Shanél Valley Academy

After School Safety and Education Program Plan Guide

Include the following information along with your ASES Program Plan:

1. Grant Identification Number: 23-23939-C2117-EZ
2. County District School (CDS) Code: 23656150140814
3. Authorized Signatory
   a. Name: Kristi McCullough
   b. Title: Principal
   c. Contact Info: 707-744-1485 kmac@shanelvalleyacademy.com

Name(s) of After School Program Site(s)

Instructions: Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	Project Daily Attendance
Shanèl Valley Academy	#85

Instructions: Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
ELL	17.8%
Foster Homeless	0%
Chronic absenteeism	30.4%

Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC* Section 8482.3[g][1]). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

1—Safe and Supportive Environment

If the program will be located off campus, describe how students will travel safely to and from the program site.

Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

The Program will be located on our 10-acre campus. Program activities occur in the multi-purpose room, TK Classroom, library, garden, athletic fields, playground, and orchard. To promote health and wellness, healthy eating education and physical activities are included in the ELP program. Curriculum about nutrition, healthy choices, reading groups and outdoor vigorous activities is included.

ELP staff oversee the attendance sign-in and parent/guardian sign-out process. The reasons for any early release from the program are reflected in the sign-in/out sheets via an early release code. All staff are trained in CPR, First aid, mandated reporter and youth mental health first aid, and staff are easily identifiable with SVA badges. Program staff are trained along with all other school personnel in our safety, and student support procedures, and participate in all safety drills. The safety procedures for the ELP program are aligned to the school day procedures. Consultations with local first responders including the Hopland Volunteer Fire Department, local ambulance companies, and law enforcement officers help develop school safety plans, and guide continuous efforts to provide a safe and supportive environment for all SVA students and staff.

All staff, as well as youth leaders have received comprehensive training, and are supported to implement school wide social emotional learning and student support strategies. Expanded Learning staff were included in the co-creation of our behavior management policies. Student, staff and community safety and wellness are the guiding principles that drive our program planning and implementation efforts at SVA.

2—Active and Engaged Learning

Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.

Describe the planned program activities and how they will:

   a. **Provide positive youth development.**
   b. **Provide hands-on, project-based learning that will result in culminating products or events.**

If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

SVA has a "no homework" policy, so Expanded Learning program time does not include the traditional "power hour" for homework help, the daily schedule centers around students' academic and social emotional support needs. Academic assistance is offered after school by classroom certificated teachers for 30 minutes 4 days per week for those students identified through iReady Assessments.

As a small charter school, we have limited ability to offer broad access to a wide variety of elective subjects during the school day, without the participation of guest artists or speakers. In the afterschool program however students know they have daily access to art, music, STEM, outdoor education and literacy learning that supports school wide learning and culture goals.

In addition to the school year program, we offer a summer enrichment program, and plan to incorporate additional intersession days as we scale up our programs to meet ELO-P, ASES, and 21st Century requirements and provide one comprehensive program for students and families.

3—Skill Building

Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.

Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

Shanèl Valley Academy is a small community school designed around the 4C's. As such, communication, collaboration, creativity and critical thinking are central to all school-wide learning goals, which are reinforced in out-of-school time activities and events. Added to the 4C's is our student-led project-based approach to learning. In our third year of operation, we are scaling up this approach as we go, and we are seeing some promising results. SVA is a school where students have access to 1:1 student devices, outdoor educational opportunities and weekly "clubs" (both during school hours and afterschool) including: screen-free coding, Young engineers, Jr. invent-teams, math games, student art and poetry, and school gardens. These learning opportunities show evidence of the 4C's and STEAM education in action. We aim to develop all of these learning modalities and strategies as we continue to grow our STEAM-focus, design and outfit our Maker-Space, and continue to develop our out-of-school-time programming for youth. To engage in this growth, our students, families, partners and parents will be included in planning, celebrating and evaluating the success of our programs and activities. Family engagement events like participation in local competitions like the scarecrow competition in the fall, floats in local parades and events on campus including STEAM exhibition nights, and Science Fair also provide opportunities for the whole community to come together around skill building.

