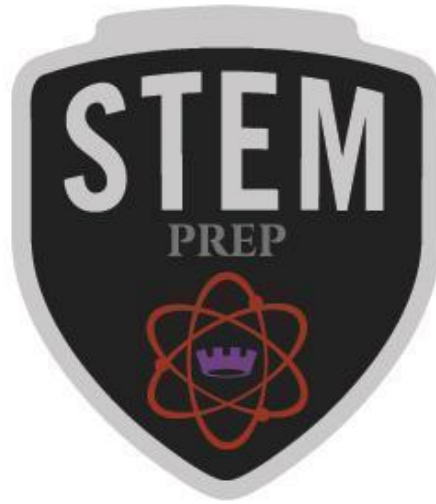


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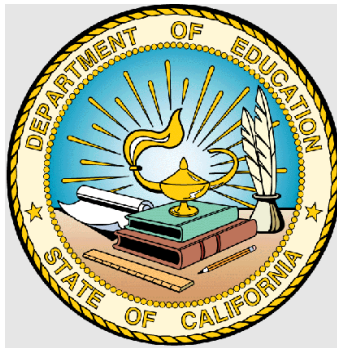
EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

STEM Preparatory Schools

3200 West Adams Boulevard
Los Angeles, California 90018



California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



This Program Plan Template Guide is required by California *Education Code* (EC) Section 46120(b)(2)

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

Local Educational Agency (LEA) Name: STEM Preparatory Schools

Contact Name: Nicolas Orlando

Contact Email: norlando@stem-prep.org

Contact Phone: 323-795-0695

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. STEM Preparatory Elementary School
2. CROWN Preparatory Academy

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])

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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/qualstandcqj.asp>.

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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.

STEM Preparatory Elementary School (SPES) and Crown Preparatory Academy (CPA) seeks to build a comprehensive program that will be offered on site on the school site campuses. STEM Preparatory Elementary School (SPES) and Crown Preparatory Academy (CPA) partner with Think Together to implement high-quality, student-centered before school, after school, summer and intersession programs that comply with all state and/or federal grant funding requirements.

STEM Preparatory Schools will expand and enhance its programs by developing one comprehensive program, utilizing ELO-P funding to provide a safe and supporting environment with Think Together partnering with SPES and CPA teachers and staff and community organizations.

Each student's physical and emotional safety is the number one priority of all program operations. SPES and CPA will work closely with Think Together to develop and deploy our Expanded Learning program in conjunction with the ASES and 21st Century programs. Think Together will follow health and safety procedures that are aligned with those of the regular instructional day.

SPES and CPA, in partnership with Think Together, continuously monitor site compliance to comprehensive program policies and procedures designed to ensure safe and supportive environments for all staff and students. Fundamental elements to our after school program safety protocols include: **1:20 (1:10 TK/K) staff-to-student ratios; comprehensive & ongoing staff safety trainings; daily attendance tracking; mandatory line-of-sight policies; training for staff in routines and procedures, periodic program-wide safety drills; clear reporting guidelines & procedures; and regular stakeholder meetings** to ensure that district & school site personnel, all after school staff, parents as well as students share a common understanding pertaining to safety expectations.



DAILY AFFIRMATIONS

I am capable.
I am not afraid of a challenge.
I am smart.
I don't have to be perfect to be worthy.
I have many talents.
I am a good friend.
I am loved for who I am.
I'm proud of myself.
I have a great personality.
My thoughts and feelings are important.
Making mistakes helps me grow.
I'm unique and special.
Asking for advice doesn't make me weak.
I can learn anything I put mind to.



Our program provides a safe and supportive environment for students by incorporating focus of connection, well-being, and equity, within a program that builds SEL competencies for students. In our core program, students are taught skills on how to set goals, reflect, and provide feedback using a Social Emotional Learning Toolkit and daily practices that include mindfulness, and opportunities for connection and goal setting. Staff is trained to respond to student behavior in a way that maintains

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the dignity of students and builds positive and proactive momentum. Foundational in program is space and time for our staff and students to build relationships of trust.

Off Campus Special Events/Field Trips

Specific policies and procedures are in place to ensure the safety of staff and students participating in off campus special events and field trips. In addition to the fundamental program safety elements identified above, Field Trip Approval Forms outlining pertinent event details (e.g., date, time, logistics, site maps, experiential learning outcomes, etc.) must be approved by the school site principal. Parent permission slips are signed and collected for each participating student, which includes a request for student agreement and adherence to the Think Together 4 Agreements modified for field trips/excursions.

The Site Leader and/or event coordinator is required to conduct a preliminary walkthrough of the field trip location, looking for:

- Bus parking
- Student drop off and pick up
- Any potential safety hazards
- Drinking water access
- Attain copies of the site map

During the off campus special event/field trip, students are required to wear wrist bands with an emergency contact number, in case a student gets lost or separated from the group. Staff-to-student ratios are reduced to 10:1 for all excursions. All staff are required to maintain communication via walkie-talkies and/or designated cell phones. Staff is required to consistently conduct student headcounts throughout the field trip every 15-20 minutes. Students must be in Line of Sight.

As part of our collaborative partnership between SPES and CPA and Think Together, instructional day staff work with the expanded learning program Site Leaders to review **School Site Safety Plans**, and to align protocols & procedures. The Site Leader must obtain a copy of the Safety Plan from the school administrator/liaison at the start of the school year. Each Site Leader follows the recommended procedures outlined for their assigned site and implements a monthly program-wide safety drill. **Monthly safety drills alternate between fire, earthquake, active shooter and lockdown procedures.**

Likewise, Site Leaders take responsibility for conducting monthly supply inventories for First Aid Kits supplied to each site. Additional supply orders are made as needed to ensure maintenance of fully stocked kits. Student accident and injury reporting procedures, as well as employee work-related injury protocols, are detailed in the Think Together Program Manual, which is easily accessible to all team members online.

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Employee safety and injury prevention is also a priority at Think Together. We believe that our clear commitment to staff safety in the workplace contributes to an overall safe and supportive environment for students. To this end, we require participation in monthly safety and health trainings for all staff, as well as work to ensure compliance with Occupational Safety and Health Administration (OSHA) requirements for work environments.

Moreover, all expanded learning program employees of Think Together are considered **Mandated Reporters** and are legally required to report any suspicion of child abuse or neglect to identify law enforcement or child protective services agencies. The Think Together Program Manual provides specific guidelines to support staff in fulfilling this vital responsibility.

SPES and CPA, in partnership with Think Together, maintain clear expectations that all staff respect student rights. Expanded learning student participants in the Think Together have prescribed rights that include, but are not limited to, the following:

- Students have a right to be treated with respect and dignity
- Students have a right to be treated in a non-discriminatory manner
- Students have a right to express & practice their religious or spiritual beliefs
- Students have a right to review and participate in the design & facilitation of program components
- Students have a right to file a complaint or grievance regarding program services they receive.

To ensure physical and emotional safety for all students, Think Together is adamant about 100% adherence to comprehensive student **Line of Sight** policies & protocols, which require that all students are in a paid staff member's "line of sight" at all times. This means that staff consistently and effectively position themselves where they are aware of and can visually see all students 100% of the time, through every component of the program. To ensure line of sight, staff members manage their learning/engagement environment by walking around; and should maintain close proximity to ensure all students are following program expectations.

During restroom breaks, it is the responsibility of each staff member to implement outlined systems to ensure student safety with respect to their rights to privacy in the restroom.

Moreover, SPES and CPA and Think Together actively collaborate on a case-by-case basis to ensure adequate access to the expanded learning program for students with special needs and for those that require specific physical accommodations as appropriate, in compliance with relevant Ed Code.

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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.

SPES and CPA collaborate with Think Together in the operation of their grant funded expanded learning programs. Think Together’s mission is to partner with schools to change the odds for kids. To this end, Think Together delivers an active and engaging program designed to support academic and social milestones from cradle to college. Staff are trained in lesson facilitation practices that reflect the Learning in Afterschool (LIAS) principles, and lessons are developed using a project-driven framework that prioritizes students working in cooperative groups to achieve goals. All units include a project-based framework that focuses on how students will showcase learning with their community.

