



GOLDEN VALLEY
CHARTER SCHOOLS

Expanded Learning Opportunities Program Plan

Golden Valley River

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Name of LEA and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Golden Valley River

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

1. Golden Valley River

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.

Golden Valley prioritizes the health and safety of all students and staff. As such, Golden Valley's Expanded Learning Opportunities Program (Eagle's Nest) is a safe, violence-free, bullying-free nurturing, and supportive learning environment. When students are provided with this type of expanded learning environment they feel safe to develop their potential and grow. Staff are trained and supported by a system of leadership that are available to collaborate and support the staff and address the needs of the program as necessary.

The Eagle's Nest staff participate in training prior to the school year at the Fall preservice. Professional development offerings may include the Nurtured Heart approach and the Virtues Project to help manage behaviors and assist with social emotional learning. Weekly collaboration with the site administration and Eagle's Nest Site leader will help to stay on top of professional development needs as they develop.

The staff treat students in a fair and impartial manner by modeling appropriate behaviors. Nurtured Heart approach is used to re-direct students to avoid disruptive behavior and increase responsible choices and student cooperation. The school has implemented simple and clearly defined expectations that align with the regular day but are flexible and accessible to ensure inclusion for all students participating in the program. Building relationships with regular day staff is supported so that the needs of students, including students with special needs, are not only know but appropriately supported.

Golden Valley is committed to protecting our students and staff during individual, school, and district emergencies. Drills are on a monthly basis to ensure that all students and staff members are well-practiced in emergency procedures. All of the same procedures and protocols will be used and practiced by both the after-school programs and the regular educational programs to ensure consistency.

Practices and activities to involve students in school in a meaningful way will continue to evolve.

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 Golden Valley Expanded Learning Opportunity Program (ELO-P) will provide enrichment opportunities that incorporate project-based learning, social emotional learning, and engaging and hands-on educational experiences. This will include incorporating the following components into our program:

- Experiential project-based learning
- Engaging and relevant content
- Social Emotional learning
- Extended Day learning that connects to and beyond the classroom
- Youth development learning (communication, conflict resolution, public speaking, teamwork, etc.)
- Intervention, tutoring, and homework support

The program will provide an array of physical activities, games, sports, art, nature-based learning, music, practical arts, and student-centered activities designed to engage and nurture student interest and curiosity. Specialty teaching staff will help to plan and provide activities for the ELO-P in handwork, music, gardening, games, and other enrichment opportunities. The expanded learning staff will be supported with coaching and professional development to help support the program design and meeting the needs of the students.

Academic support will include dedicated time to provide homework help, tutoring and learning activities. Targeted evidenced-based interventions will be provided to students that have been identified as having an academic need by trained educational support staff.

3—Skill Building

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

The school will provide time for structured homework support and completion daily work. Students that are in grades that do not assign homework will practice skills that have already be presented during the instructional day in a fun and engaging manner (i.e., games, activities, projects, etc.). Students will work individually, with partners, or in groups to complete the homework given to them by their classroom teacher. Homework will be checked for accuracy and completion by the ELO-P staff.

Our approach for engagement of youth in projects will be grounded in the best practices for project-based learning and will address multiple learning styles (auditory, kinesthetic, visual, etc.) and allows for student input. The program will focus on providing at least one, daily enrichment activity.

Additionally, students will be exposed to lessons that foster healthy lifestyles which will include daily physical activity, sports integration, nutrition, gardening, arts and crafts, and outdoor play in nature.

4—Youth Voice and Leadership

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

Eagle's Nest will follow a continuous quality improvement process to inform its programs, activities, programs, and trainings. As part of this process, students and parents will periodically be surveyed regarding the quality of staff interaction, program content, activities, ideas for new projects, programs, communication, etc. as a way to capture family and youth voice. School leadership and Eagle's Nest lead staff will review the information in these surveys to determine if any adjustments or changes are necessary. The ELO lead staff will check in with students to determine what is going well and what is not as well as what their experiences are with the Eagle's Nest offerings.

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 hours of programming.

Gardening, cooking, and nutrition will be part of the weekly program at the school with daily physical fitness (games) and sports. Students are encouraged to learn through play and by exploring the natural environment. These offerings will help students have a better understanding and relationship between healthy eating and healthy body.

