MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	V F: Action Item
Date:	June 23, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Approval of Expanded Learning Opportunities Program (ELO-P) Plans for MSA-1, 2, 3, 5, 6, 7, 8 ,SA and SD

Proposed Board Recommendation

I move for the board to approve the the Expanded Learning Opportunities Program (ELO-P) Plans for MSA-1, 2, 3, 5, 6, 7, 8, SA and SD.

Background

The Expanded Learning Opportunities Program (ELO Program or ELO-P) is established beginning in fiscal year 2021–22 and provides funding for afterschool and summer school enrichment programs for kindergarten (including transitional kindergarten) through sixth grade. Local educational agencies benefit from $1.75 billion dollars in FY21-22 with an anticipated growth to $5 billion dollars within 3-5 years.

> "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.

Local educational agencies must operate the Expanded Learning Opportunities Program pursuant to the requirements in California Education Code Section 46120, including the development of a program plan. The program plan needs to be approved by the Local Educational Agency's (LEA) Governing Board in a public meeting and posted on the LEA's website.

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MPS ELOP Planning Work and Plans

MPS ELOP Task Force Team is proud to present its work and recommendations to move forward regarding the plans on how to utilize the new funds. We would like to thank all task force members, students, staff and parents responding to the surveys.

Committee had three meetings: Wednesday, March 16, April 27, and May 25, 2022.

Task Force Members included MSA-1- MSA-3-MSA-5- MSA-7- MSA-8- MSA-SA- MSA-SD- and Home Office- members

The following Tasks were performed during the meetings
- Presentation of ELO Program Funding and Plan
- Questions and open discussions on plans and requirements
- Developed and updated on comprehensive school based ELOP Plans
- Designed and administered survey to collect feedback from education partners
- Conducted 2022 MPS After School Programs Achievement Analysis by Dr. Polat
- Reviewed recommended surveys - Student, staff, parents - Short surveys
  - Reviewed current vendor ARC 2022 Survey Data MSA-7 and MSA-5
- Conducted surveys to Parents, students and staff
  - ELOP Program Planning Survey for Parents and Students
  - ELOP Program Planning Survey for Staff
- Updated ELOP School Profiles - for upcoming reflection and planning
- Analyzed surveys results from Staff, students and Parents. Incorporated the feedback from surveys, as well as Jamboard activity
- Completed the school profiles ELOP School Profiles
- Discussed Final Recommendations

B- Task Force's Final Recommendations

Student, Staff and Parent Survey feedback:

- Staff, students, and Parents uniformly believe that Homework and Academic support should be first priority of a quality program
- An overwhelming number of students want sports and athletic programs, followed by Visual & Performing Arts Clubs to be offered in the schools.
- Students are more interested in the development of creative and artistic skills
- About 70% of students would like to see more field trips, excursion as opposed to about 35% after school programs.
- Students are most concerned about the activities not being fun (about 30%)
- Parents most want Field trips happening on weekends, and summer (78%). Next comes After school programs (School dismissal to 6pm) 77%
- Parents feel Academic enrichment is the most important (28%) aspect of an ELOP. Then comes Keeping kids safe 24%
- Parents would like to see more Technology & Engineering Clubs 54%. Then comes Math and Science clubs 47%
- Staff identified social emotional and mental health, nutrition/breakfast and tutoring as areas of need

- Staff would like to see more arts, drama and sports alongside STEM in the afternoon.
- About 60% of the staff are interested in offering programs in the afterschool.

General Recommendations

MPS Academic Team recommended offering standard programs all across schools. 5 programs are identified: Advanced Math, Academic Decathlon/Pentathlon, Science Olympiad, Robotics, Newsletter/Journalism, College Mentorship Programs (CMP.) Add to SIS for attendance and planning. Compensate teachers/staff accordingly. Embed SEL as much as possible to these programs.

MPS-wide ELOP Coordinator/Director: The task force also recognizes the need for an MPS wide-coordinator to design, develop, implement and manage the programs including safety org-wide. Responsibilities include recruitment, training, reporting, audit, etc.

School Specific Recommendations and Plans

School	Task Force Recommendations
MSA-1	- Priority given to grade 6 and up to unduplicated count of pupils. - Fund 9 hour summer school program days with a before/ after school program - Improve vendor relations with ThinkTogether for providing services - Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc) - Add before school programs to regular 180 school days to comply with the 9 hour requirement
MSA-2	- Priority given to grade 6 and up to unduplicated count of pupils. - Fund 9 hour summer school program days with a before/ after school program - Improve vendor relations with ThinkTogether for providing services. - Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc) - Add before school programs to regular 180 school days to comply with the 9 hour requirement
MSA-3	- Priority given to grade 6 and up to unduplicated count of pupils. - Fund Summer schools. Additional days of summer school for 5hrs. Additional 4 hrs of ThinkTogether?? Check what they can offer, also $$. Additional day Winter session 2 days. Additional Saturday School: 5 hrs , 9 hrs. Additional Field trips all day (2 day Catalina) - Improve vendor relations with ThinkTogether for providing services. - Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc) - Add before school programs to regular 180 school days to comply with the 9 hour requirement requirement
MSA-4	*MSA-4 is not a recipient. Schools should consider applying to 21st Century ASSET programs or identify other funds to run its programs.*
MSA-5	- Priority given to grade 6 and up to unduplicated count of pupils. - Improve vendor relations with ThinkTogether for providing services. - Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc) - Add afternoon offerings to Summer School to comply with the 9 hour requirement. - Add before school programs to regular 180 school days to comply with the 9 hour requirement - Continue with ARC, the vendor. - Offer tutoring and clubs managed by MSA-5 staff. - Offer competitive programs such as Robotics, Decathlon, Mathcounts and Dual Enrollment
MSA-6	- Fund 9 hour summer school program days with a before/ after school program - Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc)

MSA-7	• Fund 9 hour summer school program days with a before/ after school program • more spaces in ARC- vendor, • Add school break/intersession programs • more focus on the arts • Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc)
MSA-8	• Fund 9 hour summer school program days with a before/ after school program • Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc)
MSA-SA	• Priority given to grade TK-6 with unduplicated count of pupils. • Fund 9 hour summer school program days with a before/ after school program • Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc) • Add before school programs to regular 180 school days to comply with the 9 hour requirement
MSA-SD	• Fund 9 hour summer school program days with a before/ after school program • Schedule additional days to comply with the 30 day summer/intersession day requirement. (Saturday, field trips, camps, etc)

Budget Impact

Schools MSA 1, 2, 3, 5, 6, 7, 8, SD and SA will be receiving FY 21-22 funding of approximately $1.16 million. For FY 22-23 funds are expected to increase per Governor's May revised budget. Unused funds will carry over to the next year. These revenues were not incorporated into the MPS Second Interim Report as the final funding amounts had not yet been made available at that time.

