

TACMO AFTER SCHOOL PROGRAM EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



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The Academies CMO
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Name of Local Educational Agency and Expanded Learning Opportunities Program Sites

Local Educational Agency (LEA) Name: Sycamore Valley Academy

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

1. Sycamore Valley Academy
2. Blue Oak Academy
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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/qualstandcqi.asp>

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.

The Academies After School Program Extended Learning Opportunities Program will operate on the Sycamore Valley and Blue Oak Academy campuses. Maintaining a healthy and safe environment is imperative to student learning. Sycamore Valley Academy and Blue Oak Academy have adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the Charter School's insurance carriers and approved by The Academies governing board. The Academies After School Program Expanded Learning Opportunities Program will follow adopted policies and procedures of the school, including site safety plans. Program staff will be certified in first aid and CPR. Staff will be easily identifiable on campus by identification badges and/or program uniform.

Students will experience a cooperative, low-risk environment and will adhere to the school Honor Code to ensure a respectful, supportive culture within the program. The program will highlight activities that enforce collaboration and teambuilding to further solidify this supportive learning environment.

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.

The Academies After School Program Expanded Learning Opportunities Program will collaborate with the school site instructional staff to ensure that the program is complimentary to the instruction students are receiving in the classroom. Instructional Coaches will serve as a curriculum advisor to the program. Ongoing professional development for program staff will be provided by the Program Coordinator, school site staff, and/or outside vendors. Professional development may include integration of curriculum and/or attendance at conferences.

The program will highlight activities that build collaboration, active engagement, and teambuilding. Social Emotional Learning, Project Based Learning, and engaging and hands-on educational experiences will be incorporated. An array of physical activities, games, arts and crafts, and STEAM activities designed to engage and nurture student interest and curiosity will be incorporated. Field trips will be included whenever feasible to reinforce student learning and create opportunities for making connections in the real world.

Project Based Learning (PBL) with clear learning objectives and outcomes will be emphasized. PBL will engage learners in ways that promote long-term retention of information and that motivate students to want to learn and engage in the provided experiences. Students will have voice and choice in planning for projects and thematic units in the program. Through observation and inquiry, the After School Program Aides, Site Leads, and Coordinator will continuously assess student engagement, program effectiveness, and student learning.

3—Skill Building

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

The Academies After School Program Expanded Learning Opportunities Program will provide a wide breadth of opportunities for students to build a wide array of skills. Program lessons, activities, and projects will have clear objectives and support mastery attainment in the targeted skills. Monitoring of student growth will ensure essential skills are achieved.

The program will utilize practices found in the school’s guiding Charter document to support skill building, including the following:

- Process of inquiry, discovery, application, and reflection
- Questioning, modeling, discussing, collaborative grouping
- Small group and individual differentiated activities
- Democratic environment
- Art and/or music instruction
- Social and emotional instruction
- Encouragement of growth mindset

Additionally, time will be scheduled daily for schoolwork/homework that has been assigned by the classroom teacher, and program staff will provide academic support for students during this designated time.

4—Youth Voice and Leadership

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

The Academies After School Program Expanded Learning Opportunities Program will encourage students to exercise their talents and abilities to contribute to the well-being of the entire program, to share their knowledge and skill, and to take on leadership opportunities within age groups as well.

Upper elementary and middle school aged students will have the opportunity to participate in a leadership team which will help guide the planning for the program. To provide student voice and choice, program staff and/or the student leadership team will survey and interview students to inform the planning of upcoming units of study, lessons, and activities.

For some activities, such as read alouds, older and younger students will be partnered as “buddies”, providing another opportunity for leadership.

5—Healthy Choices and Behaviors

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.

The Academies Wellness Policy outlines the approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day to support student learning and healthy development. The program will be guided by this plan during after school hours and intersession days. The Program Coordinator will participate in the organization’s wellness committee and will work to integrate health and wellness into all aspects of the program.

The program will use Spark PE curriculum and organize regular physical activities and events centered around being active, such as walk-a-thons and intramural sports. Staff will encourage students to move their bodies daily and will model healthy activity. Instruction on the benefits of exercise will be provided.