STEM Preparatory Schools will expand and enhance its programs by developing one comprehensive program, utilizing ELO-P funding to provide an active and engaging learning environment with Think Together, SPES and CPA teachers and staff.

LIAS PRINCIPLE	HOW WE APPLY IT
ACTIVE	<ul style="list-style-type: none"> • Make sure students are always doing • “Show, don’t tell” • Have students move frequently • Use centers, stations, and rotations
COLLABORATIVE	<ul style="list-style-type: none"> • Provide multiple opportunities for students to work in cooperative groups and use different groups to prevent cliques. • Use clear roles and rotations to share responsibility.
MEANINGFUL	<ul style="list-style-type: none"> • Activities affirm the culture, interests, and experiences of students. • Activities and lessons build high value skills <ul style="list-style-type: none"> ▷ Problem-solving, critical thinking, reading, writing, speaking, and listening. Skills for college and career, and SEL. • We use current events as teachable moments • We give students choices (always good choices—e.g., “you can write an essay, compose a song, or create a comic book”)
SUPPORTS MASTERY	<ul style="list-style-type: none"> • Work is aligned to standards for student grade levels. • Students are building skills for college and career success. <ul style="list-style-type: none"> ▷ Students reflect on their own progress, regularly. • Students create and work on projects that they will present and exhibit.
EXPANDS HORIZONS	<ul style="list-style-type: none"> • Students learn about role models and innovators. • Students are learning about a range of career opportunities that they may not have been exposed to. • Students are envisioning a future and practicing for a future where they are decision-makers, change agents, and successful.

In our lowest elementary grades (TK-2) we leverage daily center-based enrichments for both enrichment and reinforcement of academic skills. Lower elementary lessons include a

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circle-center-circle format that allows students to engage in both shared learning experiences, student-driven hands-on explorations and a debrief in circle time.

We provide an elementary and middle school program that includes daily active, engaged, meaningful learning experiences. Each engagement cycle allows students to prepare and present work to their community in a signature event or exhibition. Because of this, student experiences are always building and applying skills in public speaking, presentation, and work in collaborative group structures. Enrichment units provide both STEM and VAPA hands-on activities and allow students to create demonstrations of their learning and expression of ideas. Our curriculum provides spaces for students to make connections to their own communities, explore a range of career pathways, brainstorm problems to solutions, and set college and career goals.

3—Skill Building

The program is focused on building student skills and competencies and is designed to build skills across all three elements of program— (1) Academic Achievement, (2) Enrichment, and (3) Physical Activity.

A 3-Step Lesson Structure drives all skill-building experiences, and Students have opportunities to build a range of skills that will complement and enhance their ability to succeed in and beyond the school day. Learning is applied across elements to fully engage and support students. We focus on literacy development, math, and student skills during Academic Achievement, and interdisciplinary skills in daily STEAM and Arts Enrichment units.

Educational Literacy

ELA activities provide time and space for students to develop a love of reading and writing, build foundational skills, and use reading to unlock learning. Credentialed educators develop academic achievement units and lesson plans, for delivery by trained program staff. Literacy development happens during the Academic Achievement element of our program, which is 55 minutes or more of time dedicated to building student learning skills. A regular “Smart Start” routine kicks off Academic Achievement



Our students deserve meaningful, well-planned learning experiences that support them to love learning and build confidence.

Step 1: Open

Here's what happens:

- Preview the Goal and Purpose for what students are doing— "At the end of this activity, you will _____."
- Show an example so students know what they will do.
- Set intentions with environmental agreements.
- Activate prior knowledge

How to make this work:

- Commit to a consistent opening routine.
- Get students ACTIVE during this time!
 - ▷ Use student engagement strategies
 - ▷ Use a graphic organizer to track prior knowledge and get students writing.
 - ▷ Have students write down their goal or intention for the lesson or activity.
- Use a timer and stick to your goal time.
- Openings should be less than 10% of time for a lesson. (A 60-minute lesson should open under 6 minutes)

Step 2: Engage

Here's what happens:

- Model what will happen (I-Do)
 - ▷ Provide clear procedures for what students will do, and how students will work in collaborative groups (e.g., with their voices, movement, materials, and time)
- All students practice/complete part of what they will do independently (We-Do)
 - ▷ Check for Understanding before you release students to work
- Engage with students while they work (You-Do)
 - ▷ MBWA: circulate through the room to keep pace and productivity!
 - ▷ Ask, ask, ask! Ask students to explain their work or strategies.
 - ▷ Stop to correct the class if there is confusion, or to highlight a smart idea or excellent work

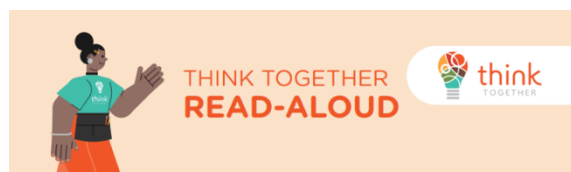
Step 3: Debrief

Here's what happens:

- Call time, and officially end active work time.
 - ▷ Explain what students should do with their work or work in progress if they will use it tomorrow or in the future. Clean up centers, materials or equipment.
- Revisit the goal and purpose of the lesson by asking students to share what they learned and what they did. Use the Check for Understanding resource to help plan.
- Celebrate students or groups who modeled the agreements that were set.
- Set goals for how students can do even better the next day.

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hour and features time and space to build vocabulary, write, and read to learn. Writing and reading are additionally leveraged across program elements to allow for reflection, engagement, and expression.



Reading to our children is an opportunity to model reading with expression and fluency, expose students to vocabulary and explore powerful or fun ideas. Read-Alouds are appropriate for students of all ages, and in grades TK-2 a read-aloud is the perfect way to kick off enrichment centers.



Steps for Read-Aloud Success:

1. Choose a book

When selecting a book to read aloud to students, consider the following:

- What will capture your interest and that of your students?
- Students' comprehension levels
- Students' listening levels
- Stay away from long books

2. Get to know (and love) the book

When familiarizing yourself with a book to read aloud to students, consider the following:

- Read the book ahead of time to become familiar with the text
- Plan in advance—this is critical!!
- Find ways that students, staff, and/or stakeholders can connect to the text (plan to incorporate these connections)

3. Set a purpose for reading

Decide why you are engaging students in the story. For example:

- Are you using the book to introduce a new concept or role model?
- Is there an important theme or key idea?
- Are you highlighting special vocabulary or concepts?
- Are you practicing "thinking about the text?"
- Are students in need of retelling practice?

Plan to read the book aloud several times within the week (or more depending on the text/purpose/skill):

- 1st Read-Aloud: Reading skills—main idea, plot
- 2nd Read-Aloud: Common Core Standard Skills
- Choose a different focus for every read aloud



Early grade ELA activities (TK-2) include daily practice with phonemic awareness, phonics, and sight words alongside read-aloud content that expands student horizons. As students enter grade 3 the focus expands to include academic language and reading to learn, and an inspired offering of informational texts and close reading support. In later elementary grades and middle school, students will start to use writing to express their ideas, understanding, and communicate their own personal narrative. Lessons include clear procedures for student engagement throughout.

Program Design reflects the Institute of Education Sciences (IES) recommendations for foundational

skills instruction (2019):

IES RECOMMENDED PRACTICE FOR TEACHING FOUNDATIONAL READING SKILLS

- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
- Develop awareness of the segments of sounds in speech and how they link to letters.
- Teach students to decode words, analyze word parts, and write and recognize words.
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Mathematics Skills

Math activities connect the standards for mathematical practice to the standards for mathematical content. Mathematics problems selected for daily practice reflect California Common Core State Standards for Mathematics.

During math practice, TK-2 students use calendar math for targeted practice and reinforcement in foundational numeracy standards, while students in grades 3-8 engage in daily math practice in a "Smart Start" that allows for the application of problem-solving strategies in an active and

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collaborative setting. Math practice accelerates students toward grade-level mastery and provides opportunities for youth leadership development with academic goal setting and reflection structures.

