

Vallejo Charter School Expanded Learning Opportunities Program 2022 Program Plan

Vallejo Charter School
2833 Tennessee Street
Vallejo, CA 94591

Vallejo Charter School Expanded Learning Program Plan

This document serves as the operational plan for expanded learning at Vallejo Charter School as required by the Expanded Learning Opportunity Program (ELO-P). This 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 and intersession program.

Plan Requirements

Expanded Learning Opportunity Program Requirement: *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 will be 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 plan was approved by the school board on April 20, 2022.*

Funding

Expanded Learning Opportunity Program funding as provided by AB130

Other funding as appropriate

County District School (CDS) Code: 48705810000000

1. Authorized Signatory
 - a. William Spalding
 - b. Superintendent
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Vallejo Charter School Expanded Learning

Site Name	Number of Students	After School Education and Safety Grant (ASES) Target Attendance
Vallejo Charter School	431	No grant

Quality Standards for Expanded Learning

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.

Vallejo Charter Expanded Learning Program will launch in the school year 2022-23. As allowed by education code, the current year is a planning year for the Expanded Learning Program at this school that currently does not offer expanded learning opportunities. The programs will launch in summer 2022 and provide after school programming beginning in the school year 2022-23. The following quality standards are used for both the After School Education and Safety and Expanded Learning Opportunity Program funding streams. The descriptions below are applicable to all 16 of the schools that receive one or both of these resources. The same description will be applicable to the program at Vallejo Charter School.

Program Location: Vallejo Charter Expanded Learning Programs (ExLP) will be located on the school campus. This provides the greatest integration with the school day and ensures the safety of our students. The campus will be closed during the program hours as it is during the school-day. The school may also use other locations in the community when it makes sense to do so, especially if the campus undergoes renovations. Other locations might also be used to expand the type of programming we can offer, such as museums, maker spaces, sports facilities, art studios and other locations where equipment available might enhance programming. The program follows protocols that cover student safety off campus and seek approval from California State Department of Education as required to operate on off-campus locations.

Program staff are clearly recognizable and wear program identification badges at all times. All staff, volunteers and contracted providers will be required to obtain Department of Justice clearance through fingerprinting with VCUSD Human Resources Department.

Physical Safety: The Vallejo Charter School principal will create safety procedures and practices aligned with school-day procedures and district policies. It is the responsibility of the principal to train program site coordinators in all site safety procedures and reporting requirements for incidents. Expanded Learning Program staff schedule emergency response drills to align with the school day practice schedule. A written emergency procedure manual will be kept in the ExLP office. Procedures will be reviewed with front line staff at regular staff meetings, and when a new employee is orientated to the site. The principal and site coordinator updates this procedure as conditions at the site change. First aid and CPR training will be provided to all staff.

Student Supervision: Students will be signed in at the beginning of the program and elementary age students will be signed out to a parent or guardian or an approved person over the age of 18. Students in grades 6-8, with parent approval, can walk home from the program. Students walking home will be required to leave the program early so that they will not be walking home in the dark. The release time for this early release is provided in written communication to families. Program staff will be trained to provide active supervision and receive feedback on their progress from the site coordinator. The program will be staffed at a minimum of one staff person to 20 students for grades 1st-6th and one staff to 10 students in TK-K.

The following sections describe how the Expanded Learning Quality Standards are implemented at current program sites. They will be implemented in the same manner at Vallejo Charter School when that program starts in summer 2022 and into the new school year.