4—Youth Voice and Leadership

Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).

At the start of program time, all youth participate in a circle-up check-in, where students hear about the daily schedule, and have a chance to share any highlights or wonders from their day so far. Program planning has a student and community

driven approach, and student choice is provided in a variety of ways for all age groups. One example of how we center youth voice and leadership at SVA is our student-led and designed annual halloween carnival and costume parade. In our first year, the 5th/6th grade class, in collaboration with our full-time school counselor, designed a school-wide event for the whole campus, last year, our parent advisory group chose a class parent to host games for each class, and upper grade students created an enchanted garden scavenger hunt and "spooky senses" activity. This event was designed both during school-day and afterschool program time, and games are created to reinforce mathematical concepts, big ideas or the school-wide project theme of the month: "community." Youth are centered and included in program design and activity planning as Playworks coaches.

5—Healthy Choices and Behaviors

Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.

Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program

SVA is focused on scratch-based cooking and a robust farm-to-school vision. Our Wellness Policy focuses on eating healthy foods made from scratch each day, proper serving sizes, and a short lesson on why it's important to eat healthy.
SVA's school wellness plan includes our school garden program, universal access to breakfast, lunch and after-school snack, integration of the Playworks curriculum, mindfulness, and restorative practices. Our expanded learning program is an extension of our wellness goals, since we recognize that providing safe spaces for Hopland's youth provides peace of mind for parents and encourages healthy behaviors in youth.

Our in-house scratch cooked food service program at SVA provides healthy "school cooked" meals and snacks. Student leaders from upper grades are included in maintaining cafeteria norms and our SVA BEAR values, and family input is included in our menu planning. School menus and snacks are designed based on SBP, NSLP, Afterschool Snack and USDA guidelines. Meals and menus are available for parents and students to view menus in advance, both posted physically in the cafeteria, and via an app and website that is updated weekly.

SVA is establishing sports and fitness programming run by trained experts, and partnering with local non-profit organizations to increase opportunities for field trips and cultural programming that is otherwise unavailable to our youth. Like visits to the Hopland UC extension research center, where they get to meet and feed baby lambs each spring.

6—Diversity, Access, and Equity

Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.

Program outreach and all community communication is conducted in English and Spanish, the two primary languages representative of our enrolled families. We seek to employ multi-lingual teachers and staff in all positions. Currently about half of our staff are multilingual. Additionally, our hiring process invites candidates to submit a Diversity, Equity and Inclusion statement, and these are reviewed by the hiring team prior to offering interviews.

Our afterschool staff are included in school planning, decision-making and problem-solving efforts, so there are seamless supports for students with special needs, English Language Learners, and students in need of additional social-emotional or academic support. Staff, students and families are encouraged to share their cultural heritage and experiences to their learning during the school day, and during the after school program.

All staff at SVA are trained in restorative Practices and inclusive pedagogy and classroom design. These values extend to our afterschool program, where all students are supported to be included as valued members of our community.

7—Quality Staff

Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.

Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.

Describe the type and schedule for the continuous professional development that will be provided to staff.

Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

Staff recruitment at SVA for certificated, classified and part-time staff and volunteers is purpose-driven and conducted with the understanding that finding quality staff requires a commitment on our part to go above and beyond expectations around compensation and support for our teams of educators and student support staff.

Access to career supports (like Higher education, or even basic skills testing and finger-printing) in our local community can be difficult since we are located in a remote location. Finding staff for our school and programs relies on a multi-pronged approach that includes traditional methods (like posting in Indeed and Edjoin), as well as word of mouth, presentations or booths at local events, and press releases. Our recruitment goal, as a small community school, is to draw our staff and teachers from the local area. Staff receive more than 100 hours of professional learning opportunities each year and expanded learning staff are included in these opportunities, and receive additional support from the Region 1 team at Mendocino County office of education including weekly check-in meetings for 1:1 coaching and team development, and bi-monthly regional check-ins.