Local Educational Agency	Total FY 21-22 Grant Dollar Amount	Resource code	Current Vendor/Provider
Magnolia Science Academy 1	$ 138,127.00	2600	ThinkTogether
Magnolia Science Academy 2	$ 93,206.00	2600	ThinkTogether
Magnolia Science Academy 3	$ 50,000.00	2600	ThinkTogether
Magnolia Science Academy 4	$ 50,000.00	2600	ThinkTogether
Magnolia Science Academy 5	$ 50,000.00	2600	ARC
Magnolia Science Academy 6	$ 51,718.00	2600	N/A
Magnolia Science Academy 7	$ 263,689.00	2600	ARC
Magnolia Science Academy Bell	$ 118,342.00	2600	In-House
Magnolia Science Academy - Santa Ana	$ 300,769.00	2600	In-House
Magnolia Science Academy San Diego	$ 50,000.00	2600	YMCA
Total MPS Wide	$ 1,165,851.00		

Attachment
• ELOP plans for Schools MSA 1, 2, 3, 5, 6, 7, 8, SD and SA

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-1

18238 Sherman Way, Reseda, CA 91335

School Website

https://www.msa1.magnoliapublicschools.org/#

June 10, 2022

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-1

Contact Name:Brad Plonka

Contact Email: bplonka@magnoliapublicschools.org

Contact Phone: 818.609.0507

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-1

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_____

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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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Background and Demographics

Magnolia Science Academy -1 (MSA-1) is a directly funded traditional charter school and provides education to 715 students enrolled in grades 6 through 12 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-1 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-1 is still expanding in Los Angeles County while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	6	12	717	634	78.3%
2021-2022	6	12	742	581	88.4%

Other significant student groups that serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	165	0	114	8	15
Percentage	22.2%	0%	15.4%	1.1%	2%

MSA-1 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-1's current program is run by the school team. MSA-1 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-1's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-1 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-1 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

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(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-1 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-1 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-1 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-1's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-1 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-1 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-1 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School 7/5-7/22
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-1 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-1's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-1's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-1 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-1 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include:

- Smart Snack compliant [Lay's Baked Barbecue Potato Chips](#)
- Smart Snack compliant [Kellogg's Cheez It Crackers Whole Grain 1oz 60ct](#)
- Smart Snack compliant [muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.](#)

- We provide:
    - Fluid Milk – 8 ounces
    - Fruit, Vegetable, or 100 percent Juice – ¾ cup
    - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (90.8%) and African-American (0.5%) students and families as well as other backgrounds that include White and Asian. MSA-1 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-1 program works with students to promote and help them 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. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-1 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and

rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.

Students with diverse needs

MSA-1 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 22.2% English Language Learners, MSA-1 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-1 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1. **Planning Phase:**
   - Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
   - Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
   - Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
   - Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
   - Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
   - Assist selection, recruitment and onboarding of the personnel.

2. **Implementation Phase:**
   - Collect and analyze survey and/or assessment data quarterly.
   - Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
   - Manage professional development and training activities.
   - Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
   - Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
   - Ensure all reporting requirements are met.

Staffing
MSA-1 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-1 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-1 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories,

training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-1 and MPS home office staff. MSA-1 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-1 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 85.8% Socioeconomically Disadvantaged students, our students and families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-1's

students' proficiency rates are 44.78 in ELA and 30.131% in math. With about 22.2% English Language Learners, MSA-1 shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (90.8%) and African-American (0.5%) students with disadvantaged backgrounds.

MSA-1 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 78.3% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-1 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-1 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-1 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-1 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-1 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-1's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SA partners with the city of Santa Ana for their events and to find out about academic contests that students can participate in. Along with partnering with Santa Ana College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-1 established partnerships with organizations and resources such as Santa Ana College and UC Irvine, and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-1 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-1's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-1 establishes a clearly defined continuous quality improvement plan that includes:

1) outcomes improvement goals and action steps,
2) a timeline with dates for action steps and quality improvement discussions,
3) feedback from staff, youth, parents, and K-12 partners,
4) description of the information or data needed to assess quality, and
5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-1 quality Expanded Learning school programs in its entirety in alliance with its mission,

vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-1 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-1 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-1 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-1 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).

- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-1's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-1 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-1 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-1 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-1 builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles County. MSA-1 also solicits public funding to sustain services to name a few:

●

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.

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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?

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EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-2

17125 Victory Blvd., Van Nuys, CA 91406

School Website

https://www.msa2.magnoliapublicschools.org/

June 10, 2022

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-2

Contact Name: David Garner

Contact Email: dgarner@magnoliapublicschools.org

Contact Phone: 818.758.0300

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-2

_____

_____

_____

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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Background and Demographics

Magnolia Science Academy -2 (MSA-2) is a directly funded traditional charter school and provides education to 504 students enrolled in grades 6 through 12 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-2 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-2 is still expanding in Los Angeles County while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	6	12	464	386	83.2%
2021-2022	6	12	504	386	76.6%

Other significant student groups that serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	75	1	84	17	6
Percentage	14.9%	0.2%	16.7%	3.4%	1.2%

MSA-2 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-2's current program is run by the school team. MSA-2 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-2's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-2 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-2 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-2teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-2 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-2 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-2's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-2 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-2 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-2 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School 7/5-7/22
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-2 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-2's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-2's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-2 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-2 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include:

- Smart Snack compliant [Lay's Baked Barbecue Potato Chips](#)
- Smart Snack compliant [Kellogg's Cheez It Crackers Whole Grain 1oz 60ct](#)
- Smart Snack compliant [muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.](#)

- We provide:
    - Fluid Milk – 8 ounces
    - Fruit, Vegetable, or 100 percent Juice – ¾ cup
    - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (89.1%) and African-American (2.0%) students and families as well as other backgrounds that include White and Asian. MSA-2 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-2 program works with students to promote and help them 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. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-2 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and

rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.

Students with diverse needs

MSA-2 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 14.9% English Language Learners, MSA-2 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-2 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1.   **Planning Phase:**
     ● Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
     ● Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
     ● Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
     ● Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
     ● Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
     ● Assist selection, recruitment and onboarding of the personnel.

2.   **Implementation Phase:**
     ● Collect and analyze survey and/or assessment data quarterly.
     ● Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
     ● Manage professional development and training activities.
     ● Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
     ● Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
     ● Ensure all reporting requirements are met.

Staffing
MSA-2 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-2 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-2 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories,

training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-2 and MPS home office staff. MSA-2 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

 MSA-2 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 82.5% Socioeconomically Disadvantaged students, our students and families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-2's

students' proficiency rates are 41.11% in ELA and 27.87% in math. With about 14.9% English Language Learners, MSA-2 shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (89.1%) and African-American (2%) students with disadvantaged backgrounds.

MSA-2 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 76.6% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-2 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-2 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-2 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-2 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-2 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-2's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SA partners with the city of Santa Ana for their events and to find out about academic contests that students can participate in. Along with partnering with Santa Ana College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-2 established partnerships with organizations and resources such as Santa Ana College and UC Irvine, and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-2 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

> 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
> 2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
> 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-2's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-2 establishes a clearly defined continuous quality improvement plan that includes:

> 1) outcomes improvement goals and action steps,
> 2) a timeline with dates for action steps and quality improvement discussions,
> 3) feedback from staff, youth, parents, and K-12 partners,
> 4) description of the information or data needed to assess quality, and
> 5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-2 quality Expanded Learning school programs in its entirety in alliance with its mission,

vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-2 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-2 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-2 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-2 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).

- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-2's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-2 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-2 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-2 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-2 builds upon partnerships to link, align, and sustain services, public and private partners in the Valley. MSA-2 also solicits public funding to sustain services to name a few:

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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.

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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?

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EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-3

1254 E. Helmick Street, Carson, CA 90746

School Website

https://www.msa3.magnoliapublicschools.org/

June 10, 2022

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-3

Contact Name: Zekeriya Ocel

Contact Email:zocel@magnoliapublicschools.org

Contact Phone: (310) 637-3806

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-3

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_____

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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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Background and Demographics

Magnolia Science Academy -3 (MSA-3) is a directly funded traditional charter school and provides education to 417 students enrolled in grades 6 through 12 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-3 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-3 is still expanding in Carson while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	6	12	416	289	69.3%
2021-2022	6	12	417	311	74.6%

Other significant student groups that serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	27	1	46	11	4
Percentage	6.5%	0.2%	11.0%	2.6%	1.0%

MSA-3 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-3's current program is run by the school team. MSA-3 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-3's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-3 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-3 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-3teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-3 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-3 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-3's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-3 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-3 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-3 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
7:45AM-8:25 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:40 PM - 4:30 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:30 PM -4:45 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

4 days outdoor educational experience
4 days College Exploration Field Trips
16 days of Academic/Sports Club gatherings on weekends
6 days of Academic Enrichment

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and

google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-3 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-3's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-3's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-3 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines,

fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-3 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
    - Fluid Milk – 8 ounces
    - Fruit, Vegetable, or 100 percent Juice – ¾ cup
    - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (59.2%) and African-American (35.5%) students and families as well as other backgrounds that include White and Asian. MSA-3 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-3 program works with students to promote and help them 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. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-3 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to

support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.