Emotional Safety: The program seeks to create a safe and nurturing environment that supports the developmental, social-emotional, educational and physical needs of participants. A positive, nurturing program climate is an essential aspect of the Expanded Learning Program. Sites implement and align with culture and climate initiatives adopted by the school day. Programs implement restorative practices and Positive Behavior Intervention System (PBIS) using the structures and practices and strategies used during the school day. Community building activities, restorative conversations, four positive comments to every corrective comment, and incentives for reaching behavior expectations are some of the strategies used. The program intentionally hires, trains and has high expectations that staff build and maintain positive and nurturing relationships with participants. Participants and staff will be treated with respect and acknowledgement that they all will be part of the program community. Additionally, ExLPs implement Social-Emotional Learning activities to systematically teach and develop students' social-emotional skills needed for school and life. This initiative is currently part of the quality improvement work done at sites. The program measures student progress on specific social-emotional skills and outcomes. The current focus is on emotional regulation and social awareness. In 2022-23, Expanded Learning will also implement a personal safety/anti bullying curriculum which includes training for students, families and staff.

2–Active and Engaged Learning and 3-Skill Building

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.

Program design is the responsibility of the district coordinator and site coordinators with collaboration from district and site level staff. The program has done extensive work and professional development on program design and strives to create programming that meets the standards for high quality youth development activities that embody active and engaged

learning, intentional skill building of 21st Century capacities and seeks to provide meaningful youth engagement in the program design.

Each site's program design reflects staff and student talents, interests and needs. Information about and input from participants' guides programming choices. Data from the school day on student academic progress helps program staff determine levels and types of academic support to provide. Collaboration with teachers and the site coordinator's access to the district grading system help us fine tune these efforts. A Social-Emotional Learning (SEL) survey is used across all ExLP sites and the pre-test results indicate that participants' self-regulation and social skills will be lower than other students that have taken the survey nationwide. These results are now driving the implementation of SEL strategies and curriculum.

Academic Growth: A certificated administrator (district coordinator) guides the ExLP at the highest level. As a member of the district's Teaching and Learning Division, this person has knowledge of pedagogical best practices in English language arts and math development. This expertise allows the district coordinator to support staff in choosing academic activities and projects that align with state academic standards. Additionally, site principals and certificated school day staff support the program in designing supports specific to the ExLP that align academic standards. ExLP staff supervise dedicated homework time. Certificated staff provide small group or individual tutoring for students in need of intervention. Programs have digital devices so participants have access to district-approved web based learning platforms to reinforce and build on school day learning. Mathematics is a particular focus because line staff feel most comfortable teaching tangible concepts and research demonstrates that high quality after school programs improve student math performance, making this an effective focus.

Meaningful Enrichment: Expanded Learning Program staff design and chose programming that is hands-on, active, and engaging for participants. Staff use feedback from participants to determine which activities meet the participants' needs and interests, as well as promote critical thinking, collaboration with fellow participants, and engagement with their communities. ExLP staff ensure that programming builds participants' skills over time and has concrete goals for mastery of 21st century skills. The activities and projects selected by the staff, with participant input, provide authentic, in-context learning with the aim of producing a culminating event or product that serves as evidence of student learning.

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

Programming varies from site to site based on student and staff interests and passions, but all sites plan culminating products and events as a central part of the club-based programming. Staff oversee many types of activities that enhance student learning. Arts and crafts, STEM, and even physical education activities incorporate a scope and sequence of skills with a concrete end goal. Quilting Club participants designed and sewed a quilt with the purpose of donating it to a local nursing home. The Martial Arts club practices for many weeks

until participants earn obi belts awarded to designate the level of competency. When Solano County Courts sponsored a video competition for its “Kindness Campaign”, one of the film clubs wrote, staged, and recorded their own video. The film was selected as a finalist and a student leader representative attended the awards ceremony, a red carpet event at the Solano County Event Center. The ExLP is committed to continuing to provide experiences that build the confidence of its participants by allowing them to work towards a goal and make their learning public.

ExLP staff ensure that learning takes place in a real world context as much as possible. LEGO WeDo 2.0 Robotics brings coding, engineering, and math skills outside of the computer lab/classroom to robots designed and engineered by participants. One site creates a weekly news broadcast which requires participants to put writing, communication, set design, and videography skills into practice. An aspiration of the ExLP is to bring student-led projects out into the community as much as possible.