8—Clear Vision, Mission, and Purpose

Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

Describe three to five program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.

Describe how the program has engaged or will engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in

the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

SVA is a community school collaboratively designed by an all-volunteer team of Hopland parents, the Hopland Band of Pomo Indians, local neighbors and business owners. We envision a future in which all children are honored with equitable access to high quality education, and who are empowered to become critical thinkers and effective leaders. Shanél Valley Academy is a culturally responsive, community school where all students are valued and supported. At SVA we develop our Strengths, design a common Vision, and together we Achieve. SVA's Expanded Learning program is an integral part of our education and student and family wellness and support plan, and provides access to enrichment, skill-building and other opportunities that broaden the horizons of our Hopland youth and families.

Various qualitative and quantitative data points are reviewed throughout the year including California Healthy Kids Survey (CHKS), iReady Assessments, and data from the Smarter Balanced Assessment for ELA and Math. SVA is a Title I school that receives federal funding to support student academic, social emotional, and behavioral needs. The Expanded Learning program is an extension of the school day and provides necessary support in many areas including academic assistance, social-emotional support, safety and supervision, health and physical activity, and enrichment. These services support students and are a valuable resource to parents who may not otherwise be able to afford support and enrichment programs outside of the regular school day.

Ongoing communication and collaboration between families, staff, and community partners support SVA's ELP mission, vision, goals, and outcomes based on the needs of the community. Below are ways that support the ongoing communication and collaboration:

- Principal and ELP staff meet regularly and as needed to discuss any issues that arise (student behavior, attendance, parent concerns, etc.)
- ELP Report is shared annually at a Board meeting where parents, teachers, and school staff participate
- ELP staff participate in school events
- ELP Staff sent a community needs assessment yearly to solicit additional feedback

9—Collaborative Partnerships

Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

Collaborative partners include the Principal, Community School Director, Business Manager, Board Members, and ELP Lead, who meet in the fall and spring to engage in professional learning and engage in continuous quality improvement. The Quality Standards are discussed and ideas for best practices are shared.

The Principal, Community School Director, and Business Manager are responsible for overseeing all aspects of compliance, staffing, attendance reporting, reports to the Board, program quality and evaluation, in-kind and direct and indirect cost documentation, and collaboration meetings. The Community School Director ensures budgets are approved and align with grant plans. The Principal ensures program operations are aligned with school day operations, policies, and procedures. The Business Manager ensures completion of budgets and expenditure reporting. The Admin Assistant is responsible for collecting the monthly attendance documentation from the ELP Lead. Our Back Office Client Manager is responsible for providing recommendations and updates regarding finances and cashflow, in addition determining the equivalent cost calculation.

SVA's collaborative partners include 4-H, Lemelson MIT, UC/ANR Hopland Extension and Research Center and the Hopland Band of Pomo Indians. Additionally, we frequently collaborate with Mendocino County Office of Education and the Region 1 System of Support for Expanded Learning. Formal partnerships include Mendocino County Office of Education, Mendocino Youth Project, Hopland Band of Pomo Indians, 4-H of Lake and Mendocino County, Lemelson MIT, local businesses and more.

We work closely with the Hopland Band of Pomo Indians (HBPI) and support the development and alignment of our school goals with the HBPI Education Center, where tribal members receive Pomo language and cultural education opportunities that are not open to all SVA students, and we are working together to develop culturally appropriate Pomo-led and designed learning opportunities that honor the self-determination of their ancestry and future leaders while educating and including all members of the greater Hopland community.

We also work with our families in the Parent Advisory Committee and English Learner Parent Advisory Committee, and the Community School Steering Committee to plan events, assess family needs and coordinate volunteers.