Program staff will encourage students to make healthy meal choices and will model healthy eating habits. Candy, other sweets, and junk food will not be allowed. Instruction in nutrition and making healthy food choices will be provided. Nutritional instruction may include a school garden program, healthy eating and cooking demonstrations, and/or investigating food systems. Program leaders may work to form partnerships with local farmers and suppliers to supplement the vendor supplied snacks. All meals and snacks will meet USDA minimum nutritional requirements. Meals and snacks are provided by the school site’s nutritional services vendor on all school days. On intersession days, students are encouraged to bring healthy meals from home. Snacks will be provided by the program.

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.

Within the program, the student population may contain subpopulations including children of adoptive families, students from families with varying household/family structures, students of varied gender identities, students who have lived in other countries or have immigrated to the United States, and students from varied cultural and religious/nonreligious backgrounds. Academically, the program will include high achievers in need of additional academic challenges, as well as learners not yet proficient with grade level standards, who need intervention strategies and support. All students of The Academies will be welcomed into the program.

Some ways the program will meet the needs of students from a breadth of diverse backgrounds are to ensure all activities remain appropriately secular and culturally sensitive, provide differentiated lessons and activities for all ability levels, employ bilingual program staff, and provide essential communications in bilingual format.

7—Quality Staff

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

The Academies After School Program will recruit and hire qualified, professional staff. All program Aides will meet the requirements of The Academies Instructional Aides for the school site. Program staff will work together in a cooperative spirit to share ideas, evaluate student performance and program effectiveness, and communicate honestly to problem-solve and continually improve.

The culture of mastery orientation at The Academies applies not only to students, but also to our staff. Program staff will set professional goals, participate in ongoing professional development, and continually improve their practice. Staff development time will place a priority on collaboration to consciously shape a cohesive culture, to share the creativity and strengths of the staff members, and to identify and support our staff's areas for growth so they can be improved.

8—Clear Vision, Mission, and Purpose

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

The mission of our organization is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. We are a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

Our vision: The Academies' charter schools model transformative change in education by elevating expectations of learning and growth. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

The purpose of The Academies After School Program is to deliver a high quality enrichment experience to students of The Academies and to provide a much-needed service to families who choose The Academies charter schools. Through this program, we seek to support the academic programs of the charter schools and contribute to student learning. By providing this program, we are working to ensure that all families have the opportunity to choose our schools for their children.

Annual goals and objectives will be developed in August of each school year and will be based on feedback collected from students, parents, site staff, and program staff. Progress toward these

goals will be assessed throughout the year, at least once per trimester. New goals and objectives may be set throughout the year, based on feedback from stakeholders.

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.

We are a collaborative community, it is part of our mission as an organization. Students learn in collaborative groups, families collaborate with the schools to support student learning, staff collaborate to improve programs and practices, our program collaborates with the school site, and we have several established partnerships with other nonprofit partners in the community. Some of our existing partnerships include Food Link, Visalia Farmer's Market, Visalia Senior Center, Family Services of Tulare County, Visalia Sunset Rotary, and Visalia Assistance League. Furthermore, it is a goal of this program to build student-led partnerships with a variety of other organizations such as high school clubs, public service agencies, and additional community service organizations. We seek to collaborate with current partners and/or new, student-selected, partners for service learning and/or community service projects. These partnerships and associated projects will be developed by students in The Academies After School Program Expanded Learning Opportunities Program.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

To ensure the program achieves continuous improvement, program calendars will be developed with clear goals and objectives set to specific timelines. Specific objectives will be developed annually for the categories of staff development, student engagement, student growth/skill building, program planning and implementation, and student attendance/program growth. Data will be collected at regular intervals via staff, student, and parent feedback surveys as well as through ongoing observation by program staff, the Program Coordinator, and Program Director. Data will be used to assess progress toward goals. Assessment of progress will take place no less than three times per year. Progress will be evaluated and tactics developed throughout the process to ensure continuous improvement.

11—Program Management

Describe the plan for program management.