Science, Technology, Engineering and Math: STEM learning is required at all sites. This type of learning and this content knowledge is important to students’ future success so it is not an optional choice. This initiative has helped site coordinators to shift programming from typical after school activities, such as crafts and free play to STEM curriculum that is project-based and utilizes current technology such as Lego WeDo 2.0, code.org, Sphero, etc. Participants create and present projects and take part in challenges or mini competitions. ExLP participants at Dan Mini Elementary write, direct, produce and broadcast their own weekly news show for the entire school. All sites have access to science curriculum, KidzScience from Lawrence Hall of Science (written specifically for after school staff who might not have strong science or teaching background), and this elevates science learning beyond the ubiquitous ‘slime’ lesson or paper mache volcano.

Social-Emotional Learning: The program has recently set a goal to increase the amount of social-emotional learning for participants. In 2018, the program began using Panorama Learning’s student surveys to determine student skill levels in specific areas of social-emotional skills. From the initial data, the staff chose to focus upon two major areas: social awareness and emotional regulation. Several online SEL curriculums will be available to staff and implementation is in the early stages. At a number of sites, programs integrate the school day curriculum into the program and staff trains alongside certificated staff.

4-Youth Voice and Leadership

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

Authentic Student Leadership: Program staff develop student leadership opportunities through the development of roles that provide students jobs within the program. Regardless of the student's age, staff work to create opportunities for students to provide input on the programming that is designed for them informally (thumbs up) or more formally through Google Surveys. Leadership skills will be developed through the feedback staff provide and many opportunities to take responsibility for program materials, implementation of routines and 'junior leaders' programs. Students will be also supported in taking on the teaching of clubs. These clubs have included film club, dance club and sign language club. Peer to peer opportunities partner older students with younger students to provide help with homework and enrichment activities. This work is foundational to the aspiration that the program becomes student-led and trains its own facilitating staff through the programming itself.

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.

Vallejo City Unified School Board Policy 5030* details the district's Wellness Policy. The Expanded Learning Program seeks to align its program with this plan in areas of student physical and mental health and to include in the program opportunities for participants to learn how to live a healthy life-style. Site staff lead by example in making healthy choices. They model active living by joining in on fitness activities when appropriate and by modeling healthy eating when at the school site.

Physical activity is a daily part of the ExLP. Choice play, team sports and enrichment clubs such as dance and martial arts will be some examples of programming that emphasize movement. Sites partner with the organization *Girls on the Run* which uses a curriculum that promotes healthy body-image among girls while providing them with a fitness activity that doesn't require expensive equipment and can be used all their lives. We also use games from Playworks, a physical activity and social-emotional learning curriculum. Informal and formal staff development provide the knowledge and skills front line staff need to implement these activities. We also understand mental health to be part of a wellness program. Programs often incorporate yoga and mindfulness activities as daily routines. Our current continuous quality improvement (CQI) focus is on increasing the level of social awareness and emotional regulation as measured on the Panorama Education student survey.

Healthy Lifestyle: Cooking club is a popular activity. Staff use The Charlie Cart Project's healthy eating curriculum. Skills in food safety, nutrition and healthy eating will be the core of the curriculum. Staff do not use the grant to purchase non-nutritious food for these activities and will be encouraged to incorporate Food Bank donations of fresh produce into the recipes used in the instruction.

In addition to movement and healthy life choices, the Expanded Learning Program is also a place to provide drug and substance abuse information and support to students. High quality youth development programming employs strategies that support drug and tobacco use resistance in students. Mental health resources will be available to students and families through school-based programs and Expanded Learning staff will be able to provide referrals as needed.

The VCUSD Student Nutrition Department creates meals for consumption in the Expanded Learning Program that meet state and federal guidelines based on USDA Dietary Guidelines. The program provides daily snack and supper.

*The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle".

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.