Skills for Student Success

Think Together is the first and only expanded learning provider to have a partnership with AVID. AVID's resources on student success and college and career preparation for all drive program offerings and are reflected in each engagement cycle with specific college and career pathways connected to units of engagement. The academic achievement element of program includes learning stations which allow students to make progress in school. In middle school grades students are taught about Grade Point Average (GPA) and GPA checks and goal setting. Site leaders schedule regular meetings with school leaders to identify ways that afterschool programming can complement and reinforce school day priorities and meet nuanced needs of the community and students in programs.



ACADEMIC ACHIEVEMENT

Academic Achievement is a one-hour-long space for students to work and improve their academics. They will engage in collaborative activities along with independent work in order to complete assignments and push their learning.

What happens during Achievement Hour?

Smart Start

Every Academic Achievement hour will begin with Smart Start. Here, students will work in small groups to complete short collaborative ELA or Math tasks to set the stage for the rest of the session.

Learning Stations

After Smart Start, student will break into three workstations:

- **Focus**
 - Students who are struggling academically will spend their time here. They will work independently, supported by the Program Leader, on completing work or assignments that will bump up their grade.
 - Students who want to work on their homework independently can also spend their time here.
- **Group**
 - Students can work in partners or small groups on their homework. They must maintain an appropriate voice level and support each other on completing their work.
- **Choice**
 - Students who are done with their homework or have no missing assignments and have passing grades will be here.
 - Here students will work on extension activities tied to their enrichment units.

Grade Checks (required MS and beyond)

Program leaders will run bi-weekly grade checks and will record grades on the progress tracker. Students with failing grades will stay in Focus station until the next grade check period.

Debrief

At the end of Achievement Hour there must be space to close and debrief. Allow students to reflect on their current progress towards their goals or use an activity from the SEL toolkit to help students ground themselves and get ready to transition into the next portion of program.

NOTE: If your district mandates students to complete a certain number of hours on digital assessment platforms make this part of Achievement Hour.



The expansion of the expanded day program will provide the opportunity to offer support to students through targeted skill-based opportunities to increase knowledge and proficiency in Literacy and Math. The school will provide learning goals and activities for Think Together to provide to students. Think Together staff and School Staff will receive the professional development needed to implement programming.

SPES Components for Literacy and Math

SPES expanded learning program will include individualized activities aligned to ELA and Math standards through specific support activities designed by school day content teachers providing targeted support for both homework completion and standard proficiency.

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CPA Components for Literacy and Math

CPA expanded learning program will include individualized activities aligned to ELA and Math standards through specific support activities designed by school day content teachers providing targeted support for both homework completion and standard proficiency.

With strong collaboration, productive relationships and establishing common practices with school site administrators, teachers & staff, the program is well positioned to support the needs of students and the school community as a whole.

At Home Practice Support Component

In addition to the literacy and mathematics components described above, Think Together provides dedicated time and a clear structure for At Home Practice support as a core component of the daily program schedule.

While Think Together is not a homework completion program and STEM Preparatory Schools engage in an “At Home Practice” practice, staff recognize the importance of creating ample opportunity for practice with guided support during program hours and strive to make that accommodation whenever possible.

Targeted Support

Additionally, school day teachers and Think Together Program Leaders will provide targeted intervention for students in the extended day program. Both Think Together Program Leaders and School Day teachers will learn through professional development how to deliver targeted instruction for students. The EXLP will invite and offer students and families the opportunity to receive targeted instruction during the extended day program.

SPES expanded learning program will engage students in standards aligned math support through Map Accelerator/Khan Academy and Zearn.

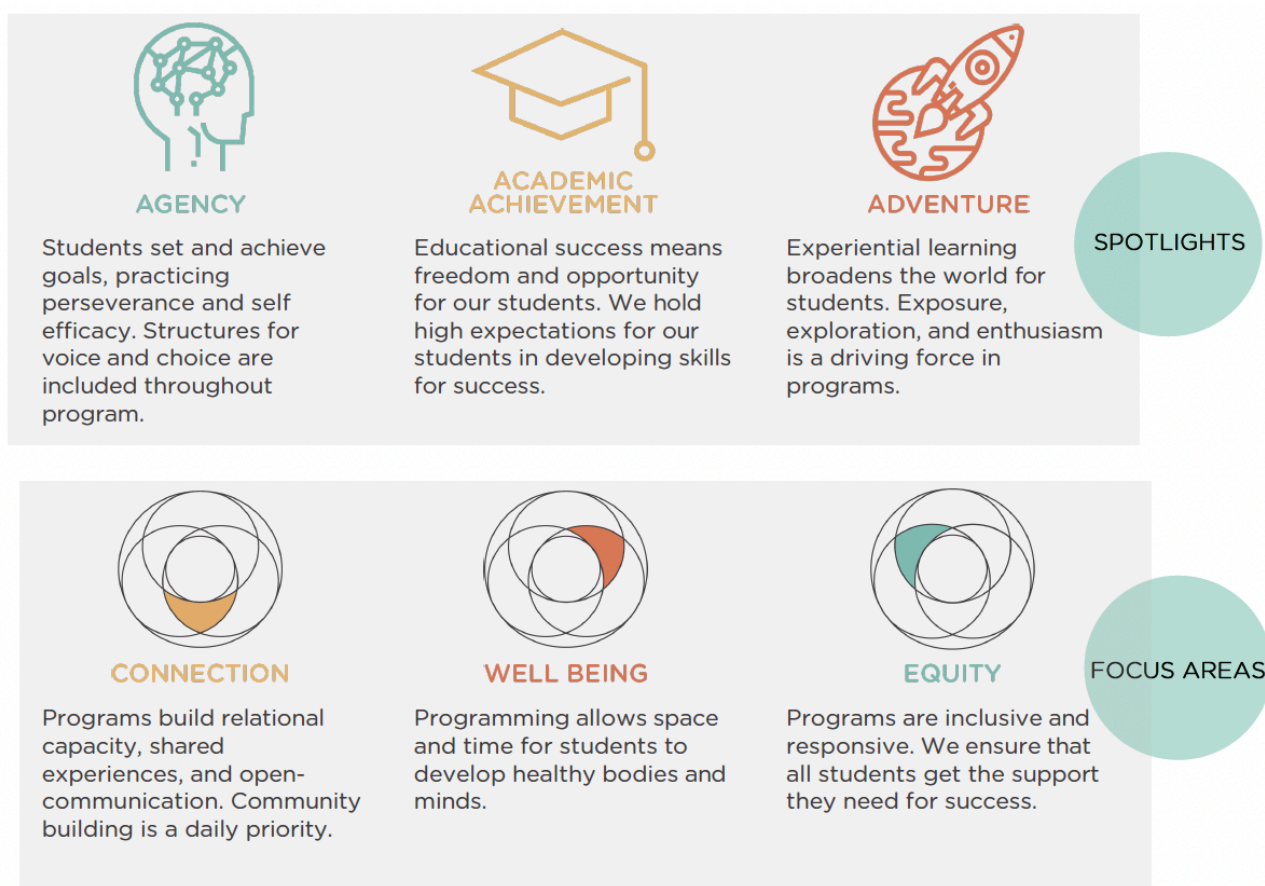
Additional Literacy support will be facilitated through Quill and Accelerated Reader, aligned to each student’s reading level through Read Alouds and Literature Circles.

CPA expanded learning program will engage students in standards aligned math support through Map Accelerator/Khan Academy.

Additional Literacy support will be facilitated through Quill and Literature Circles.

Student and youth development is centered in programming and student agency is a threaded program component. Threaded components include *spotlights* and *focus areas*:

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Think Together is based on the belief that education is the single most important factor in helping a young person achieve their full potential. The program focuses on reinforcing learning in academic content areas, by intentionally aligning with instructional strategies from the school day; as well as aligning with the overall school culture. This allows for a continuity of learning and development into the expanded learning/after school program environment. Think Together also implements a host of enrichment activities to provide opportunities for students to explore their interests and discover new capacities.