Students with diverse needs

MSA-3 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 6% English Language Learners, MSA-3 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-3 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1. **Planning Phase:**
   - Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
   - Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
   - Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
   - Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
   - Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
   - Assist selection, recruitment and onboarding of the personnel.

2. **Implementation Phase:**
   - Collect and analyze survey and/or assessment data quarterly.
   - Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
   - Manage professional development and training activities.
   - Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
   - Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
   - Ensure all reporting requirements are met.

Staffing

MSA-3 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-3 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-3 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff

member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-3 and MPS home office staff. MSA-3 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-3 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 79.4% Socioeconomically Disadvantaged students, our students and

families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-3's students' proficiency rates are 35.67% in ELA and 17.37% in math. With about 6.5% English Language Learners, MSA-3 shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (59.2%) and African-American (35.5%) students with disadvantaged backgrounds.

MSA-3 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 74.6% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-3 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-3 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-3 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-3 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-3 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-3's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SA partners with the city of Santa Ana for their events and to find out about academic contests that students can participate in. Along with partnering with Santa Ana College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-3 established partnerships with organizations and resources such as Santa Ana College and UC Irvine, and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-3 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-3's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-3 establishes a clearly defined continuous quality improvement plan that includes:

1) outcomes improvement goals and action steps,
2) a timeline with dates for action steps and quality improvement discussions,
3) feedback from staff, youth, parents, and K-12 partners,
4) description of the information or data needed to assess quality, and
5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-3 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-3 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-3 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-3 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-3 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment, clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).

- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-3's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-3 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The

Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-3 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-3 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-3 builds upon partnerships to link, align, and sustain services, public and private partners in Carson. MSA-3 also solicits public funding to sustain services to name a few:

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.

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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?

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EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-5

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-5

Contact Name: Ali Kaplan

Contact Email:akaplan@magnoliapublicschools.org

Contact Phone: (818) 705-5676

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

_____Magnolia Science Academy-5_____

_____

_____

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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Background and Demographics

Magnolia Science Academy-5 (MSA-5) is a directly funded traditional charter school and provides education to 247 students enrolled in grades 6 through 12 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-5 has been serving students in Los Angeles County since the fall of 2008 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-5 is still expanding in Los Angeles County while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	6	12	290	256	88.3%
2021-2022	6	12	247	223	90.3%

Other significant student groups that serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	79	1	40	1	0
Percentage	32%	0.4%	16.2%	0.4%	0

MSA-5 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

Magnolia Science Academy-5 (MSA-5)'s current program is run by the school team. MSA-5 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-5's site includes a big campus with access to 11 classrooms and two office spaces. The campus includes an outdoor activity area.

MSA-5 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-5 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-5teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-5 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-5 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-5's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-5 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-5 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-5 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School 7/5/2022-7/22/2022
16 Days of Saturday School; tentatively: 9/10/2022, 9/24/2022, 10/8/2022, 10/14/2022,10/15/2022,10/22/2022, 10/29/2022, 12/3/2022,12/10/2022,2/11/2023,3/11/2023,3/18/2023, 4/29/2023, 5/6/2023, 5/13/2023,5/20/2023

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and

google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-5 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-5's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-5's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-5 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines,

fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-5 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
    - Fluid Milk – 8 ounces
    - Fruit, Vegetable, or 100 percent Juice – ¾ cup
    - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (88.3%) and White(5.3%) students and families as well as other backgrounds that include White and Asian. MSA-5 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-5 program works with students to promote and help them 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. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-5 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to

support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.

Students with diverse needs

MSA-5 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 32% English Language Learners, MSA-5 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-5 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1. **Planning Phase:**
   ● Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
   ● Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
   ● Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
   ● Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
   ● Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
   ● Assist selection, recruitment and onboarding of the personnel.

2. **Implementation Phase:**
   ● Collect and analyze survey and/or assessment data quarterly.
   ● Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
   ● Manage professional development and training activities.
   ● Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
   ● Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
   ● Ensure all reporting requirements are met.

Staffing

MSA-5 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-5 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (LA Valley, Pierce, LA Mission Colleges) and universities such as CSU Northridge to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-5 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff

member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-5 and MPS home office staff. MSA-5 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-5 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 93.1% Socioeconomically Disadvantaged students, our students and

families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-5's students' proficiency rates are 46.96% in ELA and 38.67% in math. With about 32% English Language Learners, MSA-5 shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (88.3%) and White (5.3%) students with disadvantaged backgrounds.

MSA-5 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 92.3% of our students are unduplicated pupils. STEM education is an integral part of MSA-5 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-5 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-5 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-5 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-5 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-5's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- 5 partners with the city of Los Angeles for their events and to find out about academic contests that students can participate in. Along with partnering with CSUN and Pierce College to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-5 established partnerships with organizations and resources such as LA Valley College and Mission Colleges. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-5 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

> 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
> 2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
> 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-5's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-5 establishes a clearly defined continuous quality improvement plan that includes:

> 1) outcomes improvement goals and action steps,
> 2) a timeline with dates for action steps and quality improvement discussions,
> 3) feedback from staff, youth, parents, and K-12 partners,
> 4) description of the information or data needed to assess quality, and
> 5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-5 quality Expanded Learning school programs in its entirety in alliance with its mission,

vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-5 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-5 principal and admin team commit to supporting the program and get on-boarding and training with the Los Angeles County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-5 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-5 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).

- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-5's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-5 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-5 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-5 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-5 builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles. MSA-5 also solicits public funding to sustain services to name a few:

● City of Los Angeles
● Councilmember Bob Blumenfield's Office
● Tarzana Treatment Center
● Local Senior Centers
● One Generation Intergenerational Centers
● California State University, Northridge
● ARC
● LA Valley College
● LA Mission College
● West Valley Police Station

- YMCA
- City Plants

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.

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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?

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EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-6

745 Wilton Place, Los Angeles, CA 90005

School Website

https://www.msa6.magnoliapublicschools.org/

June 10, 2022

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-6

Contact Name: James Choe

Contact Email: jchoe@magnoliapublicschools.org

Contact Phone: 310.842.8555

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P):

Magnolia Science Academy-6

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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Background and Demographics

Magnolia Science Academy -6 (MSA-6) is a directly funded traditional charter school and provides education to 83 students enrolled in grades 6 through 8 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-6 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-6 is still expanding in Los Angeles while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	6	8	163	143	87.7%
2021-2022	6	8	83	73	88%

Other significant student groups that serve are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	17	0	11	4	0
Percentage	20.5%	0%	13.3%	4.8%	0%

MSA-6 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 4:00 pm.

1—Safe and Supportive Environment

MSA-6's current program is run by the school team. The MSA-6 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-6's site includes a campus with access to 5 classrooms and two office spaces. The campus also includes an outdoor playground.

MSA-6 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-6 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-6 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-6 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-6 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-6's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-6 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-6 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-6 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

7:00 am to 4:00 pm Nine-hour scheduled for 180 days.

Time	Monday- Friday Regular Day
7:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
8:00 AM- 2:15	**Classes in session**
2:15 PM -2:30 PM	**Nutrition Break**
2:30 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee **Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)

B- Nine-hour Summer or Intersession Day Sample schedules

- For 2022-23 July Summer school, MSA-6 is planning an online summer school. No ELOP funds will be used. The below planning is for the future years.

- 15 Days Summer School 2022-2023   June 10-June 30

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes/Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

15 Days Summer School 2022-2023   June 10-June 30
15 Days TBD; Fall, Winter & Spring Breaks intersessions and Saturday Schools

9 hour Saturday School - once a month

8:00 am - 12:00 Academic Enrichment
12:00 -1:00 PM Lunch/break
1:00 pm - 5PM Clubs and Teams Blocks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-6 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-6's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-6's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-6 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-6 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
  - Fluid Milk – 8 ounces
  - Fruit, Vegetable, or 100 percent Juice – ¾ cup
  - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (92.8%) and African-American (7.2%) students and families as well as other backgrounds that include White and Asian. MSA-6 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-6 program works with students to promote and help them 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. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training,

including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-6 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.
Students with diverse needs

MSA-6 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 20.5% English Language Learners, MSA-6 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-6

uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1. **Planning Phase:**
   - Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
   - Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
   - Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
   - Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
   - Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
   - Assist selection, recruitment and onboarding of the personnel.