A diverse group of adults works in the Expanded Learning Program. They come from the community they serve and reflect the community in their diversity. District enrollment is African American 2712 - 25.20% / American Indian/Alaska Native 36 - 0.33% / Asian 338 - 3.14% / Filipino 1419 - 13.18% / Latinx 5192 - 48.24% / Pacific Islander 252 - 2.34% / White 739 - 6.87% / Blank (declined to state) 75 - 0.70%.

Expanded Learning staff reflect that diversity even more completely than does the school-day staff. The program is committed to recruiting and accepting any eligible student into the program and there will be no practices that exclude a child based on race, color, income level, national origin, physical ability, sexual orientation and gender identity and expression. There is a deep understanding of cultural differences in the program and the belief that those differences make us whole. The program specifically provides training to support staff's understanding of all students. Restorative practices used at each site will be opportunities to address any issues between staff and students and students and students in which anyone feels uncomfortable or harmed by another's actions or words.

Program activities reflect a celebration of the cultures from which participants and staff come. Cultural celebrations occur as culminating events after month-long study of African-American, Hispanic/Latino and Filipino cultures and histories corresponding to the heritage calendar.

Cultural awareness is also facilitated through practices such as community building activities and community circles and in the manner in which staff welcome new participants.

For enrollment into the program, priority is given to homeless and foster youth first, followed by the other categories in no particular order: low-income, English language learners and special education students. Approximately 30% of the participants currently enrolled in the program will be English Language Learners (ELLs), with most of them Spanish speakers. A number of staff will be fluent Spanish speakers and they provide language support during academic and enrichment time. At sites without Spanish speaking staff, school day staff are often paid extra hours to support during the ExLP. The program itself provides many opportunities for English learners to use English in low stress situations of play, exploration and social interactions.

Through collaboration with the Special Education resources and current Expanded Learning funding the program our programs will be able to support and include our special needs students. The special education department supports ExLP through staff development and one-on-one aides when a high need students desire to participate. We work hard to integrate Special Education students into the program, providing them with experiences that give them opportunities to learn and play alongside non-designated students.

7–Quality Staff

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

VCUSD and its staffing partner Greater Vallejo Recreation District (GVRD) work hard to recruit staff with experience in working with students and have the attitudinal disposition for creating a positive program culture. We screen carefully to make sure employee candidates are aware of our expectation that they deliver meaningful learning experiences for participants that far exceed just supervising play. Interview questions and applications will be used to determine candidates' experience and the specific skills and interests they could shwill be with students. Program staff serve on interview panels at both VCUSD and GVRD. School site principals will be part of the staff selection process for program leadership employees and co-evaluate this staff with the district coordinator. Recruitment is done through personal contact, advertising and Edjoin. In addition to using GVRD as a staffing partner, VCUSD has developed an entry level job description for front line staff. The Expanded Learning Assistant position describes the skills needed for supporting students academically and in enrichment to support youth development.

All staff, whether district hired or contract workers meet the minimum qualifications as an instructional aide for VCUSD. For district staff, VCUSD Human Resources Department screens all applicants for this qualification and does not refer staff for interviews unless the requirement is met.

Staff at all levels have regular opportunities for professional development. Monthly staff meetings for site coordinators focus on implementation of program procedures, budgeting and expenditure, quality improvement and programming ideas and expectations. Three non-student days will be opportunities for all-staff professional development. These opportunities will be used for in-depth learning and collaboration on current initiatives or program goals.

Staffing partner, Greater Vallejo Recreation District (GVRD) conducts monthly staff meetings for the front line staff. GVRD bases content for these meetings on program and staff observations and GVRD supervisors regularly consult with the district coordinator to determine content for professional development.

Staff is also encouraged to attend vetted conferences and workshops offered by outside organizations. Staff is especially encouraged to attend conferences offered by our regional system of support partner, Region 4, this attendance is supported by covering the staff person's hours and reimbursing their travel expenses. Some of these events will be deemed so valuable that attendance is required, especially the Region 4 New Coordinator support series. The district also encourages the direct service line staff in attending the annual "Bridging the Bay" conference and hires to provide transportation for the annual event. GVRD covers the expense of staff time.