Alignment of the expanded learning/after school program includes, but is not limited to:

- Overall school culture
- State and national student standards (e.g., CCSS, NGSS)
- Curriculum & professional development
- Instructional techniques and/or strategies
- Technology-based interventions & assessments (where applicable)
- Positive behavior support system/approach: focus on building character, conflict resolution, how behavioral decisions impact future and making positive behavior choices

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Program sites create **culminating experiences** such as robotics competitions, athletic tournaments and STEM fairs to showcase students learning and experiences over the year. Student leadership opportunities is incorporated into scheduling and designing the culminating event experience, with the support of the program staff.

Partnerships with local organizations will allow SPES and CPA students to showcase their robotics with other students across the Los Angeles area.

This comprehensive program will allow Think Together and School teachers and staff to collaboratively develop and deliver active and engaged learning environments that more students can access and address more individual needs. Think Together staff and School staff will receive the professional development needed to implement programming to support academic success, social emotional learning (SEL), visual and performing arts and physical activity.

Arts & Enrichment

Program design for arts and enrichment centers on creating student experiences in the visual and performing arts. Guided lessons align to the Visual and Performing Arts Content Standards for California Public Schools. Each lesson introduces students to key concepts, vocabulary, real-world examples, and art as a career pathway through facilitated discussions about professional artists and their work. Art units focus on different artistic concepts and techniques, serving to introduce students to a variety of mediums and modalities.

In addition, the program also provides a wide variety of enrichment activities beyond the arts, including cooking, sports, and leadership clubs. Culminating events for arts and enrichment activities often feature talent shows, plays, poetry readings, art walks, and screenings of student produced films.

ELOP funds will support the addition of community partners to provide visual and performing arts learning, development and exhibition through working artists and performers. After School, Music Academy is a community partner. Additional Think Together partners are:



TeachRock in collaboration with APPLE support student knowledge and expertise through creative projects. Participants interview elderly relatives, family friends, or neighbors to record and preserve memories of the musical touchstones of the person's life. The projects offer multitudes of opportunities.

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Building Beats empowers youth through music. Students learn about music production, arrangement, music theory/structure, sampling engineering and recording. Students develop a digital portfolio of the music they created to share with the world. Students can also participate in podcasting, learning about radio engineering, interviewing and storytelling.



Skillastics Visual and Performing Arts programs center around physical movement. The Move & Groove program threads social & emotional character traits into dance and creative expression. In addition, the program also provides a wide variety of enrichment activities beyond the arts, including cooking, sports, and leadership clubs. Culminating events for arts and enrichment activities often feature talent shows, plays, poetry readings, art walks, and screenings of student produced films.

By creating and maintaining productive relationships with school site administrators, teachers & staff, the program is well positioned to support the needs of students and the school community as a whole.

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4—Youth Voice and Leadership

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

Formal feedback is gathered with a student survey, and we partner with school leaders to use student grades, assessment scores and other data to inform programming.

Programming also includes featured and planned opportunities for students to both co-create and lead in the following ways:

- ☐ Developing and Upholding Community and Environmental Agreements
- ☐ Leading program opening and closing events.
- ☐ Leading parts of daily activities and
- ☐ Leading debriefs of learning that includes sharing feedback.
- ☐ Leading Mindfulness Activities
- ☐ Student-Led Presentations and Exhibitions
- ☐ Student feedback at the end of each unit/culminating event
- ☐ Student choice and interests built into programming.

Student leadership is built into regular routines and student leaders are provided with space and time to build trusting relationships with program staff to identify opportunities to improve program and meet student needs with program opening and closing activities or other special events.

Students will complete surveys to share their experiences around engagement, program offerings, physical activities, social and emotional learning, support and future needs.

It is the intent of the SPES and CPA extended learning program, in collaboration with Think Together, that participating students feel they play a meaningful role in program design and implementation through access to leadership roles and responsibilities. To this end, students receive training/coaching to develop leadership skills, as they execute leadership roles within the program and gain meaningful learning experiences that can be applied to other areas. Examples of existing opportunities for youth voice and leadership embedded in the expanded learning/after school program include:

- Youth led activities (e.g. agreements, announcements)
- Youth leadership team (meets to plan program activities and events)
- Intentionally build relationships with and among youth and staff through activities, conversations, and positive interactions
- Activities during opening promote relationship building (youth vs. youth, youth vs. staff, staff vs. staff, group vs. group) Staff can participate by motivating and encouraging students; staff may not participate in physical activities.

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In an ongoing effort to provide a seamless, collaborative and comprehensive extended day program, school day teachers and staff will join the extended day offering clubs and activities that are an extension of student interest.

Clubs are offered at both elementary and middle school program sites. Club offerings reflect the interests of the students and/or the skills and talents of the staff. Students are regularly surveyed for input about the content of these clubs. These clubs end in a culminating event such as a showcase, gallery, or other sharing of the students' work and learning. During these clubs, disguised learning reinforces the core academics as appropriate and student leadership is promoted.

Middle School Program Design: Promoting Student Agency

Students in higher grades (5th+) are able to actively exercise their leadership skills throughout the program. The entire Think Together middle school program design is geared to support & promote **student agency**, which is the level of control, autonomy, and power a student experiences in an educational setting. Each component of the middle school program in some fashion is structured to provide a safe environment for youth participants to develop and practice agency, choice and self-expression.

Expanded learning programs on middle school campuses are designed to create experiences that are responsive to student interests; encourage them to take risks & expand individual capacities; learn & demonstrate social-emotional competencies; and explore career opportunities & associated pathways embedded within each elective.

Clubs/activities within these electives are rotated into the adaptive program schedule on an 8 to 10-week schedule based on the school/program calendar.

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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.

SPES and CPA work closely with school administration and Think Together leaders to ensure that LEA and school wellness plans are shared, and that strategies are developed to align expanded learning program activities to wellness plan initiatives as appropriate. In general, the extended day program operated by Think Together works to support the LEA's commitment to helping young people learn how to make healthy choices in the areas of moderate to vigorous physical activity, nutrition, responding to conflict, and social emotional learning.



The after-school program operated by Think Together works to support the district's commitment to helping young people learn how to make healthy choices in the areas of physical activity, nutrition, responding to conflict, and social emotional learning.

Nutritional practices are included in daily routines and procedures for snack and/or supper, where program leaders reinforce healthy practices like hand washing and food safety, as well as nutrition and a balanced diet. Programs have an "Opening" where well-being and connection is prioritized.

Finally, health education that is embedded into units of study and in problem-solving activities.

GRADES	DAILY PHYSICAL ACTIVITY
TK-2	Monday and Wednesday: Soccer for Success Tuesday and Thursday: CATCH Friday: Fulcrum Teambuilding/SEL in Physical Activity
3-6	Monday and Wednesday: Soccer for Success Tuesday and Thursday: CATCH Friday: Fulcrum Teambuilding/SEL in Physical Activity
MS	Monday-Thursday: Team Sports Friday: Fulcrum Teambuilding/SEL in Physical Activity

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Collaborative Partnerships



The U.S. Soccer Foundation's Soccer for Success partners with Think Together. Soccer for Success is an after-school program, offered free to participants, which is proven to help kids establish healthy habits and develop critical life skills through trained Program Leaders. Think Together implements Soccer for Success curriculum at each elementary site.



The LA84 Foundation supports Think Together to provide a high-quality team sports experience: a 10-week basketball program for boys and girls in the winter; a 10-week boys and girls soccer program in the spring; and a 10-week flag football and volleyball program in the fall. The program consists of intramural programs where students compete at the school sites during after-school hours and culminates with a series of regional tournaments.



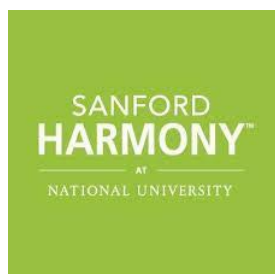
Each Friday, students in program engage in a customized curriculum of physical activity and team building activities that support SEL development for students. This is a signature element of Think Together Physical Activity Programming.



MindUp for Life is a CASEL designated, evidence-based program that promotes social and emotional competence, provides opportunities for practice, all based in neuroscience. MindUp teaches the skills and knowledge children need to regulate their stress and emotion, form positive relationships, and act with compassion.