2. **Implementation Phase:**
   - Collect and analyze survey and/or assessment data quarterly.
   - Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
   - Manage professional development and training activities.
   - Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning

Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.

● Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.

● Ensure all reporting requirements are met.

Staffing

MSA-6 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-6 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as

bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-6 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-6 and MPS home office staff. MSA-6 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,

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- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-6 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 96.4% Socioeconomically Disadvantaged students, our students and families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-6's students' proficiency rates are 45.63% in ELA and 38.36% in math. With about 20.5% English Language Learners, MSA-6 shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (92.8%) and African-American (7.2%) students with disadvantaged backgrounds.

MSA-6 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 88% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-6 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-6 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-6 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-6 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-6 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships
MSA-6's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SA partners with the city of Santa Ana for their events and to find out about academic contests that students can participate in. Along with partnering with Santa Ana College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-6 established partnerships with organizations and resources such as Santa Ana College and UC Irvine, and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-6 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

> 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
> 2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
> 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-6's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-6 establishes a clearly defined continuous quality improvement plan that includes:

> 1) outcomes improvement goals and action steps,
> 2) a timeline with dates for action steps and quality improvement discussions,

3) feedback from staff, youth, parents, and K-12 partners,

4) description of the information or data needed to assess quality, and

5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-6 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-6 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-6 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-6 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-6 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-6's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 4 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-6 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-6 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-6 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-6

builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles. MSA-6 also solicits public funding to sustain services to name a few:

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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.

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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?

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EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-7

18355 Roscoe Blvd., Northridge, CA 91325

School Website

https://www.msa7.magnoliapublicschools.org/

June 10, 2022

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-7

Contact Name: Meagan Wittek

Contact Email: mwittek@magnoliapublicschools.org

Contact Phone: (818) 886-0585

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-7

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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Background and Demographics

Magnolia Science Academy -7 (MSA-7) is a directly funded traditional charter school and provides education to 280 students enrolled in grades TK through 5 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-7 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-7 is still expanding in Los Angeles while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	TK	5	294	222	75.5%
2021-2022	TK	5	280	215	76.8%

Other significant student groups that MSA-7 serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	88	0	26	1	11
Percentage	31.4%	0%	9.3%	0.4%	3.9%

MSA-7 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-7's current program is run by the school team. MSA-7 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-7's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-7 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-7 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-7 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-7 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-7 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as Accelerated Reader, MyOn Reading, IXL, Xtra Math andStandards Plus to improve student learning outcomes. MSA-7's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

parents quarterly and a music and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and creativity. Some examples include Coding, Robotics, Choir, Art, Math Olympiads, STEAM Challenge.

3—Skill Building

In the expanded learning programs, MSA-7 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-7 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-7 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:30 AM- 8:00 AM	**Academic Block**: Literacy focused program that includes tutoring and homework help. Staff members will use Accelerated Reader and MyOn to support learning time. Breakfast will be served and students will participate in morning exercises.
2:40 PM - 2:50 PM	**Attendance (Sign-In)**
2:50 PM -3:20 PM	**Nutrition Break (Supper)**
3:20 PM -4:30 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
4:30 PM - 5:35 PM	**Enrichment Block**: Character Education, Wellness Program, Team Building, Music, Physical Fitness, Gardening, Board Games, Art and Crafts, STEM Challenges, Computer Club
5:35 PM- 6:00 PM	**Nutritional Break** (Snack) **Dismissal**

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:30 AM - 12:00 PM	Summer Learning Academy Classes (ELA & Math)/ STEAM Activities/ SEL Time/ Snack Break and activities
12:00 PM -12: 30 PM	**Lunch Break**
12:30 PM - 5:30 PM	**Enrichment Block**: Character Education, Wellness Program, Team Building, Music, Physical Fitness, Gardening, Board Games, Art and Crafts, STEM Challenges, Computer Club, themed event days

30 Day Planning:

14 Days Summer School 7/5-7/22
16 Days TBD; Fall, Winter & Spring Breaks Themed Student Camps: Fall Math Camp (3 days) Winter Theater Camp (8 days) Spring Science Camp (5 days)

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-7 has a Student Council, which works with the after school program staff and leadership team to establish and review program elements and school-wide events. The student council works with school staff to plan and participate in community projects such as campus cleanup days, food drives, and other special events. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

The Afterschool program develops projects to encourage leadership by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-7's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-7's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward

reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-7 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-7 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include:

- Smart Snack compliant Lay's Baked Barbecue Potato Chips
- Smart Snack compliant Kellogg's Cheez It Crackers Whole Grain 1oz 60ct
- Smart Snack compliant muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.

- We provide:
    - Fluid Milk – 8 ounces

- ○ Fruit, Vegetable, or 100 percent Juice – ¾ cup
- ○ Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (64%) and African-American (7.1%) students and families as well as other backgrounds that include White and Asian. MSA-7 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-7 program works with students to promote and help them 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. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-7 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.

Students with diverse needs

MSA-7 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 31.4% English Language Learners, MSA-7 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-7 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1. **Planning Phase:**
    ● Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.

- Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
- Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
- Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
- Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
- Assist selection, recruitment and onboarding of the personnel.

2. Implementation Phase:
- Collect and analyze survey and/or assessment data quarterly.
- Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
- Manage professional development and training activities.
- Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
- Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
- Ensure all reporting requirements are met.

Staffing

MSA-7 has current job descriptions for staff and volunteers responsible for running the after-school programs. Our partner ARC provides the coordinator and support staff running the programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-7 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear

background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-7 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories, training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-7 and MPS home office staff. MSA-7 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in

the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

Our key program partner ARC is nationally recognized after school program and experiential education provider. We bridge the opportunity gap by creating transformational learning opportunities that empower youth to realize their full potential. We work with over 9,000 students on a daily basis throughout Southern California.

ARC's COMPREHENSIVE PROGRAM

After school is offered M-F until the campus. Daily schedule includes enrichment activities, homework help, healthy snacks, and outdoor play. A structured learning environment is offered to support our middle school students' transition to high school.

Programs are framed by 6-week enrichment classes, as well as daily homework assistance and experiential group activities. The 6 week cycle culminates in an event for students to showcase their new skills and knowledge.

THE 'ARC' MODEL

Students choose an elective for 6 weeks, culminating in a showcase to demonstrate new skills and knowledge. All electives fit within our 5 Pillars of MS Excellence. Students are offered a structured learning environment to support our middle school students' transition to high school.

6-WEEK ENRICHMENT CYCLES
Programs are framed by 6-week enrichment classes (2x/week or 12 total classes), in which students commit to an elective and path of learning. The last Friday of each 6-week rotation is culmination day, a showcase for parents, peers, and staff. This includes dance performances, science projects, newsletter and creative writings showcases, basketball club has their final 3-on-3 tourney, or a service club does their food drive, the Mad Scientists do a mini science fair, etc.

LEADERSHIP COUNCIL
A cornerstone of the middle school program is the Leadership Council. Student leaders take ownership of their site's after school program by organizing events and activities, providing guidance in program selection, and running awareness campaigns to educate peers about important social issues.

MIDDLE SCHOOL PILLARS
Enrichment activities fall within these five categories: Literacy, Leadership & Life, The Arts, Health & Fitness, and STEM.

PILLARS OF EXCELLENCE
Students sign up for 6 weeks (2x/week or 12 total classes) of a specific enrichment club based on the Pillars of Middle School Excellence.

LEADERSHIP COUNCIL
Student leaders design and drive programming with the mentorship of experienced Site Coordinators and Assistant Coordinators.

DROP-IN CENTER
An open and safe space provided on campus for students to spend time after school to finish homework, socialize, play games, and more.