Outside vendors and volunteers bring programming and services to the sites. These partners, if needed, receive informal training on how to work with students and our Positive Behavior Intervention System so that they integrate program culture. All persons working at the site will be cleared by the district through a health screening and Department of Justice reports.

Staff from both VCUSD and GVRD have written job descriptions, employee handbooks that detail the expectations of program staff, and will be evaluated and given feedback on their performance.

8–Clear Vision, Mission, and Purpose

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

VCUSD after school programs have operated since 1998 when the district first applied for after school funding. New sites have been added as availability of funding has increased in recognition that the program provides needed support to students and their families. Community assessment of a lack of enrichment opportunities for families of low income indicates this is an issue of significant importance to community members (2019 Community Health Needs Assessment, Kaiser Foundation). Data on Vallejo youth indicate there is a significant number of students living with mental health challenges, in poverty, in homes headed by one parent and other adverse childhood events (Kidsdata, Lucile Packard Foundation). Vallejo youth under perform in all academic areas compared to county and state levels.

In late 2018, the Expanded Learning Program convened stakeholder groups to formalize mission, vision and goals statements. An Expanded Learning Advisory Group was created which includes representatives from participants, program staff, site principals, parents, Greater Vallejo Recreation District (staffing partner), community members and City of Vallejo staff. This group consulted with the district coordinator on their priorities and goals for youth in our community and drafted specified language for the mission and vision statements. Site principals provided input on program goals and to receive information about the scope of the new program plan. The district coordinator and the site coordinators then convened to create the district mission, vision and values statements, which will be used as guidance in decision-making, goal setting and next step action plans.

Vallejo City Unified School District Expanded Learning Program Mission, Vision and Goals

What We Do/Mission

We close the opportunity gap for Vallejo youth through high quality academic and enrichment learning in a youth-focused, safe and nurturing space.

Why We Do It/Vision

All students need and deserve inspiration and support to reach their greatest potential today and in the future.

Program Purpose and Overall Goals

1. Create safe, supportive and engaging learning environments for participants and staff.
2. Prepare youth academically and socially-emotionally to ensure their success and the success of their community.
3. Expand student horizons through high-quality enrichment programming that helps youth master 21st century skills and develop their interests and talents.

9–Collaborative Partnerships

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

The Expanded Learning Advisory Group is a standing group that serves as advisors to the ExLP. Duties include review of the Program Plan, response to goals and collected data, and advice and advocacy within their respective groups. Formalizing these roles and duties and communicating them to the group is a next step for the program and is scheduled for 2022-23. The advisory group is composed of district staff, site leaders, community members, parents and students.

In addition to this advisory group, the ExLP has other partnerships that provide support to the program. Our closest partners will be the school sites and district office staff. The ExLP site

coordinators will be district staff and the program is an integrated school initiative and intervention. Site coordinators regularly consult with the site principal, Academic Support Providers and grade level certificated teachers for guidance on best practices for program youth development, academic supports and school day initiatives and goals. The purpose of this collaboration is to create an after school program that compliments the school-day experience for students. Principal and staff time in guiding the program is one of the in-kind matches and goes a long way in creating a quality program. Additionally, the district provides, as an in-kind match, space for the program, financial resources for certificated staff to deliver interventions and administrative support.

A second major partner that supports the program goals is Greater Vallejo Recreation District (GVRD). Our front line staffing partner, GVRD works closely with District and site coordinators to hire and develop front line staff that deliver programming to participants. Working closely with the district coordinator and site coordinators, GVRD managerial staff supervise and develop the front line staff that work under the site coordinator. A yearly contract defines this partnership.