Stressed Teens is a Mindfulness-Based Stress Reduction for Teens. Stressed Teens teaches mindfulness skills and provides tools for those in their pre-teen years through latter adolescence and even young adults. Stressed Teens takes a mind-body approach and focuses on the whole person. Stressed Teens can improve a teen's functioning and quality of living socially, physically, psychologically.



Sanford Harmony is an active learning program where children engage in activities and conversations with each other. The program "promotes peer relations among students through lessons and activities that encourage communication, collaboration, and mutual respect, helping boys and girls learn how to build healthy relationships beginning at childhood."

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Restorative Practices

SPES and CPA communities participate in a school wide initiative called Restorative Practices. SPES and CPA will provide training and support with Think Together so that Restorative Practices will continue through the Expanded Learning Program. The STEM Preparatory Restorative Practices follow three main tenets that each include specific practices for all staff, students and parents.

- Building Relationships
- Responding
- Providing Support

Positive Behavior Intervention & Support (PBIS). PBIS are proactive strategies for “defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings.

Healthy Nutritional Practices

SPES and CPA work closely with our Think Together partners to provide healthy and nutritious snacks and meals to students each day. Through this collaboration, LEA personnel coordinate menus for nutritious before school, after school, summer and intersession snack, supper and meal distribution to student participants each day. These snacks, suppers and meals meet current nutritional guidelines. Students will be served breakfast and lunch during intersession or summer programming.

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.

SPES, CPA, and Think Together value and appreciate diversity in all forms. Both entities are committed to creating safe, inclusive and welcoming environments for all students, staff, volunteers, and community stakeholders. SPES, CPA, and Think Together do not and shall not discriminate on the basis of race, color, region (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring & firing of staff, selection of volunteers & vendors, and provision of program services.

As our after-school program partners, Think Together’s core organizational values includes a value for **treating others with dignity & respect** and **embracing diversity**. The program’s enrichment component allows for students to use academic skills in a variety of engaging activities where students incorporate and celebrate their cultural. unique backgrounds, voice & expression through discussion, presentation, and inclusion in the creation of projects. In addition, some

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schools also provide specific activities that align with the school day in the recognition/celebration of cultural heritage months, holidays, cultural arts projects, and exploration.

Additionally, SPES and CPA EXLP work directly with STEM PREP's *Director of Race Diversity, Equity, and Inclusion and school site leadership to extend the teachings and learnings of the RDEI program through extension lessons, activities, cultural events and presentations.*

The district thoroughly assesses the needs of schools and their surrounding communities through ongoing analysis of various data points, including descriptive data as well as anecdotal data from district, school site administration and parents. Data gleaned from these sources is used to continuously improve the district's expanded learning/after school programs.

As our extended day program partners, Think Together's core organizational values include a value for **treating others with dignity & respect** and **embracing diversity**. The program's enrichment component allows for students to use academic skills in a variety of engaging activities where students incorporate and celebrate their culture, unique backgrounds, voice & expression through discussion, presentation, and inclusion in the creation of projects. In addition, some schools also provide specific activities that align with the school day in the recognition/celebration of cultural heritage months, holidays, cultural arts projects and exploration.

SPES and CPA participate in a school wide initiative focused on Culturally Responsive Teaching. SPES and CPA will provide training and support with Think Together so that the environment and practices of Culturally Responsive Teaching will continue through the Expanded Learning Program.

STEM Prep Schools honor the cultural learning styles of our students through:

- Cooperative and collective learning
- Exploration
- Teachers being facilitator vs holders of knowledge
- Building on the knowledge that students come to us with already
- Focusing on continuous learning
- Emphasizing the importance of peer discussion throughout the learning process
- Building relationships with each student

Both SPES and CPA serve a student population characterized by high poverty and limited academic support at home. Areas of need for increased academic growth include English Learners and learning loss due to Covid 19. The LEA thoroughly assesses the needs of schools and their surrounding communities through ongoing analysis of various data points, including descriptive data as well as anecdotal data from LEA, school site administration and parents. Data gleaned from these sources is used to continuously improve the LEA's expanded learning/after school programs. The ELO-P Funding will provide the opportunity for the schools to provide more services to all students and support programs listed above regarding Math, ELA and SEL Support during summer, intersession, and school year programming. This

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comprehensive program will be a partnership with the school, Think Together and community partners.

Enrollment Strategies

The expanded learning program is available to every student enrolled in the school where the program is offered. There is no charge for participation. Both the LEA and Think Together believe that including students with a diversity of needs, gifts and experiences adds depth and richness to the program for all students and staff. We work collaboratively to assure program accessibility to students, subject to the limitations imposed by grant capacity. In adherence to Ed Code, homeless students and students who are in foster care receive first priority for enrolling in all expanded learning programs. However, no current participant enrolled in the program shall be disenrolled in order to allow enrollment of a student with priority enrollment. The ELO-P Funding will provide the opportunity for the schools to provide more services to more students, opening enrollment to an increased number of students beyond grant capacity of ASES and 21st Century.

Below are a few examples of student recruitment strategies used to encourage participation in the expanded learning/after school program:

- Enrollment booths are set up during student drop off, student pick up and during lunch time assemblies.
- The LEA site administrators and classroom teachers make class presentation opportunities to the program.
- Enrollment booths are set up during school registration events.
- Messages for the expanded learning/after school program are included in the “all call” messaging system that goes out to all the students enrolled in each school.
- An enrollment application is included in the school’s registration packet, and enrollment opportunities are promoted on the LEA and school websites.

Engagement Strategies

In addition to enrollment strategies the LEA and the program also collaborate on aligned engagement strategies. Namely, program curriculum implementation includes aligned strategies for supporting English language developed (e.g., utilizing visuals, activating prior knowledge, strategic student grouping, etc.); likewise, additional supports and accommodations to create the least restrictive environment for students with special needs as well as sharing strategies between the school day and the expanded learning/after school program are achieved through ongoing consultation and partnership with the LEA.

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7—Quality Staff

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

STEM Preparatory Schools has hired a Director of Expanded Learning that will oversee the Expanded Learning programs. The Director will develop policies, manage budgets, and ensure that the program is compliant at the federal, state, and local level. The Director will work closely with Think Together to increase partnership, strengthen the seamless school day to extended day vision and manage the programs.

The expansion of Expanded Learning through the ELO-P funding will run in conjunction with the programming with ASES and 21st Century Programs. The Director will partner with Think Together to provide observations and oversight with a focus on ensuring the vision is realized, goals are met, and needs are addressed.

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As the entity charged with hiring and training staff, Think Together works with each school administration and the broader community to identify and recruit highly qualified candidates. Candidates are selected to build a staff team that is culturally reflective of the student population, ethnically, geographically and linguistically. Programs with high concentrations of English learners are staffed by individuals who are bilingual and biliterate in the required languages. Staffing includes a full-time Site Leader position that manages the program and coordinates the curriculum; and an entry-level Program Leader position staffed at a 1:20 (1:10 TK/K) staff-to-student ratio for the total number of students enrolled in the program.

A Site Leader ensures that high quality expanded learning/after school program activities are provided for each student participant. Site Leaders are either college graduates or have experience in lieu of a degree. They are required to go through a series of trainings offered by Think Together. Using standard Think Together program materials, Site Leaders coordinate/support program implementation; work with teachers, principals and other instructional-day staff to align program activities; supervise, train & coach all program staff; engage & involve parents; and gather data to assess student safety, interests, participation and improved academic performance.

Program Leaders facilitate all program activities with student participants providing AT Home Practice assistance as well as academic, enrichment and physical activities, using curriculum and materials provided by the program and the school site. Program Leader candidates are initially hired into the substitute pool before being permanently placed. Site Leader candidates must have at least a bachelor's degree or one-year of exemplary performance in a program before final selections are made by school principals.

Meeting District Minimum Requirements for Instructional Aides

Program Leaders are part-time assignments that must meet the district's minimum requirements for a Paraprofessional/Instructional Aide (or equivalent) position under Every Student Succeeds Act (ESSA) guidelines. Program Leaders work directly with students under the direction of the Site Leader and go through a series of trainings provided by Think Together.