The Academies After School program is administered by The Academies Charter Management Organization (TACMO) on behalf of Sycamore Valley Academy and Blue Oak Academy. All policies, procedures, employee handbooks, family handbooks, and the like established by TACMO and adopted or approved by The Academies Board of Directors and in accordance with all federal, state, and local requirements are in effect for the program. The TACMO board has approved an organizational chart, salary schedule, personnel policies, and job descriptions for the program. The program falls under the fiscal management and insurance policies of TACMO.

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?

The Academies After School Program Expanded Learning Opportunities Program operates KinderBridge, which serves students in transitional kindergarten and kindergarten and bridges the gap between the end of the TK/K school day and the grade 1-8 school day. These younger students may also participate in the school site's after school program. The program is staffed by individuals trained specifically to serve this younger population, through the end of the day. Program staff serving these grade levels often transition from the school day in the classroom into the program with the students. The staff work closely with certificated teachers during the instructional day and are provided professional development specific to younger students. Staff-to-pupil ratios are necessarily lower in these younger age groups and this is maintained in both KinderBridge and the after school program.

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.

Sycamore Valley Academy TK/K Sample Daily Schedule			
M-Tu-Th-F		W	
Instructional Day		Instructional Day	
7:35	Arrival, breakfast, group games, physical activity	7:35	Arrival, breakfast, group games, physical activity
8:10	Instruction	8:10	Instruction
9:40	Recess	9:40	Recess
10:00	Instruction	10:00	Instruction
11:40	Lunch	11:40	Lunch
12:00	Instruction	12:00	Instruction
1:30	Dismissal	1:00	Dismissal
TK/K - M-Tu-Th-F Bridge		TK/K W Early Release	
1:30pm	Check in, Read Out Loud/ Movement Activities (Wiggles)	1:15pm	Check In, Group Games
2:00	Enrichment or Class Game	2:45pm	Reading Buddy (TK-K) /Read Alouds
2:30pm	Recess or Snack		
2:50pm	Enrichment (finish)	3:15pm	Recess/Physical Activity
3:25pm	Dismissal		
TK-K After School		3:45pm	Snack
3:30pm	School Dismissal	4:05pm	Enrichment
3:45pm	Check In		
3:50pm	SNACK	4:45pm	Clean up classrooms
4:05pm	Sparks/Physical Activity		
4:25pm	Group Games	4:50pm	Board games
4:45pm	Enrichment		
5:20pm CLEAN UP		5:20pm CLEAN UP	
5:30pm END		5:30pm END	

Sycamore Academy Elementary Sample Daily Schedule			
M-Tu-Th-F		W	
Instructional Day		Instructional Day	
7:35	Arrival, breakfast, group games, physical activity	7:35	Arrival, breakfast, group games, physical activity
8:10	Instruction	8:10	Instruction
10:00	Recess	10:00	Recess
10:20	Instruction	10:20	Instruction
12:00	Lunch	12:00	Lunch
12:40	Instruction	12:40	Instruction
2:10	Recess	1:00	Dismissal
2:30	Instruction		
3:30	Dismissal	Elementary After School W	
Elementary After School M-T-TH-F		1:15pm	Check In, Group Games
3:30pm	School Dismissal	2:45pm	School Work
3:45pm	Check In	3:15pm	Recess/ Physical Activity
3:50pm	Snack	3:45pm	Snack
4:05pm	School Work	4:05pm	Enrichment
4:25pm	Sparks/Physical Activity	4:45pm	Clean Up Classrooms
4:45pm	Enrichment	4:50pm	Board Games
5:20pm CLEAN UP			
5:30pm END			

Sycamore Valley Academy Sample Daily Schedule

Intersession M-F

7:30	Arrival, group games, physical activity
8:00	Classroom Enrichment Instruction
10:00	Recess
10:20	Classroom Enrichment Instruction
12:00	Lunch & Outdoor Play (or centers if too hot)
1:00	Chat it Up - Teambuilding
1:15	Themed Enrichment Activity
2:00	Outdoor/Sparks Activity (or centers if too hot)
2:30	Snack
2:45	Cool down activity: Reading, Draw Along, group stretch
3:30	Group games
4:00	Centers
4:15pm-4:25pm: CLEAN UP	
4:30pm END	

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

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 nonschooldays, 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.