Other partnerships that support program goals include:

Partner	Contribution	Structure
Food Banks of Contra Costa and Solano Counties	Fresh produce which is distributed to families weekly and is used in nutrition clubs and cooking instruction	Memorandum of Understanding
Solano County Library	Monthly visits to middle school sites to provide STEM activities and mobile book borrowing	Memorandum of Understanding
City of Vallejo	Financial resources through grant-making to support STEM learning and other enrichment programming	Grant
Programming Vendors	Specialized programming such as martial arts, soccer, arts and STEM learning (robotics, coding, engineering)	Contracts

10–Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

In accordance with California *Education Code (EC)* Section 8484, Vallejo City Unified School District (VCUSD) engages in a data-driven quality improvement process based on quality standards at its Expanded Learning sites. The Expanded Learning Program uses a number of measurements to determine program quality and to provide information for goal setting and action plans.

The ExLP submits to the California Department of Education attendance data twice annually. Program attendance is one indicator of a high quality indicating families entrust the care of their child to the program staff. VCUSD also engages in a data-driven quality improvement process based on initiatives driven by the 12 Quality Standards for Expanded Learning in California. An attachment to this document provides details on this process (Attachment 3). Currently all site programs will be collecting data on student social-emotional skills to inform social-emotional learning practices.

Staff also use informal assessments and surveys, from ‘thumbs up/thumbs down’ to a short anonymous paper survey at the end of each club, that has several questions on how the participant felt the program helped them learn new skills and what staff can do to improve the club, (Attachment 4) to gather participant feedback and input. The data is used to make decisions about enrichment program offerings, to evaluate programming vendors and to determine next steps in improving the quality of programming. All participants regardless of their age have opportunities to make choices regarding their participation in programming. At the younger grades this might be a less formal process such as the program leader offering two choices of physical activity for the day and the club sign-up process that precedes a trimester or quarterly club session.

11–Program Management

Describe the plan for program management.

Each year Expanded Learning Program management and administration requirements will be detailed in handbooks provided to staff. These manuals will be updated annually and include a parent handbook and a site coordinator handbook at this time. The site coordinator handbook defines policies, procedures and practices for the site coordinator role. The parent handbook describes the purpose of the program and expectations of participants and families who enroll. District coordinator and principal handbooks will be finalized in the school year 2022-23.

The Expanded Learning Program has several staffing layers. These roles will be defined by VCUSD job descriptions and staffing contracts.

District Staff (grantee)

Job Title	Supervisor	Responsibilities and Methods of Communication
District Coordinator	Director of Elementary Education	Coordinates with site staff to implement Expanded Learning Programs, integrates program with other district initiatives, meets compliance on all grant assurances, provides professional development for site staff and monitors implementation at sites, manages partnerships, writes grants, provides leadership to district, community and City of Vallejo regarding out-of-school time programming, evaluates site staff, manages fiscal requirements, prepares and submits all required reports. Meets regularly with supervisor and other district staff to report on implementation and other issues concerning the Expanded Learning Program, meets monthly with site coordinators and conducts frequent site visits.
Site Coordinators	District Coordinator	Develops and implements Expanded Learning Program at school site. Works collaboratively with principal to implement academic support, works collaboratively with program staff and district coordinator to implement high-quality enrichment programming. Follows procedures and policies to ensure grant compliance. Communicates with program leaders, district coordinator, site principal and other staff through informal and formal meetings, at least monthly, and through email and phone calls.
Expanded Learning Assistant	District Coordinator	Provide homework support, supervision and enrichment programming to participants of Expanded Learning Program.