Staff Recruitment

Think Together leverages community and regional networks to generate a sizeable pool of potential candidates for all positions available in the operation of the expanded learning/after school program. The organization employs a regional talent acquisition team as well as other HR professionals that implement a wide array of strategies to identify, recruit and retain a workforce of passionate, qualified and well-trained after school practitioners.

Recruitment efforts include, but are not limited to:

- Referrals by current employees
- Relationships with local colleges & universities

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- Social media job postings (e.g., LinkedIn, Ed Join, etc.)
- Site level/community recruitment & job fairs
- Promotion of career opportunity via Think Together & District websites.

Recruitment and Hiring Process

All interested candidates are required to submit a resume and complete an online job application. Candidates then undergo a phone screening to ensure they meet minimum employment eligibility, followed by an in-person job interview. Candidates are assessed based on their experience, interests, and the specific skills & talents they bring to the expanded learning environment. Those seeking Site Leader positions are ultimately selected by the school site Principal after the applicant pools have been screened and reduced to the top 2 or 3 candidates. Job offers are made to successful candidates contingent upon U.S. Department of Justice & FBI live scan and TB clearances.

All new hires are required to participate in New Hire Orientation. While appropriate efforts are made to accommodate employee preferences for grade level, school site and/or program component, placement of new hires is predicated on the organizational and programmatic needs of the individual school sites.

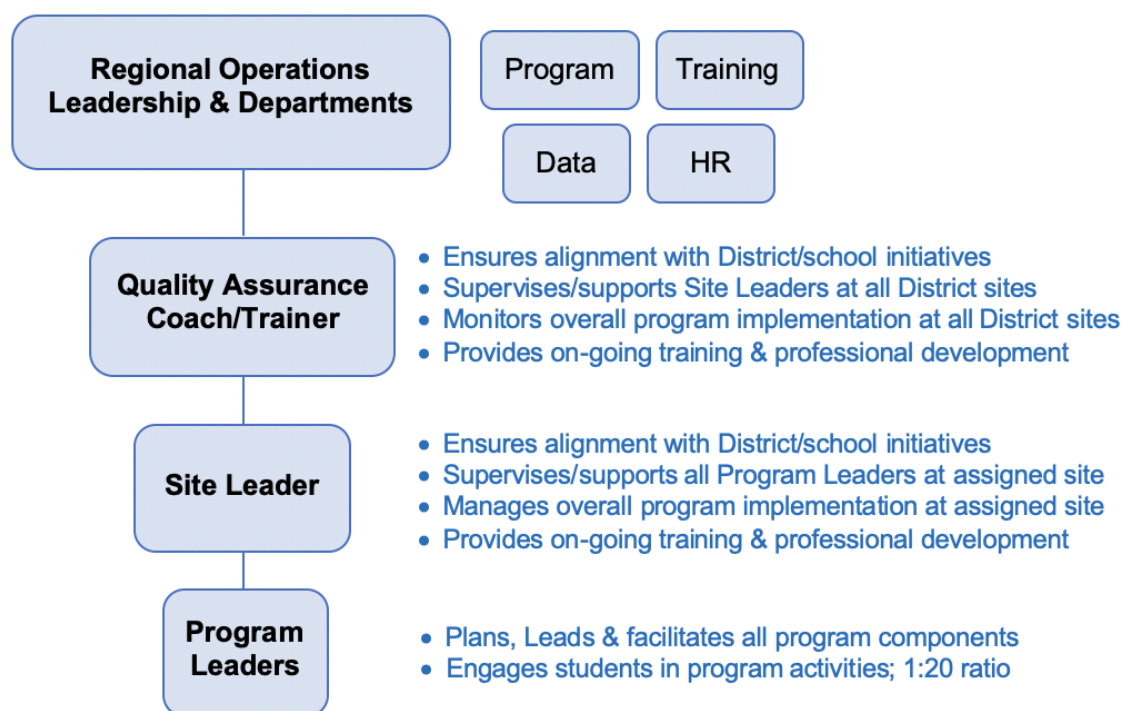
Ongoing Staff Development

Think Together focuses on continuously educating our workforce and improving the organization's capability through the alignment of strategy, structure, people, rewards, metrics, and management processes. There is a strong commitment to ensuring Thinkers are armed with the tools and knowledge needed to be successful in their roles, by providing monthly performance development training, strategic field operations, and program training aimed at empowering employees with the routines and procedures necessary to run effective student programs, as well as targeted educational summits.

STEM Preparatory Elementary and Crown Preparatory Academy sub-contracts all expanded learning/after school operations and services to Think Together. The established partnership ensures the design and delivery of a high-quality, comprehensive program to student participants that aligns with relevant District and individual school site goals, initiatives, and instructional strategies. The program also maintains overall compliance with all associated grant requirements on behalf of the district. As an organization, Think Together supports STEM Preparatory Elementary program implementation through a regional operations structure outlined below:

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Think Together Regional Organization Structure



8—Clear Vision, Mission, and Purpose

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

The STEM Preparatory Schools vision for Expanded Learning is:

STEM Prep Expanded Learning provides a collaborative, innovative and nurturing space that supports students in their scholarly and enrichment pursuits as they become change agents by disrupting the status quo and entering the field of STEM.

SPES and CPA shares this vision with Think Together to deliver an expanded learning program that seamlessly transitions students from the regular school day while addressing the needs of the community, students, parents, and school. With this vision in mind, the following program goals have been developed to meet the needs identified in the needs assessment:

1. Develop student engagement by providing new learning opportunities.
2. Support academic skills across multiple content areas.

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3. Create environments that support social emotional development.

Program Goals Developed from Needs Assessment

Grades	Priority Outcomes
TK-2	Attendance Foundational Literacy Achievement (30 minutes daily) Math Priority Standard Mastery (30 minutes daily) Student Choice in Center-Based Learning (1.5 hours daily) Family Survey: Question(s) on Impact of Program on Student
3-6	*Attendance and Engagement *Student Competencies (SBAC) SEL competency growth
MS	*Attendance and Engagement *Student Competencies (SBAC) GPA and Goal—Setting Practices SEL competency overall or growth (pre and post survey)

Evaluating Program Effectiveness

Content knowledge will be measured through the administration of a post survey in on-line surveys, completed before or after each unit, assessing unit-specific content. The positive impact Youth Development and Arts and Enrichment activities will be measured through an annual engagement survey that will assess behavioral mindset, skill-building, social emotional learning, and overall interest in learning.

Continuous Quality Improvement

For continuous program improvement, the district will be implementing the Quality Self-Assessment Tool (QSAT) developed by the California Afterschool Network. This tool is formative in design and will serve to inform and engage district and program staff in long-term planning for professional development and technical support. Alongside the QSAT, our Core Program Assessment (CPA) is used at the beginning of the year to develop a baseline assessment for program quality and again at the end of the year to assess outcomes and results of staff professional development plans. Both tools inform the Continuous Quality Improvement (CQI) Plans that are utilized throughout the year with site level staff. The aim is to continually plan, implement, and assess programming.

The following table outlines the variety of qualitative and quantitative methods that are used to examine and determine program effectiveness and quality.

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SELECTED OUTCOME MEASURES	GOALS
Panorama: Validated SEL Tool	Students participating in Think Together will exhibit belief that they can succeed in achieving academic outcomes, and they are able to persevere through setbacks to achieve important long-term goals.
STEM: On-line survey administration	Students demonstrate growth in knowledge of scientific method and relevant vocabulary; interest and awareness of STEM career options
Youth Development: On-line survey administration	Students report improved social-emotional learning, college/career interest and engagement in learning
Arts & Enrichment: On-line survey administration	Students report improved social-emotional learning, college/career interest and engagement in learning
Quality Self-Assessment Tool (California Afterschool Network)	Engage stakeholders and improve professional development plans for program staff.
Core Program Assessment (CPA)	Engage staff and improve professional development and program quality plans for staff.

The Director of Expanded Learning will supplement these opportunities for program improvement by selecting specific goals from the Quality Standards for Expanded Learning and work towards improving program outcomes.

Program Improvement Methods

Data Reflection

Program staff participate in regular data reflection sessions to assess performance and on-going needs of students; and collaborate on strategic adjustments to be made in programming to better support students.