Golden Valley provides health options and provide snacks that meet state and federal nutritional requirements which are based on the [USDA Dietary Guidelines](#). Some examples of healthy snacks that are provided during Eagle's Nest are:

- String Cheese and carrots
- Bagels with cream cheese
- Strawberries and pretzels

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.

Golden Valley strives to ensure that all offerings and programs create and environment in which students and staff experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. This is accomplished by fostering a culture of belonging and empathy for others and reducing barriers to enrollment. The schools create inclusive environments and offers services that promote the development of students' positive personal development. Our Eagle's Nest program is designed to enroll, serve, and prioritize our traditionally underserved students.

7—Quality Staff

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

All program contractors will be required to maintain ongoing assurance of compliance with Golden Valley's requirements for instructional aides as well as criminal background checks required by Department of Justice and Federal Bureau of Investigation. All instructional aides meet the following minimum requirements:

Staff members are recruited primarily from the existing pool staff and families. Hiring notices are posted on edjoin.org and are advertised out to our current staff and families via Parent Square and Golden Valley social media platforms.

Staff will be provided with onboarding training at the time of their initial employment with GVCS. Training on Eagle's Nest-specific topics will be provided prior to the start of each school year. Topics for professional development and training will be collaborated on with leadership and Eagle's Nest lead staff.

8—Clear Vision, Mission, and Purpose

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

Mission: We prepare our students to consciously engage with our evolving world by inspiring a lifelong passion for learning.

Vision: We are a leading network of Waldorf Inspired public charter schools.

The following extended learning program goals were developed:

- Provide targeted academic interventions for students performing below grade level, special needs, English Learners, foster youth, homeless and other socioeconomically impacted students.
- Provide a safe and healthy environment—both physically and emotionally for students
- Provide fun and engaging activities.
- Provide Social Emotional Learning offerings.

- Provide extended learning educational and enrichment programming that connect with state standards and the Waldorf pedagogy.
- Engage students in healthy choices, wellness, and physical fitness activities
- All program offerings will be developmentally appropriate for the students that are participating.
- Promote parent and community involvement.

9—Collaborative Partnerships

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

The program will evolve to include community partnerships. The school will partner with Sunrise Parks and Recreation to provide volleyball in the fall. Golden Valley has a list of activities/programs that students have indicated they would want as part of the Eagle’s Nest program.

The organization is reaching out to the Golden Valley community to see if there is interest from community members to hold and run enrichment activities for students. Partnerships with other community-based organizations, like Girls on the Run, may evolve to provide more recreational enrichment opportunities for students.

The YMCA is moving into a facility in the community and Golden Valley may pursue a partnership with them to provide enrichment opportunities during the instructional year and/or during the summer.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning will be used to assess program quality and used to revise and refine the areas of needed improvement. Data will be collected in a variety of ways which will include surveys, interviews, observations, and self-assessments. The information will be collected from educational partners, which will include, students, parents, community members, and staff. The results will be used to drive improvement of the program.

11—Program Management

Describe the plan for program management.

Central Office Level

- Operational program logistics
- Maintain records that meet local, state, and federal guidelines, as well as those guidelines that govern the administration of Expanded Learning Opportunity program funding.

- Processing of purchase orders and approval of contracted service agreements for the Eagle's Nest program.
- Human resource services for Eagle's Nest Staff

Site Level-site administrator

- Directly interfacing with the Eagle's Nest program and staff.
- Create and revise Eagle's Nest budget, review and approve all program expenditures.
- Participate in the hiring process for Eagle's Nest staff
- Manage and evaluate Eagle's Nest Lead and participate in the evaluation of other Eagle's Nest staff in partnership with the Eagle's Nest Lead.

Eagle's Nest program level-Eagle's Nest Leader and staff

- Eagle's Nest Leader will meet weekly with the principal to ensure ELO-P safety operation and quality standards are being implemented per program plan and best practices.
- Eagle's Nest Leader will collaborate with staff and students to successfully plan monthly activity and snack calendars.
- Eagle's Nest Leader will provide morning care at the site.
- Eagle's Nest leader will communicate and collaborate with teaching staff, specialists, Sports Coordinator, site leadership, and office staff.
- Eagle's Nest will coordinate short term program offerings with outside providers and community-based organizations.
- Eagle's Nest Leader will evaluate ELO-P staff with the principal.
- Eagle's Nest Staff will provide direct supervision of students, maintain proper staff to student ratios, and implement daily activities outlined on the monthly calendar.