WOW EVENTS
Special school-wide events that engage the entire campus. Students have a direct hand in planning large-scale events such as dances, lunch time entertainment, carnivals, open mic nights, and more.

CLUBS
Survey students on what they want to see in their after school program. ARC builds a schedule of clubs taught by on-site staff, faculty, local professionals, or student peers.

SERVICE LEARNING
Students engage in a year-long service learning campaign, focusing on an issue

affecting their local community, as demonstrated through the Take Action Campaign in collaboration with LAUSD's Beyond the Bell.

LEADERSHIP RETREATS
Year-long series of workshops and conferences with a focus on leadership development, with options to blend with outdoor education, college and career preparedness, and subject-specific enrichment classes.

GOALS
The Great Outdoor Leadership & Adventure Series. This outdoor education based leadership development and life skills training program takes students out of the class and to the beaches, forests, and mountains of California.

SD LEADS
A series of conferences focusing on leadership, teamwork, social justice, and overcoming obstacles. Held on various college campuses and reinforces opportunities for students to become leaders on their own campuses.

COLLEGE & CAREER BOUND
College and career tours. College applications. Tuition and financial aid. Resume building. Practice interviews.

ENRICHMENT
Create a catalog of subject-specific classes to offer your students, taught by specialists in their fields. Offerings are customized to meet the needs and interests of your students.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 77% Socioeconomically Disadvantaged students, our students and families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-7's students' proficiency rates are 34.22% in ELA and 28.61% in math. With about 31.4% English Language Learners, MSA-7 shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (64%) and African-American (7.1%) students with disadvantaged backgrounds.

MSA-7 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 81.1% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-7 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-7 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff

receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-7 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-7 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-7 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)

3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-7's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA-7 partners with the city of Los Angeles for their events and to find out about academic contests that students can participate in. Along with partnering with Cal State Northridge to attend their college events, do college tours, and participate in programs that allow additional support for our students such as their Student Teaching program and counseling services through the CSUN Mitchell Family Clinic.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

Our key program partner, ARC, is nationally recognized after school program and experiential education provider. Their program bridges the opportunity gap by creating transformational learning opportunities that empower youth to realize their full potential. Arc staff lead daily homework help, academic intervention, nutrition, recreation, and enrichment. They use a whole child approach and strength's perspective philosophy.

10—Continuous Quality Improvement

MSA-7 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a

shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-7's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-7 establishes a clearly defined continuous quality improvement plan that includes:

1) outcomes improvement goals and action steps,
2) a timeline with dates for action steps and quality improvement discussions,
3) feedback from staff, youth, parents, and K-12 partners,
4) description of the information or data needed to assess quality, and
5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-7 quality Expanded Learning school programs in its entirety in alliance with its mission, vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-7 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Principal regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-7 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-7 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning

Programs, MSA-7 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).
- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.

- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-7's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-7 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-7 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have

developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-7 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-7 builds upon partnerships to link, align, and sustain services, public and private partners in Los Angeles. MSA-7 also solicits public funding to sustain services to name a few:

- Mitchell Family Clinic
- The Chicago School of Psychology
- Councilmember Lee's Office
- Atalla Medical Clinic
- Dignity Healthcare
- One Generation
- Baby 2 Baby
- LAUSD SELPA
- Cal State University Northridge
- LACOE , Los Angeles County Department of Education.

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.

MSA-7 has ASES programs and grants. ELOP plans will be comprehensive and include ASES programs to integrate. ELOP funds will complement and support all expanded learning programs.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-8

6411 Orchard Ave., Bell, CA 90201

School Website

https://www.msa8.magnoliapublicschools.org/

June 10, 2022

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-8 Bell

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List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-8 Bell

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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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Background and Demographics

Magnolia Science Academy -8 (MSA-8) is a directly funded traditional charter school and provides education to 392 students enrolled in grades 6 through 8 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-8 has been serving students in Los Angeles County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-8 is still expanding in Los Angeles while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	6	8	440	359	81.6%
2021-2022	6	8	392	341	87.0%

Other significant student groups that serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	49	1	33	3	14
Percentage	12.5%	0.3%	8.4%	0.8%	3.6%

MSA-8 has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-8's current program is run by the school team. MSA-8 leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-8's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-8 operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-8 staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-8 teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-8 family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-8 students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning
Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-8's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-8 students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-8 offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-8 EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School 7/5-7/22
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-8 currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-8's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-8's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-8 uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-8 is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include:

- Smart Snack compliant [Lay's Baked Barbecue Potato Chips](#)
- Smart Snack compliant [Kellogg's Cheez It Crackers Whole Grain 1oz 60ct](#)
- Smart Snack compliant [muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.](#)

- We provide:
    - Fluid Milk – 8 ounces
    - Fruit, Vegetable, or 100 percent Juice – ¾ cup
    - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (90.3%) and African-American (0%) students and families as well as other backgrounds that include White and Asian. MSA-8 links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-8 program works with students to promote and help them 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. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-8 school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and

rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.

Students with diverse needs

MSA-8 and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 12.5% English Language Learners, MSA-8 shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-8 uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1. **Planning Phase:**
    ● Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
    ● Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
    ● Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
    ● Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
    ● Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
    ● Assist selection, recruitment and onboarding of the personnel.

2. **Implementation Phase:**
    ● Collect and analyze survey and/or assessment data quarterly.
    ● Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
    ● Manage professional development and training activities.
    ● Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
    ● Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
    ● Ensure all reporting requirements are met.

Staffing
MSA-8 has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-8 recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-8 Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories,

training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-8 and MPS home office staff. MSA-8 leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

 MSA-8 runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 88.5% Socioeconomically Disadvantaged students, our students and families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-8's

students' proficiency rates are 42.42% in ELA and 23.86% in math. With about 12.5% English Language Learners, MSA-8 shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (90.3%) and African-American (0%) students with disadvantaged backgrounds.

MSA-8 mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 87% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-8 regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-8 students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-8 Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-8 was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-8 site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-8's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SA partners with the city of Santa Ana for their events and to find out about academic contests that students can participate in. Along with partnering with Santa Ana College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-8 established partnerships with organizations and resources such as Santa Ana College and UC Irvine, and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-8 is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

> 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
> 2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
> 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-8's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-8 establishes a clearly defined continuous quality improvement plan that includes:

> 1) outcomes improvement goals and action steps,
> 2) a timeline with dates for action steps and quality improvement discussions,
> 3) feedback from staff, youth, parents, and K-12 partners,
> 4) description of the information or data needed to assess quality, and
> 5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-8 quality Expanded Learning school programs in its entirety in alliance with its mission,

vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-8 Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-8 principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-8 also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-8 agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).

- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-8's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-8 staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-8 has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-8 Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-8 builds upon partnerships to link, align, and sustain services, public and private partners in Bell. MSA-8 also solicits public funding to sustain services to name a few:

●

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.

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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?

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EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-Santa Ana

2840 West 1st Street, Santa Ana, CA 92703

School Website

https://www.msasa.magnoliapublicschools.org/

June 10, 2022

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy-Santa Ana

Contact Name: Steven Keskinturk (Site Director/ Secondary Principal); Maria Rowell (Elementary Principal)

**Contact Email: skeskinturk@magnoliapublicschools.org
mrowell@magnoliapublicschools.org**

Contact Phone: P (714) 479-0115

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy-Santa Ana

_____

_____

_____

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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Background and Demographics

Magnolia Science Academy -Santa Ana (MSA-SA) is a directly funded traditional charter school and provides education to 513 students enrolled in grades TK through 12 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-SA has been serving students in Orange County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-SA is still expanding in Santa Ana while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	TK	12	544	448	82.4%
2021-2022	TK	12	513	418	81.5%

Other significant student groups that serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	168	0	95	19	18
Percentage	32.7%	0%	18.5%	3.7%	3.5%

MSA-SA has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-SA's current program is run by the school team. MSA-SA leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-SA's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-SA operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-SA staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-SAteachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-SA family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-SA students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-SA's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-SA students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-SA offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-SA EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School 7/5-7/22
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-SA currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-SA's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-SA's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-SA uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-SA is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include:

- Smart Snack compliant [Lay's Baked Barbecue Potato Chips](#)
- Smart Snack compliant [Kellogg's Cheez It Crackers Whole Grain 1oz 60ct](#)
- Smart Snack compliant [muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.](#)

- We provide:
    - Fluid Milk – 8 ounces
    - Fruit, Vegetable, or 100 percent Juice – ¾ cup
    - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (87.7%) and African-American (2.9%) students and families as well as other backgrounds that include White and Asian. MSA-SA links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-SA program works with students to promote and help them 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. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-SA school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and

rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.
Students with diverse needs

MSA-SA and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 32.7% English Language Learners, MSA-SA shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-SA uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1. **Planning Phase:**
    *   Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
    *   Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
    *   Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
    *   Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
    *   Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
    *   Assist selection, recruitment and onboarding of the personnel.