Coaching

Working closely with District leaders, Think Together staff (e.g., Quality Assurance Coaches & Site Leaders) provide refresher trainings and on-site coaching for program staff to ensure that areas of quality requiring improvement are continually prioritized and addressed throughout the academic year.

Stakeholder Feedback

Regular feedback opportunities are created from both internal (school administrators, staff, students) and external (parents) stakeholders to assess program implementation and to solicit input & recommendations on how to improve program offerings. Feedback is solicited during regularly scheduled stakeholder meetings as well as the administration of annual stakeholder surveys.

9—Collaborative Partnerships

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

SPES, CPA, STEM Director of Expanded Learning and Think Together collaborate extensively around planning, implementing and updating the expanded learning/after school program plan. This partnership extends from the LEA's and the CBO's central offices to each funded school site, with the expectation that mirrored collaboration and partnership is experienced at all levels. This includes an expectation of regular communication between the school site Principal (or his/her designee) and the Think Together expanded learning Quality Assurance Coach & Site Leaders, and comprehensive program integration into the school's culture of providing quality services to students, family and community.

Collaborative partners in this process include the identified LEA-level administrator/coordinator for ASES programs, other LEA-level personnel (e.g., Nutrition Services for snack planning & distribution), school site Principals (or designee), Think Together leadership & program staff; as well as parents and students.

Scheduled meetings with collaborative partners include:

- Monthly site level meetings with Principals and Site Leaders
- Monthly meetings and site visits with the Director of Expanded Learning
- Semi-annual District/Think Together collaborative update/planning meetings.
- Periodic parent meetings

Programmatic partners for curricular development aligned to program goals:

- Stem to the Future
- Math for Love
- Cal Academy of Natural Sciences
- Lemelson MIT
- Find Your Grind
- Cardboard Superheroes
- US Soccer Foundation
- Fulcrum
- Collaborative Classroom

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With the ELO-P Program, STEM Preparatory Schools is excited to expand partnerships with the community to expand its STEM, Athletics and Enrichment opportunities.

Collaborative Partner	Duties/Responsibilities and/or Contributions
Think Together	ASES and 21st Century Program Implementation ELO-P Partnership and Comprehensive Program Implementation
LA Robotics and VEX Robotics	STEM Robotics clubs and opportunities for robotics competitions across Los Angeles
Local School Athletics	Athletic program partnerships with local Los Angeles schools to learn sports and engage in games
Meriel Stern: Art+Education+Design	Visual Arts program partnership
After School Music Academy	Music and Performance partnership to engage students in music through varied instruments.
HAWKs Los Angeles	Nature and Environment partnership to engage students in learning about, exploring and interacting with nature and the environment.
Teach to Reach	Through a hands-on, project/problem based learning experience, Teach to Reach provides S.T.E.A.M. based Camps, Classes and Enrichments in order to expose children to an inquisitive environment where they are able to explore, develop, and challenge themselves.
Music and Mindfulness	Music and Mindfulness workshop for the youth.

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

SPES, CPA and the STEM Director of Expanded Learning, in partnership with Think Together, is committed to ensuring that the expanded learning/after school program operates in alignment to the established **Quality Standards for Expanded Learning in California**. This commitment includes engagement in the annual Continuous Quality Improvement (CQI) process: assess, plan, improve. At each site, a Site Level Quality Improvement Team is identified (inclusive of Site Leader, line staff, school day partners, youth participants, parents and other LEA/Think Together leaders where appropriate) to participate in the annual process. The California Afterschool Network (CAN) Quality Self-Assessment Tool (QSAT), in conjunction with the Think Together Core Program Assessment (SPES AND CPA), and regular stakeholder feedback tools are used to assess the program & inform the CPI progress.

While there is often some overlap of when cycle components occur, Think Together in collaboration with the Director of Expanded Learning implements a plan for Continuous Quality Improvement. Expanded programs and increased enrollment to serve additional students from ELO-P Funding will follow the same process with the inclusion of Director or Expanded Learning.

Each assessment is used to develop plans to carry out meaningful improvements. An overview of both assessment and planning to improve processes are outlined below.

Assessment Tools

Quality Self-Assessment Tool (QSAT). The QSAT was developed by the California Afterschool Network as a formative and reflective tool to inform and engage both district and program staff in exploring the quality of program. The QSAT is completed in October each school year.

Core Program Assessment (CPA). The Core Program Assessment is a unique Think Together tool that assesses a variety of site practices. This tool explores the quality of partnerships with families and schools, the quality of support for staff, the fidelity of program implementation, and more. The CPA is completed once in the Fall and once in the Spring. Focus areas of improvement are derived from the CPA findings each semester.

Annual Surveys. Each spring, students and families are surveyed about their experiences with the program, their satisfaction with program offerings, and their perceived impact of the program.

Partner Surveys and Feedback. Feedback is solicited from school partners through informal and formal data collection activities. Twice a year, once in the Fall and once in the Spring, partners receive a survey to share their satisfaction with the partnership and provide feedback on how to

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improve services. Staff also have regular check-ins with school staff and admin to assess their emerging needs on an ongoing basis.

Observations. Site observations occur on a regular basis to assess and confirm the extent to which staff at a site are implementing a safe and engaging program. Observed areas that require improvement are integrated into a work plan.

Planning & Supporting Improvement

Data Reflection. When results from assessments are shared, program staff participate in regular data reflection sessions to celebrate strengths and assess practices that can be improved to better meet the needs of students. Staff collaborate on strategic adjustments to be made to improve the quality of the program.

Action Planning. Staff leverage tools like the Quality Program Improvement Plan (i.e., QPIP) or individualized work plans to identify and document goals, tasks to meet those goals, timelines, and accountability systems.

Coaching. Think Together leaders (e.g., Quality Assurance Coaches & Site Leaders) provide refresher trainings and on-site coaching for program staff to ensure that areas of quality requiring improvement are continually prioritized and addressed throughout the academic year. This work is done in collaboration with District leaders.

The Director of Expanded Learning at STEM Preparatory Schools will add an additional layer of observation and oversight that will provide ongoing data to celebrate success and offer opportunities for improvement. These data points will align with the Quality Standards for Continuous Improvement and goals outlined by STEM Preparatory Schools.

11—Program Management

Describe the plan for program management.

STEM Preparatory Schools has hired a Director of Expanded Learning that will oversee the Expanded Learning programs. The Director will develop policies, manage budgets, and ensure that the program is compliant at the federal, state, and local level. The Director will work closely with Think Together to increase partnership, strengthen the seamless school day to extended day vision and manage the programs.

The expansion of Expanded Learning through the ELO-P funding will run in conjunction with the programming with ASES and 21st Century Programs. The Director of Expanded Learning will partner with Think Together to provide observations and oversight with a focus on ensuring the vision is realized, goals are met and needs are addressed.

STEM Preparatory Schools has an existing relationship with Think Together to run our ASES and 21st Century grants. We will continue to partner with Think Together to manage ELO-P

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programs as outlined above. The STEM Preparatory Director of Expanded Learning will work with Think Together to ensure all programs are compliant and the programs are fulfilling the goals by allocating funds for personnel and operational costs.

STEM Preparatory Schools will develop new partnerships with community organizations to provide services to the EXLP program. These new partnerships will work in collaboration with Think Together and STEM Prep schools and the Director of Expanded Learning will oversee the effectiveness and compliance of these additional partnerships.

STEM Preparatory Schools will host full day EXLP experiences for all students throughout the school year. This EXLP programming will be designed and implemented by the teachers and staff of the school in collaboration with the STEM Prep Schools EXLP Department. Experiences may include off campus experiences aligned with academics, physical activity, enrichment and SEL provided by local organizations. These full day EXLP experiences will be overseen by the Director of Expanded Learning and School Site leadership. The partnership with Think Together will continue as described above.

Through Think Together, each site is led by a Site Program Manager and a Site Assistant Program Manager. Site Program Managers are responsible for the site operations.

Program Staff provide direct services to the students in the expanded learning program. They are responsible for delivering lessons and activities that support student learning and engagement. Program Staff are also responsible for the safety of all students. Site Assistants support our larger funded program sites, assisting the Site Leaders with many of the operational functions that come with running a larger site. They may assist in duties such as paperwork, direct support for students, and additional opportunities to interface with the community.

