wide variety of physical activities during the expanded learning hours. By participating in these physical activities, students will:
 - a. Develop a variety of coordination, basic movement, and manipulative skills
 - b. Develop and maintain acceptable levels of physical fitness
 - c. Develop skills in working as a team
 - d. Develop a joy for physical activity

3. Mental well-being: the ELOP program will include instruction in social and emotional learning and skill building. The skills learned in this program will not only help students to successfully get along with their peers, but will also help with their ability to overcome challenges and lead a happy life.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Temecula Valley Charter School's ELOP program is designed to provide equal opportunity for all individuals. As with all aspects of our school, the ELOP program, activities, and practices will be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

Staff will be provided with ongoing training on equity and diversity to ensure the program creates an inclusive environment. Support will be provided to students with disabilities, English language learners, and other students who face potential barriers. The ELOP program will be available to all students who qualify. The ELOP staff will collaborate with our school's special education department to provide professional development to build the skills and strategies of staff to work effectively with students with special needs. Students with other barriers to participation will be addressed on a case-by-case basis to ensure barriers are reviewed and accommodations are made as appropriate.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

We have purposefully planned to staff the ELOP program with at least some staff who are already employed at the school and who have already worked with and are familiar with many of the students in the program. Because these staff are

already familiar with and trained on our school specific processes and procedures as well as our values and student expectations, this will allow for a clear alignment of the ELOP program with our school's overall mission and vision. TVCS administrators will ensure that all of the ELOP staff will meet the minimum requirements for their positions by carefully reviewing each staff member's qualifications.

Staff who work in the ELOP program will be required to complete annual training and participate in a variety of professional development activities each year, some of which is mandatory on an annual basis and other training areas will be based on the evolving needs of the program and students. We will ensure that all staff have training on the program rules and regulations, our school safety procedures and focussed training based on the collective and individual needs of students, including: supporting English Language Learners, supporting students with IEPs, social-emotional learning, Boys Town and PBIS training, etc. The school administration will work closely with the ELOP Coordinator to identify and prioritize the training of ELOP staff throughout the year.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The ELOP program will be guided by the mission and vision of Temecula Valley Charter School:

Vision: *Temecula Valley Charter School will provide an innovative and enriching educational environment expecting all those involved in the learning community to grow and achieve academically, emotionally, socially, and artistically in order to promote personal excellence.*

Mission: *Temecula Valley Charter School is an alliance of parents, educators, and community members dedicated to providing a kindergarten through eighth grade family-centered atmosphere which endeavors to create a dynamic learning environment that meets or exceeds California State Standards and where all students can discover, experience, and celebrate their own worth. Temecula Valley Charter School will promote the growth of each child's character, knowledge, and understanding of themselves and their relationship to the world.*

All aspects of the ELOP program have been designed with the intent to fully support the school's emphasis on whole child development, which includes not only academic development, but also social, emotional and artistic development. As described in our vision statement, TVCS promotes personal excellence and this will be holding this same standard and sense of purpose for our ELOP program.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The ELOP Coordinator will work closely with the TVCS administration to ensure that the ELOP program has sufficient support and resources in fulfilling the programmatic goals of the program, including the provision of academic and enrichment programming. This will involve working collaboratively with departments internal to the school such as the school's special education department and academic intervention program (ROAR), for example, and working collaboratively with outside providers, as needed, for student enrichment programming and activities. Fortunately, the school has sufficient space on campus to house the ELOP program and also has the ability to staff the ELOP program, so we do not intend to outsource the majority of the program as may be the case with other schools and districts.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Temecula Valley Charter School will take a 360 degree approach in seeking continuous quality improvement of our ELOP program. To do this, we will survey and speak with students, faculty, staff, administrators, parents, and any outside partners involved in the program to solicit input and feedback. In addition, we will analyze student performance data to not only understand student needs, but to also understand the impact that the program is having on student performance. We will also examine other metrics including student participation rates both during the school year and during the program's 30 inter-session days. By gathering and analyzing data from multiple sources, we will be best positioned to adjust the program to best meet the needs of students and families and, consequently, optimize our impact on student learning and development.

11—Program Management

Describe the plan for program management.

TVCS administration will support all aspects of the program, from hiring staff, directing program development, supervising the ELOP coordinator, monitoring program improvement, and ensuring staff are adequately trained and safety measures are in place. The ELOP program coordinator will be responsible for managing the program on a day-to-day basis, supervising and mentoring the ELOP staff, overseeing the enrichment programming, and communicating with parents. The program coordinator will ensure the quality and delivery of the program and monitor student progress, engagement, participation, and attendance.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

N/A

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Students in the ELOP program will be grouped by grade level with TK and kinder students will receive the lowest staff to student ratio of 10:1, which will be monitored by the ELOP coordinator on a daily basis and periodically checked by the TVCS administration. ELOP staff will be trained to ensure that the TK and K students' academic and developmental needs are met so they can fully participate in the ELOP program. ELOP staff will be appropriately trained so that they can ensure TK and K students are developing foundational academic and developmental skills in alignment with state standards. TVCS administrators will work with the ELOP coordinator to arrange ELOP staff trainings.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular School Day for TK-6th Grade

8:10: start of school day
9:30-9:45: recess
11:15: first lunch begins (staggered by grade levels)
2:50: end of regular school day and start of ELOP program
2:50-3:30: homework support
3:30-4:00: physical activity
4:00-4:15: snack break
4:15-5:00: enrichment activity
5:00-5:10: clean up and dismissal

Sample Schedule for Intersession Days

8:10 am start of ELOP intersession day
8:10-8:45: drop off and breakfast
8:45-9:00: handwashing and social/emotional check in
9:00-9:45: math skills development
9:45-10:15: snack break and recess
10:00-11:00: group games with physical exercise
11:00-11:45: ELA skills development
11:45-12:30: lunch and recess
12:30-1:00: teachers read to students

1:00-2:15: science or history focused learning activities
2:15-3:00: outdoor or indoor physical activity (depending on weather)
3:00-3:30: quiet reading and rest
3:30-3:45: snack and recess
3:45-4:45: arts/performing arts activity
5:00-5:10: clean up and dismissal

Additional legal requirements for the ELOP

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance. (B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non-schooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.