2. **Implementation Phase:**
    *   Collect and analyze survey and/or assessment data quarterly.
    *   Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
    *   Manage professional development and training activities.
    *   Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
    *   Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
    *   Ensure all reporting requirements are met.

Staffing
MSA-SA has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-SA recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-SA Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories,

training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-SA and MPS home office staff. MSA-SA leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-SA runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 82.7% Socioeconomically Disadvantaged students, our students and families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-SA's

students' proficiency rates are 34.22% in ELA and 28.61% in math. With about 32.7% English Language Learners, MSA-SA shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (87.7%) and African-American (2.9%) students with disadvantaged backgrounds.

MSA-SA mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 81.5% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-SA regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-SA students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-SA Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-SA was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-SA site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-SA's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SA partners with the city of Santa Ana for their events and to find out about academic contests that students can participate in. Along with partnering with Santa Ana College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-SA established partnerships with organizations and resources such as Santa Ana College and UC Irvine, and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-SA is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

> 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
> 2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
> 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-SA's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-SA establishes a clearly defined continuous quality improvement plan that includes:

> 1) outcomes improvement goals and action steps,
> 2) a timeline with dates for action steps and quality improvement discussions,
> 3) feedback from staff, youth, parents, and K-12 partners,
> 4) description of the information or data needed to assess quality, and
> 5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-SA quality Expanded Learning school programs in its entirety in alliance with its mission,

vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-SA Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-SA principal and admin team commit to supporting the program and get on-boarding and training with the OC County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-SA also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-SA agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).

- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-SA's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-SA staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-SA has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-SA Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-SA builds upon partnerships to link, align, and sustain services, public and private partners in Santa Ana. MSA-SA also solicits public funding to sustain services to name a few:

● City of Santa Ana
● Western Youth Services
● Help Me Grow TK-2nd Grade
● OC Health
● OC Family Justice Center
● Planned Parenthood
● Salvation Army Family Services
● El Dorado SELPA
● OC Soccer Club
● Santa Ana College

- OCDE, Orange County Department of Education.
- UCI, University of California, Irvine
- Power if One Foundation
- Official No One Left Behind Foundation
- Congressman Lou Correa's Office
- OC County Board Supervision, Andrew Do's Office

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.

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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?

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EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-San Diego

6525 Estrella Ave., San Diego, CA 92120

School Website

https://www.msasd.magnoliapublicschools.org/

June 10, 2022

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: Magnolia Science Academy- San Diego

Contact Name: Gokhan Serce

Contact Email: gserce@magnoliapublicschools.org

Contact Phone: (619) 644-1300

List of the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Magnolia Science Academy- San Diego

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_____

_____

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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Background and Demographics

Magnolia Science Academy -San Diego (MSA-SD) is a directly funded traditional charter school and provides education to 421 students enrolled in grades 6 through 8 in the 2021-22 academic year. The school has been operating under the Magnolia Public Schools Board ("MPS Board") which is serving ten independent charter schools in the Greater Los Angeles Area, Santa Ana, and San Diego. MSA-SD has been serving students in San Diego County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-SD is still expanding in Santa Ana while increasing the count and percentages of students.

Academic Year	Low Grade	High Grade	Enrollment (Ages 5-17)	FRPM Count (Ages 5-17)	Percent (%) Eligible FRPM (Ages 5-17)
2020-2021	6	8	441	169	38.3
2021-2022	6	8	421	153	36.3

Other significant student groups that serves are as follows.

2021-2022	English Learners	Foster Youth	Special Needs	Section 504	Homeless
Count	31	0	73	13	11
Percentage	7.4%	0%	17.3%	3.1%	2.6%

MSA-SD has been integrating strong expanded learning programs as an extension of its educational program since its inception. Our teachers host academic intervention and enrichment programs as well as sponsor clubs when the regular school day is over. Every day, students in the program attend academic remediation and enrichment activities, get nutritious snacks and engage in physical, social and emotional development programs until 6:00 pm.

1—Safe and Supportive Environment

MSA-SD's current program is run by the school team. MSA-SD leadership team along with the Magnolia Public Schools Home Office team oversees the safe and supportive environment for the Expanded Learning program. MSA-SD's site includes a big campus with access to 15 classrooms and two office spaces. The campus includes a gym and outdoor playground.

MSA-SD operates a Comprehensive School Safety Plan which encompasses the Expanded Learning program. The plan is reviewed yearly by a committee consisting of local law enforcement, school site council, school admin team, MPS home office team and approved by Magnolia Public Schools Governing Board.

The Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. Our plan is implemented to protect the safety of students, staff and visitors and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students, staff and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

Social and Emotional Learning (SEL) skills are critical to school, career, and life success of our students. Our staff play a significant role in helping students develop strong SEL skills in our program. Our administrators use Panorama Education's SEL surveys twice a year to understand and develop teacher capacity to support every student socially and emotionally. Our Panorama SEL surveys help our team to understand and support each student with skills like growth mindset, self-efficacy, social awareness, and self-management. MSA-SD staff including the Expanded Learning program use a program known as Zones of Regulation. This program helps guide adolescents to make better choices in learning situations that require them to have better soft skills. It gives them time to journal through the computer, and see actual stories from real students who have experienced the same types of issues they may be experiencing., Furthermore, Zones of Regulation teaches conflict resolution skills directly to students. There is also a student leadership program that has a peer mentor component, so students can build bonds and develop leadership qualities. These student leaders help shape and guide the Expanded Learning program, and we teach them how to utilize advocacy to formulate the best Expanded Learning program for the school. The program also teaches executive functioning skills to help students with their academics in order to maintain a positive holistic educational experience through our STEAM

(Science, Technology, Engineering, Art, Athletics & Dance) Curriculum.

MSA-SD teachers and staff have been implementing Restorative Practices at campus to help students learn conflict resolution strategies and self-expression skills. Our students participate in a wide variety of activities, ranging from curricular, community and extracurricular activities. Expanded Learning students also receive support services they may need, from instructional and academic support, to psychological and emotional support. Since its inception, our school has worked hard to create a culture of "family" and our students feel that support every day. Our students have demonstrated their buy-in to the school culture through their participation in school sponsored activities, whether they take place before, during, or after school hours. We constantly ask and are given feedback about these varying activities and services from all educational partners within the MSA-SD family. Regardless of their ability levels, EL or SPED status, socioeconomic status, race, or religion, all MSA-SD students are comfortable with and willing to participate in activities offered by our school. The regular re-evaluation, by all educational partners, of programs and services offered is an effective way to assess students' participation in and need for alternative activities.

2—Active and Engaged Learning

Education research shows that time-on-task is positively associated with academic achievement. Time-on-task refers to the amount of time students spend attending to school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment. At the core of our Expanded Learning program design is to enable students more time-on-task to develop academic, social-emotional and physical skills. Our program design aims to actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992).