Sites are reviewed at least one time each month by the Quality Assurance Coach who utilizes the Think Together Core Program Assessment (CPA) tool and site observation forms. These forms and checklists are reviewed by the Site Leader, Quality Assurance Coach and Regional General Managers and/or Directors. Plans are made to strengthen the program quality and ensure that programs are compliant with the grant, the District/school, and Think Together program design and implementation requirements. Moreover, Crown Prep Academy representatives engage in periodic program site visits to support the cycle of continuous improvement and regional program leadership.

To triangulate the information of reports and site visits, conversations are held with key stakeholders including but not limited to school site administration, Think Together staff, teachers, parents, and students. Surveys are systematically used to gather input and this information guides the conversations toward program improvements.

Bi-annually, the program is formally reevaluated. As new major program initiatives are rolled out and staff are trained on the implementation of new or modified program components, updates to the program plan are made.

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The STEM Preparatory Schools Director of Expanded Learning is an additional partner in supporting program management with regards to design, assessment, professional development and fiscal compliance.

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.

The ELO-P funding is being used to expand and resource the Extended Day programs at SPES and CPA to an increased population of students served and increased engagement in academic support, STEM learning and enrichment opportunities. This programming mirrors the current programming provided by Think Together through both ASES grants held at SPES and CPA and the 21st Century grant at CPA. This comprehensive program captures summer programming, intersession, school year programming and before school programming.

The ELO-P funding will be used to provide full day experiences for the students throughout the year. These full day experiences will be designed and implemented by the teachers and staff of the school in collaboration with the STEM Prep Schools EXLP Department. The STEM Preparatory Director of Expanded Learning will work with Think Together to ensure all full day experience programs seamlessly integrate with all before school and after school programming.

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?

All programming and scheduling has taken into account the specific needs for TK/K students. STEM Preparatory Schools partners with Think Together to run programming. Think

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Together staffs its programming to meet the 10:1 requirement for TK/K. Additionally, Think Together provides professional development and training for staff to meet the unique needs of younger children. SPES partners directly with Think Together to provide additional training and support for staff including Restorative Practices, SEL, Safety and Classroom Management. Academically, SPES provides Literacy and Math activities and practice aligned to both student and grade level needs. In building a comprehensive program, both THINK Together staff and SPES Staff will meet the TK/K 10:1 requirement and specific academic and social emotional needs.

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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.

Sample Summer, Intersession and NID Schedule

SPES: Elementary School (TK-5): 9 Hours

	Monday- Friday
Sign In & Wellness Check	8:00-8:15 am
Breakfast	8:15-8:45 am
Academics (ELA/Math)	9:00-10:20
Transition	10:20-10:40
Academics (ELA/Math)	10:40-12:00
Transition	12:00-12:10
Lunch	12:10-1:30
Enrichment/Clubs/Physical Activity	1:30-4:45
Closing	4:45-5:00

CPA: Middle School (5-8): 9 Hours

	Monday- Friday
Breakfast, Sign In, & Wellness Check	7:30-8:00 am
Academic Support	8:00-8:45
Break/Transition	8:45-9:00
CLUB 1	9:00-10:20
Break/Transition	10:20-10:30
CLUB 2	10:30-12:00
Lunch	12:00-12:30 pm
Academic Support	12:30-1:10
CLUB 3	1:10-2:40
Break/Transition	2:40-2:45
CLUB 4	2:45-4:15
Clean Up/Transition/Closing	4:15-4:30 pm

Sample School Year Schedule

SPES: Elementary School (TK-5)

School Day with Extended Day: 10 hours

Extended Day only M-Th: 3 Hours 15 minutes Friday 5 Hours

	Monday-Thursday	Friday
School Day	8:00-2:30 (TK)	8:00-12:45 (TK)

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	<i>8:00-3:00 (K-5)</i>	<i>8:00-1:00 (K-5)</i>
Extended Day Start Time/Sign In/Transition	<i>2:45 pm (TK)</i> <i>3:00 (K-5)</i>	<i>1:00 (TK-5)</i>
Educational Enrichment/Clubs/STEM	3:00pm - 4:00pm	1:00 pm - 4:00pm
Dedicated Physical Activity	4:00 pm - 4:30pm	4:00 pm - 4:30pm
Meal	4:30pm - 5:00pm	4:30 pm-5:00 pm
Educational Enrichment/Clubs/STEM	5:00pm - 5:55pm	5:00pm - 5:55pm
Closing	5:55-6:00	5:55-6:00

Sample School Year Schedule

CPA: Middle School (5-8)

Middle School w/ BS: 11 Hours

Middle School w/o BS: 9.5 Hours

AS Extended Day only: Monday: 3 Hours 50 minutes Tuesday-Friday 3 Hours

	Monday	Tuesday- Friday
Extended Day Before School	<i>7:00-8:30</i>	<i>7:00-8:30</i>
School Day	<i>8:30-2:15</i>	<i>8:30-3:30</i>
Extended Day Start Time/Sign In/Transition	<i>2:15pm/2:25pm</i>	<i>3:30pm</i>
Opening/Meal	2:25pm - 2:40pm	3:30pm - 3:45pm
Enrichment/Clubs/STEM	2:45pm - 4:15pm	3:45pm - 5:00pm
Team Building Challenges/ Huddles	4:15pm - 5:00pm	
Educational Enrichment/STEM	5:00pm - 5:55pm	5:00pm - 5:55pm
Closing	6:00-6:30	6:00-6:30

ELO-P Funds will be used to support academic support, physical activity, enrichment, and SEL experiential activities by hosting 7 full days of expanded learning within the school year for all students. This expanded programming will be designed and implemented by the teachers and staff of the school in collaboration with STEM Prep Schools EXLP Department. Experiences may include off campus experiences aligned with academics, physical activity, enrichment and SEL provided by local organizations. These days will align with the scope and sequence of the school. Traditional EXLP programming will commence as regularly scheduled on these days which will fulfill the 9 hour day.

These 7 days will be in addition to the 30 NID.

Sample School Year Schedule FULL DAY EXLP

SPES: Elementary School (TK-5)

EXLP ALL School Day PROGRAMMING with Traditional Extended Day: 9 Hours 30 minutes

Extended Day only M-Th: 3 Hours 15 minutes Friday 5 Hours 15 minutes

	Monday-Thursday	Friday
EXLP ALL School PROGRAMMING	<i>8:15-2:45</i>	<i>8:15-12:45</i>
Extended Day Start Time/Transition	<i>2:45-2:55 pm</i>	<i>12:45-12:55</i>
Educational Enrichment/Clubs/STEM	2:55pm - 4:00pm	12:55 pm - 4:00pm
Dedicated Physical Activity	4:00 pm - 4:30pm	4:00 pm - 4:30pm
Meal	4:30pm - 5:00pm	4:30 pm-5:00 pm

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Educational Enrichment/Clubs/STEM	5:00pm - 5:55pm	5:00pm - 5:55pm
Closing	5:55-6:00	5:55-6:00

Sample School Year Schedule FULL DAY EXLP

CPA: Middle School (5-8)

Middle School w/ BS: 11 Hours

Middle School w/o BS: 9.5 Hours

AS Extended Day only: Monday: 3 Hours 50 minutes Tuesday-Friday 3 Hours

	Monday	Tuesday- Friday
Extended Day Before School	<i>7:00-8:30</i>	<i>7:00-8:30</i>
EXLP ALL School PROGRAMMING	<i>8:30-2:15</i>	<i>8:30-3:30</i>
Extended Day Start Time/Transition	<i>2:15pm/2:25pm</i>	<i>3:30pm</i>
Opening/M meal	2:25pm - 2:40pm	3:30pm - 3:45pm
Enrichment/Clubs/STEM	2:45pm - 4:15pm	3:45pm - 5:00pm
Team Building Challenges/ Huddles	4:15pm - 5:00pm	
Educational Enrichment/STEM	5:00pm - 5:55pm	5:00pm - 5:55pm
Closing	6:00-6:30	6:00-6:30

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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):

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For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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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

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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

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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.