

# SONOMA CHARTER SCHOOL



## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

**This Program Plan Template Guide is required by California *Education Code (EC)*  
Section 46120(b)(c)**

# Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Sonoma Charter School

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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. Sonoma Charter School
2. \_\_\_\_\_
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 schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Eligible students will participate in the Sonoma Charter School after-school program offered by the Boys and Girls Club. Programs are offered for K-6 students at Sonoma Charter School and at the Maxwell Center. At the Boys and Girls Club, student engagement, safety and support are emphasized with clear, consistent expectations, a structured schedule with time for completing homework, literacy support, tutoring, and enrichment activities.

## 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.

After-school programs offer a minimum of 60 minutes of educational program daily to supplement, not supplant or duplicate daily classroom instruction. Depending on grade level, homework assistance and tutoring is available in the following areas: mathematics, language arts, history, social science, computer training, or science. Students are supported by trained paraprofessionals and online support with 1:1 assistance from PAPERtutoring. The after school program staff are supplied copies of classroom homework and are provided assistance from classroom teachers when needed. At the Boys and Girls Club, students also participate in structured daily literacy activities provided by Orton Gillingham trained staff. The literacy component includes a minimum of 20 to 40 minutes a day of either independent reading or staff-led group literacy activities that build on reading comprehension skills with different materials and staffing. Additionally, members are supported with activities that engage them in a variety of physical and social non-competitive activities beyond the tutoring support.

### **3—Skill Building**

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

Most of the after-school program offerings are based on progressive skill-building, and members, as well as their parents, understand that in order to get the most out of a program and gain the skills necessary to participate in the culminating event or project, consistent attendance is needed.

As noted previously, the Boys and Girls Club program offerings include homework assistance and facilitated support for online tutoring, as well as enrichment activities. The Boys and Girls Club offers evidence-based literacy intervention with trained staff, access to technology tools like Khan Academy, IXL, to ensure students get appropriate skill development and reinforcement. They also offer enrichment activities focused on the development of motor, cognitive, physical and social skills. Together these offerings provide all students with ongoing opportunities for skill-building.

### **4—Youth Voice and Leadership**

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

Our after-school programs include opportunities for youth voice and leadership. In these venues, students are provided opportunities to take on leadership roles in different activities. Through quick check-ins and surveys youth are given the opportunity to brainstorm new programs, share favorites and bring up new ideas for programming.

## 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 Boys & Girls Club follows the Sonoma Charter School guidelines for wellness. As well, all students who participate in the after-school program also participate in the Boys & Girls Clubs of America's National Program "Triple Play." Triple Play is a multi-faceted program designed to help young people, in grades K-8, to become healthy, active, and learn new ways to handle stress, maintain a healthy body, and form positive relationships.

## 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.

Staff at Boys & Girls Clubs of America participate in a program called Youth for Unity. Through a comprehensive set of interventions, the Youth for Unity program aims to promote and celebrate diversity while combating prejudice, bigotry and discrimination. Youth for Unity features age-appropriate programming for youth ages 6 to 12, teens and parents; training and resources for Club professionals; and a leadership awards program. Boys & Girls Club staff are trained and equipped to support members with disabilities. All sites are accessible and equipment is available when required by a member with additional needs so anyone can participate in the Boys & Girls Club.

## 7—Quality Staff

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

All program staff are hired through Boys & Girls Club of Sonoma Valley. The program hires, supervises and evaluates staff on an ongoing basis, and consults with Sonoma Charter School administrative staff as needed. Programs strive to maintain competitive salaries and benefits in order to attract and retain the highest quality staff possible. When hiring staff, our providers have an application, interview, reference check, background check, and fingerprinting screening process. Staff are then given CPR/First Aide, Child Abuse Awareness and Risk Management Training. In addition to that, staff are trained in planning and leading activities, working with children and diversity/inclusion, amongst other topics.

## 8—Clear Vision, Mission, and Purpose

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

Our programs prioritize a vision and mission to offer a safe environment for kids to learn and grow. The Boys and Girls Club is an outcome-based youth development program that is nationally recognized and has shown proven success in addressing today's most pressing youth issues while teaching the communities youth the skills they need to be successful in all areas of life.

## 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.

Sonoma Charter School has a strong long-standing relationship with Boys & Girls Club of Sonoma Valley. Staff work collaboratively in the planning and regularly meet to review concerns, share goals and outcomes. The BGC program director for the SCS school site is closely linked to the SCS Director and meets regularly to plan and adjust as needed.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Boys & Girls Club will use the Youth Program Quality Assessment (PQA)<sup>®</sup> which is a validated instrument designed to measure the quality of youth programs and identify staff training needs. It has been used in community organizations, schools, camps, and other places where youth have fun, work, and learn with adults. The Youth PQA is suitable for youth in grades 4 - 12. For children in grades K - 6, the School-Age PQA is developmentally appropriate. The Youth and School-Age PQA evaluates the quality of youth experiences as youth attend workshops and classes, complete group projects, and participate in meetings and regular program activities. For staff, the Youth and School-Age PQA self-assessment process is a great way to see what is really happening in their programs and to build professional competencies. The school-age PQA will be adapted for TK students as needed.

# 11—Program Management

Describe the plan for program management.

After school program directors at each site meet monthly with the SCS Director to review monthly program attendance and evaluate students' behavior and performance. Together they will determine if any adjustments need to be made to ensure the program plan is followed and progress is made towards achieving program goals. At the SCS site, the Boys & Girls Club has a director who oversees 4 to 5 staff members (1 to 16 ratio). Each staff members oversees a single grade level for the academic hour called "Power Hour" (homework, reading, academic activities). These team members meet quarterly with the grade level teachers to make sure homework help, and programs are aligned.

## General Questions

### Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.

ASES, 21<sup>st</sup> 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.

Sonoma Charter School does not hold either the After School Education and Safety (ASES) grant or the 21st Century Community Learning Centers (21st CCLC) grant.

## 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 Sonoma Charter School is planning to provide extended learning opportunities for TK students on site.

The schedule for our TK students will be the same as for our K-5 students. Staff ratios will be maintained by active recruiting of staff, ongoing training, and appropriate curriculum will be provided by our program partners.

### 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.

#### Daily Schedule

Monday/Tuesday/Thursday/Friday	Wednesdays and Minimum Days
3:00-3:30 Check in and snack	1:00-1:25 Opening and Huddle/Game
3:35-4:50 Reading (20-25 min) and Homework (Power Hour)	1:30-2:45 Same
4:50-5:45 Programs	2:50-3:10 Snack
5:45-6:00 Clean-up/Close down	3:15-3:30 Team Game
	3:30-4:30 Program 1
	4:30-5:30 Program 2
	5:30-6:00 Clean Up/Close Down

Intersession and/or Summer program schedules are still in the process of development. Our typical year will include 20 days of Summer School (8:00-12:30) with after school programming at the Boys and Girls Club (12:30-5:00)