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.

Not applicable. Golden Valley does not currently participate in the ASES or 21st CCLC grants.

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?

Eagle's Nest will be divided into grade span groups and staffed accordingly to maintain proper ratios. Staff working with TK and K grade level students will have the option to participate in Early Childhood trainings and professional development to help better meet the needs of younger students.

Parents and families will be provided with application for Eagle's Nest and information on the new program at the end of the 2021-22 school year. As applications come in, the Human Resource Manager will post job opening and move through the selection process with site leadership. All staff will participate in training prior to the start of the 2022-23 school year. During this time staff will be trained on the unique needs of the students in the grade span they are assigned to. Site principals and teaching staff will be available to collaborate with Eagle's Nest staff on working with early childhood students.

When creating the schedule for early childhood offering in Eagle's Nest there will be a predictable rhythm with the schedule. Students will engage in play-based learning and will compliment the activities of the instructional day.

Students in TK and K are released from the instructional day at 11:45 am daily. The TK and K students that participate in the afterschool program will eat both lunch and the afterschool snack with Eagle's Nest. Meals and snack offered on site will meet federal nutrition guidelines.

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.

ELO-P TK/K Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
11:45-12:00	In	In	In	In	In
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:15	Free Play Inside	Free Play Inside	Free Play Inside	Free Play Inside	Free Play Inside
1:15-1:45	Project or Activity	Project or Activity	Project or Activity	Project or Activity	Project or Activity
1:45-2:00	Clean up and chores	Clean up and chores	Clean up and chores	Clean up and chores	Clean up and chores
2:00-2:30	Rest	Rest	Rest	Rest	Rest
2:30-3:15	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation
3:15-3:30	Snack	Snack	Snack	Snack	Snack
3:30-4:00	Music	Handwork	Gardening	Movement	Art
4:00-4:30	Circle & Story	Circle & Story	Circle & Story	Circle & Story	Circle & Story
4:30-5:00	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation
5:00-6:00	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up

ELO-P Grades 1-3 Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
12:25-12:35				Pick Up & Sign In	
12:35-1:00				Lunch	
1:00-1:40				Outdoor Play	
1:40-2:20				Project	
2:20-2:40				Clean Up	
2:40-3:00	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In
3:00-3:30	Snack	Snack	Snack	Snack	Snack
3:30-4:00	Handwork	Music	Games	Art	Gardening
4:00-4:30	Homework Time	Homework Time	Homework Time	Homework Time	Homework Time
4:30-5:30	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation
5:30-6:00	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up

ELO-P Grades 4-8 Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
12:25-12:35				Pick Up & Sign In	
12:35-1:00				Lunch	
1:00-1:40				Project	
1:40-2:20				Clean Up	
2:20-2:40				Outdoor Play	
2:40-3:00	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In
3:00-3:30	Snack	Snack	Snack	Snack	Snack
3:30-4:00	Games	Art	Music	Gardening	Handwork
4:00-4:45	Homework Time	Homework Time	Homework Time	Homework Time	Homework Time
4:45-5:30	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation
5:30-6:00	Free Time, Pick Up, Clean Up	Free Time, Pick Up, Clean Up	Free Time, Pick Up, Clean Up	Free Time, Pick Up, Clean Up	Free Time, Pick Up, Clean Up

Before School	
	Monday-Friday
7:00-7:50	Homework, Reading, Quiet Free Play
7:50-8:00	Clean Up and Prepare for Class
8:00	Leave for Class

Intersession or Summer Sample Day (9 hours)	
7:00-8:00	Breakfast and Check-In
8:00-9:00	Art Activity
9:00-9:20	Clean Up
9:30-10:00	Outdoor Activity
10:00-10:20	Snack
10:20-11:00	ELA Enrichment Activities
11:00-12:00	Nature Walk
12:00-12:30	Free Play
12:30-1:30	Lunch and Recess
1:30-2:30	Math or Science Enrichment Activities
2:30-3:00	Service Projects
3:00-3:45	Specialty Class
3:45-4:00	Clean Up & Pick UP

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.