Greater Vallejo Recreation District (staffing partner)

Job Title	Supervisor	Supervises direct service staff, collaborates with school district to achieve program goals.
Program Leader	GVRD Recreation Coordinator	Provide homework support, supervision and enrichment programming to participants of Expanded Learning Program

Development of the Program Plan

For development of this Program Plan, several stakeholder groups convened to define program goals and to create a draft of mission, vision and goals statements. An Expanded Learning Advisory Group with representatives from stakeholder groups: participants, program staff, site principals, parents and students, Greater Vallejo Recreation District (staffing partner), community members and City of Vallejo staff consult with the district coordinator on their priorities and goals for youth in our community and provided input on the language for the mission and vision statements. A group of all site principals convened to provide input of program goals and to receive information about the scope of this new program plan. The district coordinator and the site coordinators convened to draft the district mission, vision and values statements which will be used as guidance in decision making, goal setting and next step action plans from the input. Site coordinators met in fall 2019 with program staff to create specific site mission and vision statements and have documented activities in each of the major initiative will beas. These now serve as background for goal setting and the Continuous Quality Improvement Process. As new sites will be added to the program, the principal and new program staff draft a site program plan. The Advisory Group convenes yearly to review the site and district plans and to receive updates on goals, including data presentations. Site coordinators, under the guidance of the district coordinator, review their plans in the fall of each school year and adjust goals as needed. In the spring of each year they meet with site stakeholder groups to provide a check-in on goal progress.

Program Administration

Fiscal Management

It is the responsibility of the district coordinator and site coordinators to ensure all funds will be expended in accordance with federal, state and local requirements. The Expanded Learning Program uses the VCUSD's fiscal accounting system (Escape) utilizing School Accountability Codes (SACS) to manage and requisition resources whether they will be the ASES grant or other funding sources. Requisitioning originates at the site level with an approval pathway that includes the district coordinator.

Site coordinators create a spending plan each year to align their spending with the district's and site's mission and vision statements and goals. The spending plan includes line items based on frequently used SACS which is then aligned within the Escape system so funds will be available in the correct spending categories. Several times a year these spending plans will be updated and adjusted to ensure the funds will be being spent in a way that aligns with site goals, student interests and grant assurances. This procedure also assists in ensuring we fully expended our grant and is a practice that has eliminated audit findings in this will bea over the past decade. The procedures for requisitioning the budget and using the accounting system will be in writing and detailed in the site coordinator handbook.

To access special services from unique contractors and to engage staffing partner GVRD, the district coordinator uses the VCUSD Contract Agreement and procedures to ensure all work done by outside vendors complies with district policy, which details information about adequate insurance coverage and proper vetting of contractors through Department of Justice reports.

Local Match

VCUSD ExLP meets the ASES grant assurance for local match through partnerships with the district, school sites and outside partnerships. The district coordinator is responsible for ensuring this match is made each year. Sites without ASES funding are not required to meet the match (Cave, Wardlaw and Vallejo Charter). See table below for typical matches:

Partner	Item	Typical Value
VCUSD	Rooms, fields	\$9,500
VCUSD	Custodial Services	\$1,000
VCUSD	Site principal Hours	\$2,000
Food Bank	produce	\$20,000
VCUSD	meals	\$10,000

Attendance Policy and Early Release/Late Arrival

Attendance management requirements are detailed in the site coordinator handbook and attendance requirements will be detailed for families in the parent handbook. All sites will be required to record participant attendance and all families will be expected to adhere to attendance requirements for participation. Sites will be monitored by the district coordinator to ensure their adherence to the procedures and policies through online reports and monthly compliance monitoring reports.

12–Sustainability

The district coordinator is responsible for resource development for the Expanded Learning Program. Through relationships with community members, City of Vallejo staff and local non-profit organizations the district coordinator has secured resources to improve the quality of programming the district is able to offer. Through grant writing and Memorandum of Understanding the coordinator has been able to fund technology purchases, increase the availability and quality of sports programming, intervention support and enrichment offerings at

sites. Some of the partnerships, such as American Heart Association, Food Banks of Contra Costa and Solano and Solano Public Library provide matching resources to meet our in-kind requirements.

The program informs the community of its achievements in a variety of ways. District-wide and school site showcases provide opportunities for staff and participants to communicate the value of the program to the community. School Board presentations produced by the district coordinator also inform the community of the program and its benefits to the participants and their families. At the school site level, site coordinators present data and information about the program to site governing boards and staff. The district website includes a page for Expanded Learning with a rotating group of photographs of activities.