The intervention programs will be the central and foremost important part of the school's Expanded Learning programs. Staff and tutors use effective programs such as McGraw Hill's StudySync designated ELD programs, MyOn Reading, IXL ,Alex learning and Khan Academy to improve student learning outcomes. MSA-SD's students have access to Chromebooks during these Expanded Learning academic blocks. These programs allow staff to monitor the progress of participating students through software generated tests and personalized instructional materials. Staff members that run these sessions include regular classroom teachers and instructional aides to increase the effectiveness of these intervention hours.

Students work on various projects or activities including classroom projects and Project Based Learning during the Expanded Learning blocks. One goal of our program is to have a STEAM focused project, experiment, model or demo that will be shared with

parents quarterly and a drama and theater program to help our students who like to creatively express themselves. Many of our clubs are geared towards encouraging students to use higher levels of thinking, problem solving, and/or developing skills that are not normally fostered during the school day. Example activities include Robotics, Computer Applications, MathCounts, Robotics, Science Olympiad, Science Club, chess, photography, coding, choreography, video production, origami, knitting, song writing, beat making, multiple sport options, and the Student Council to tackle real world problems in a collaborative setting.

3—Skill Building

In the expanded learning programs, MSA-SD students develop their core subject area skills during the academic intervention and enrichment blocks. MSA-SD offers academic programs to complement in-class learning and educational experiences aligned with the Common Core Standards for English Language Arts and Mathematics, California Next Generation Science Standards and History-Social Science Standards. Academic tutoring and homework support are provided for each student based on areas of growth identified in individual student plans, student grades, standardized test scores, and teacher recommendations.

Goals for the educational and literacy element include;

1. Complement in-class ELA and Math instruction with active and engaging learning in an individualized or small group setting,
2. Provide students a time, place and resources for competency based academic enrichment programs, and
3. Provide students with a safe and supportive environment for catch-up work and homework completion.

MSA-SD EXPANDED LEARNING PROGRAM SAMPLE SCHEDULES

A- Nine-hour Regular School Day Sample Schedule

Time	Monday- Friday
6:00 AM- 8:00 AM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
3:00 PM - 4:00 PM	**Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee
4:00 PM -4:10 PM	**Nutrition Break**
4:10 PM -5:00 PM	**Academic Block**: Tutoring and Homework help (ELA/Math/Science/History)
5:00 PM - 6:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges

B- Nine-hour Summer or Intersession Day Sample schedules

Time	Focus
8:00 AM - 11:30 AM	Summer School Classes /Day Camp Activities/Field Trip/Excursion Time and activities
11:30 AM -12: 30 PM	**Lunch Break**
12:30 PM - 5:00 PM	**Enrichment Block**: Character Education, Wellness Program, Edge Coaching, Career exploration, Physical Fitness, Band, Board Games, Art and Crafts, STEM Challenges **Club and Team Block**: Science Olympiads, Academic Pentathlon, Book Club, Reduce, Reuse, Recycle Club, Yoga Club, Mixed Media, Math Team, Coding Club, LEGO Robotics, VEX Robotics, Drama Club, Art Club, Martial Arts, Card Club, Study Skills, Soccer, Future City, Volleyball and Cheer Team, Flag Football, Odyssey of the Mind, Anime Club, Basketball Team, Project Runway, Comedy and Drama, Red Cross Club, Cyber Patriots, History Bee

30 Day Planning:

14 Days Summer School 7/5-7/22
16 Days TBD; Fall, Winter & Spring Breaks

Tutoring: Referred by the classroom teachers, tutoring in core subject areas is provided by classroom teachers and tutors/instructional aides (ex: college students) every day for 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

Homework Help: Expanded Learning school staff monitors student completion of homework to help improve their academic performance and grades in classes. Homework help is available every day for a minimum of 50 minutes. Paper folders and google classroom are utilized to facilitate communication between the classroom teacher and the tutors.

4—Youth Voice and Leadership

MSA-SD currently has a Student Advisory Council, which works with the ELOP Task-Force and leadership team to establish and review program elements. This council works with the School Site Council composed of all stakeholders to develop projects led by youth. These include service-learning projects such as a cleanup, food drives, and other special events. Twice yearly, the program surveys all students enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students take an active role in the design of clubs and enrichment activities targeting interests and needs as determined by surveys and other feedback.

Students participate on the Student Advisory Council, attend quarterly advisory council meetings, and fill Student Representative roles on the council. They are involved in evaluation by assisting in the design and implementation of student, parent and teacher survey instruments implemented twice each year, and providing feedback. Students develop youth-oriented materials that report evaluation findings to peers and to the community. They solicit involvement and provide talks in the local community regarding the program. They take a leading role in blending Expanded Learning and community-based activities.

An Expanded Learning Advisory Council develops projects led by youth. These include a neighborhood and campus beautification project (such as murals), tutoring other students, and participating in recycling and community gardens, as well as other special events to support their school and community. Students will take field trips to multicultural events, such as plays and musicals, and engage in projects that build upon what they learn through these trips.

5—Healthy Choices and Behaviors

MSA-SD's school wellness plan extends to cover Expanded Learning programs. All programs promote the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Physical Fitness Programs: Students participate in a wide variety of physical activity during expanded learning hours. Expanded Learning sports programs, including soccer, basketball and volleyball, are provided by the Expanded Learning staff, and contracted

providers. These sports programs help students in starting life-long habits of regular physical activity. MSA-SD's Expanded Learning staff collaborates with the school PE teachers on California Physical Fitness Test to determine the student's fitness levels and plan activities accordingly. Staff teach and participate in activities like martial arts and yoga, and model games such flag football, basketball, volleyball. Staff receive professional development training on building character, coaching, and building engaging athletic activity plans. Our program complies with several elements of a comprehensive physical education program 1) Students in all grades experience standards-based physical education in a sequential and comprehensive manner in an enjoyable, safe, and secure learning environment, 2) Physical education is taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity, not as a negative experience associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals, and 3) Physical education is a structured instructional program with specific goals and objectives within expanded learning and as such, provide more opportunities for students to extend and refine the skills that were learned in the physical education programs during normal school hours.

Nutrition Education: Students participate in hands-on nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students often work as a team to read the nutrition label on products, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

California Education Code (EC) Section 60800 requires each local educational agency (LEA) to administer a physical fitness test annually to all students in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the required Physical Fitness Test (PFT) for California public schools with the primary goal of assisting students in establishing lifelong habits of regular physical activity. Our Expanded Learning physical activity curriculum is designed to prepare students for this assessment utilizing engaging and fun activities designed to boost strength and metabolism and in turn increase health.

As part of the School Wellness Action Plan and best practice, MSA-SD uses USDA's "A Guide to Smart Snacks in School" resource for managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Typically because MSA-SD is on a co-located site we partner with LAUSD to offer the Hot Meal option for our students as part of our Prop 39 agreement.

Our healthy nutrition snack choices include:

- Smart Snack compliant [Lay's Baked Barbecue Potato Chips](#)
- Smart Snack compliant [Kellogg's Cheez It Crackers Whole Grain 1oz 60ct](#)
- Smart Snack compliant [muffin otis spunkmeyer banana made with 51% whole grain naturally flavored individually wrapped 72/2 oz. 1 creditable grain ounce equivalent.](#)

- We provide:
    - Fluid Milk – 8 ounces
    - Fruit, Vegetable, or 100 percent Juice – ¾ cup
    - Water

6—Diversity, Access, and Equity

Our program serves predominantly Latino (35.9%) and African-American (8.1%) students and families as well as other backgrounds that include White and Asian. MSA-SD links to the very strong commitment to diversity and celebration of student cultures that is a foundational feature of our school serving students and families and partnering in the program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for postsecondary opportunities. The MSA-SD program works with students to promote and help them 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. To do this, the program actively recruits and hires staff that reflects the community of students served in the program. Orientation and ongoing professional development services provided quarterly include diversity and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served in the program, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) explicitly expresses this commitment to diversity and equity in all services. This commitment is further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners both in the physical environment and online through the MSA-SD school websites. Program staff and partners actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