10—Continuous Quality Improvement

Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the *Quality Standards for Expanded Learning in California*, available on the After School Network web page at (http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

The Continuous Quality Improvement practices in place at SVA take place throughout the year at all levels of the organization. SVA employs a Plan, Assess, Improve cycle that is codified in our policies and practices.

These systems are put in place so that SVA programs offered before, during, afterschool or during summer session are aligned in their scope and purpose. Engaging in continuous reflection and assessment of student, staff and family experience and engagement is conducted with Expanded learning program staff as key interest-holders in the process. Improvements that emerged from this process in our first year included deeper focus on youth leadership for upper grades (4th-6th), implementation of Playworks Curriculum, and positive staff, student and family feedback. We used this feedback in our second year to adjust staffing, provide refresher training on the Playworks Curriculum and begin the year with goal-setting and curriculum plans in place. This cycle of assessment, planning and improvement is one we will continue to improve to meet family and student needs.

11—Program Management

Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.

Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Describe the system in place to address the following program administration requirements:

- **Fiscal accounting and reporting requirements.**
- **Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).**
- **Attendance tracking, including sign-in and sign-out procedures.**

Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE's Policy Guidance web page at

The ASES program funding is directly related to providing programs and services to prepare students for college, career, and life. Almost 90% of the funding goes to direct services to pay for ASES staff, materials, and supplies which support the goals of academic support, attendance, social-emotional wellness, and connectedness.

Collaborative planning takes place in the following ways: Weekly staff meetings, professional learning days and individual coaching sessions or meetings with small teams. Plans are then implemented, assessed and revised with collaborative teams and ad hoc committees.

The Expanded Learning Program Lead oversees afterschool program management, scheduling, ELP coordinators, manages materials and supplies in collaboration with the Principal, Business Manager and Community Schools Director. Program staff include student support specialists who provide direct service, and teachers who provide academic assistance. The Principal, Community School Director, and Business Manager work with our Back Office provider to document the local match of one-third of the state grant amount. This is done through staff quarterly match logs. Other in-kind

match documentation includes use of facilities, food service program staff, and custodial contributions. SVA braids various funding sources to support the expanded learning program including: ELOP, ASES, 21st Century, CNIPS Meal Reimbursement, and Community Schools.

Site program staff have a sign-in and sign-out procedure to accurately account for all students. Staff sign students in and parents individually sign students out. If a student needs to leave the program prior to 5:30 pm, an explanation letter must be indicated on the sign in/out sheet next to his/her name, under the column "Early Release." The letter corresponds with a specific reason for the early departure, which is obtained from the school's Early Release Policy.

SVA's Expanded Learning Program commences immediately upon the conclusion of the regular school day, and operates until 5:30 p.m. on every regular school day.

12—Sustainability

Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

SVA's sustainability plan for our expanded learning programs includes establishing strong practices and procedures for student safety and positive experience. With braided funding including ELO-P 21stCCLC and ASES 21stCCLC funding in our initial years, we are working hard to build strong culture and community ties that will support ongoing sustainability if funding should decrease in the future. Through our CQI process, we are "right sizing" our budgets, staffing needs and expenditures and building community partnerships and family commitments to ensure that the community sees their expanded learning program as an integral part of student success in our small town.

As a charter school, we have flexibility in fundraising, and the support we have received from our community so far in the form of financial, in-kind and donations of time and expertise indicate that our future endeavors will receive similar support. Board and community member expertise in fundraising and grant writing is also an asset to the program that will ensure future sustainability. By keep abreast of funding opportunities that align with the school mission, vision and goals, we anticipate being able to find expanded learning program well into the future. In fact, it is written into our charter petition and founding documents, so without a revision to our bylaws and charter, we have to provide it. Expanded Learning programming at SVA is not optional, it is a necessary part of our ability and desire to meet community, family and student needs.