An articulated and written sustainability plan and action steps need to be developed formally and more work is to be done in the area of securing sustaining partnerships. Next steps for implementation in 2022-23 include communication about improvement data to state legislators and the development of private sector partnerships.

Other Information/General Questions

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

Universal Expanded Learning

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 will be held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Vallejo City Unified School District Expanded Learning Program currently serves approximately 1,200 students at nine elementary schools, three K-8 schools and one middle school; all funded by the After School Education and Safety Grant (ASES). Additional funding provided by the California Department of Education will increase the number of students served and open programs at three sites will be without ASES funding. One comprehensive program managed by the district coordinator and site based staff will ensure a universal program with a shared vision and mission. The district coordinator has ten years of experience in managing and implementing the requirements of the After School Education and Safety grant and will ensure the ELO-P funding is used as required by education code. This coordination at the district level, under the direction of the Director Elementary Education and Assistant Superintendent of Teaching and Learning will ensure a comprehensive program with standard policy and procedures in areas of compliance and best practices in youth development. The funding source with the most

stringent requirements will be the basis for all program practices and will apply to after school, intersession and summer programs.

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 Expanded Learning Program will work with school sites to identify appropriate spaces to serve Transitional Kindergarten and Kindergarten students. Our school campuses have subsections suited to younger children with modified playgrounds, classrooms and restrooms. Extending the day for these students will require hiring staff who will be on campus for longer periods of time than typically required of after school program staff. We will work with our Child Development Department to identify staff that work in California State Preschool Program that could add hours to their schedule to serve TK-K students after preschool has ended. That would provide that staff with an 8 hour schedule which may support attraction and retention of staff. Expanded Learning Assistants would also be assigned to work with this age level to ensure staff to student ratios of 1:10. Additional staff will be available as the district implements Universal Pre-K programs. The Child Development Department and TK and Kindergarten teachers will support professional development for staff working to ensure high quality implementation of developmentally-informed programming and curriculum.

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.

Program Hours: After school programs operate at school sites from the end of the school day until 6:00pm each day school is in session. This schedule, when combined with the six hour school day, creates a nine hour day to support families and to facilitate the district’s ability to address whole-child developmental goals.

Sample Core Year Schedule

Student Type	School Day (includes lunch)	Expanded Learning	Number of Hours
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	break)		
4th Grader	8:30-3:00	3:00-6:00	9.5
TK-Kindergarten	8:30-12:30	12:30-6:00	9.5
TK-Kindergarten (after Thanksgiving Break)	8:30-1:30	1:30-6:00	9.5

Funding will also be used to offer nine hour days during intersession days for at least 30 days. Program hours for these intersession dates will be at least for nine hours of programming. These 30 days might include programming during summer, spring break, holidays, and Saturdays.

For example, in the 2022-23 school year the district might run 30 additional days as follows: Saturdays: September 24, October 29, January 29, February 11 and May 13. The breaks at Thanksgiving (November 21-22) and Spring Break (March 27-30 and April 3-6). Three Professional Development Days on October 10, October 30 and February 21 and a summer program Monday-Thursday in June 2023.

Sample Intersession Schedule 1

Student Type	Extended Care: breakfast, games, crafts, physical activity	Academic Enrichment	Lunch and Recess	Academic Enrichment	Extended Care: snack, games, crafts, physical activity	Number of Hours
All Grades	8:00-9:30	9:30-12:00	12:00-1:00	1:00-3:30	3:30-5:00	9

Sample Intersession Schedule 2

Student Type	Extended Care: breakfast, games, crafts, physical activity	Academic Support	Lunch and Recess	Academic Enrichment	Extended Care: breakfast, games, crafts, physical activity	Number of Hours
All Grades	8:00-8:30	9:30-11:30	11:30-12:30	12:30-3:30	3:30-5:00	9