Enrichment opportunities, guided by students themselves, embrace the diversity and

rich cultural heritage students and their families bring to the expanded learning program. STEAM projects (such as robotics) and mentorship opportunities provided to students explicitly allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships.
Students with diverse needs

MSA-SD and MPS have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It is a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

As part of our student and parent surveys conducted twice yearly. The program gathers additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand the needs and implement services to meet these needs.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, parents, students to recruit and enroll these students. Staff meets with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff implements useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

With about 7.4% English Language Learners, MSA-SD shows a strong need for services to support these students in the out of school hours. According to the study on English Language Learners: Becoming Fluent in Afterschool (2011), Expanded Learning programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. MSA-SD uses McGraw Hill's StudySync Designated EL program and CHATS framework for curriculum and strategies to support EL students with integrated ELD in all subject areas. The programs will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and reading comprehension assessments, scaffolded writing practice, ELPAC practice assessments, listening comprehension tasks, and read-alouds. Homework support will be provided each day and documented in journals. This is a critical need at target schools with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

Expanded Learning program task force
The school established a program task force (ELOP-TF) that consists of representatives from the student body, parent groups, staff, and administration. The duty of the ELOP-TF is as follows:

1. **Planning Phase:**
   ● Develop plans for the school to survey the needs of students through available formative and summative assessment data (CAASPP, NWEA Measures of Academic Progress (MAP) testing, midterm exams, formative classroom data, teacher self-evaluation/feedback, etc.) and educational partner surveys.
   ● Establish specific and SMART (Specific, Measurable, Attainable, Realistic and Timely) goals upon which the effectiveness of the Expanded Learning program will be evaluated.
   ● Using data and feedback from surveys, school administration and staff plan an effective program that will offer a variety of intervention and enrichment programs/activities to attract students and meet their needs.
   ● Communicate with parents and students to involve them in the planning process as well as to determine the potential number of students that will participate in the program.
   ● Plan effective ways to design the Expanded Learning programs in partnerships with key organizations, universities, colleges, etc.
   ● Assist selection, recruitment and onboarding of the personnel.

2. **Implementation Phase:**
   ● Collect and analyze survey and/or assessment data quarterly.
   ● Hold quarterly meetings to review/revise the school-site specific and SMART goals based on the available data and make any necessary recommendations and/or adjustments to improve the programs accordingly.
   ● Manage professional development and training activities.
   ● Involve all school stakeholders and community members in the program implementation and improvement process through the Professional Learning Communities (PLCs) and the meetings/workshops designed for the parents as well as for the community members.
   ● Inform the related parties of the Expanded Learning program results through regular information and internal information sessions arranged for program designers and stakeholders, ongoing staff meetings, and quarterly program evaluation reports.
   ● Ensure all reporting requirements are met.

Staffing
MSA-SD has current job descriptions for staff and volunteers responsible for running the Expanded Learning programs.

The job qualifications and descriptions meet the criteria, at a minimum, the school district's qualifications for an instructional aide (EC Section 8483.4). MSA-SD recruits staff with at least two years of college experience. The minimum qualification for the Expanded Learning Coordinator is a bachelor's degree in education and preferably experience in program administration. The Expanded Learning Coordinator monitors staff and completes a professional development needs assessment of each staff member. Requirements are posted and advertised, and only candidates who meet all qualifications are hired. All Staff in the program are required to produce clear background checks through LiveScan and negative TB Test results, and complete the onboarding and training schedules with the Coordinator.

Selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a critical element for candidates. The program recruits tutors with at least two years of college experience. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired. The Site Coordinator monitors staff and completes a professional development needs assessment of each staff member. MPS leverages partnerships with community colleges (Santa Ana College) and universities such as UC Irvine and CSU Fullerton to recruit college-age tutors. Additional staff recruitment includes college career centers, social media, partner referrals, and recruitment websites such as Edjoin, Teachers-teachers and Indeed. Recruitment is led by the MPS Human Resources department, working with the Principal, and staff. Staff have clear titles and responsibilities, and receive a competitive salary.

The program follows the lead of the MPS program and makes it a priority to employ personnel who have succeeded in overcoming barriers of circumstances as found in the surrounding low-income communities. Program staff are predominantly from these same neighborhoods. They bring an understanding of the challenges and rewards of growing up in predominantly African American, Latino and low-income communities served by the MPS, and can build trusting relationships with students. All job postings and descriptions emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to our students. When possible, we strive to hire alum of MPS.

Professional Development and Trainings
Staff development is provided each quarter and is based on assessment of staff needs and program objectives. Our PDs for staff aim to expand knowledge of content standards and instructional methods for aligning standards to instruction. Program goals include content and curriculum skills for staff, plus implementation and evaluation methods to ensure that services meet program outcomes. Our orientations include an introduction to program components, materials, and strategies for tutoring, enrichment, physical education, and college preparation services. MSA-SD Expanded Learning staff attends existing school and MPS-wide PD opportunities for teachers. Each staff member receives an annual performance review and meets quarterly to assess performance. All staff receive an annual four-hour training on youth learning theories,

training methods, presentation techniques, and learning styles.

Professional development is part of the yearly program calendar, with topics that include evaluation, assessment, and data use, plus needs of English Learners and students with disabilities. PD includes tutoring instructional practices, parent communications, and training across components. Training for staff providing college preparation is provided by the MSA-SD and MPS home office staff. MSA-SD leadership team conducts annual performance reviews to outline staff performance, appraisals, and opportunities for improvements. This system helps to ensure retention among highly qualified staff in the program.

Coordination of the Expanded Learning programs, staffing, retention, professional development, and managing coordination of the Expanded Learning programs, staffing, retention, professional development, and managing the required reporting is the responsibility of the Expanded Learning Coordinator in supervision of the school principal and consultation with the Expanded Learning Task-Force.

Staff receive ongoing training and development to provide a safe and supportive environment aligned with the quality standards, including; respectfully welcoming and releasing students each day, and building and maintaining trusting and supportive relationships with students. Trainings and professional developments include;

- Emergency and Safety Procedures,
- Youth Suicide: Awareness and Prevention,
- Bullying: Recognition & Response, Drug Free Workplace,
- Sexual Harassment: Staff-to-Staff, Athletic Liability,
- Sexual Misconduct: Staff-to-Student, Bloodborne Pathogen Exposure Prevention,
- Mandated Reporter: Child Abuse and Neglect,
- Title IX and Gender Equity in Athletics,
- Incident Reporting,
- Social Emotional Learning,
- Youth Voice, Building Relationships with Children & Youth, and
- Understanding the Behavior of Children and Youth.

Sub Contractors

MSA-SD runs its programs 100% with its own staff and resources.

8—Clear Vision, Mission, and Purpose

Inspiring Students in STEM Education and Careers
Serving about 37.5% Socioeconomically Disadvantaged students, our students and families lack the proper environment and resources to support quality learning experience beyond the school hours. According to 2018-19 CAASPP results, MSA-SD's

students' proficiency rates are 69.05% in ELA and 60.62% in math. With about 7.4% English Language Learners, MSA-SD shows a strong need for services to support these students in the out of school hours. Our program also serves predominantly Latino (35.9%) and African-American (8.1%)students with disadvantaged backgrounds.

MSA-SD mission is graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. About 36.3% of our students are from under- represented and underserved populations. STEM education is an integral part of MSA-SD regular and expanded learning programs. Increased exposure to coding and computer literacy will enable MSA-SD students to make more authentic and real-life connections with STEM careers and pathways. Our Expanded Learning staff receive training on providing activities for students on STEM careers and fields including Code.org Video Series[1] in Careers in Tech, Naviance Career Exploration[2], CareerGirls[3] and SheHereos[4] programs.

MSA-SD Staff, including, teachers, and other instructional day staff, has already worked with the leadership team to develop objectives, benchmarks, outcomes, and contributed to the project design through the completion of need and program assessments that defined the mission, vision, goals, and expected outcomes of services provided for students enrolled.

MSA-SD was built on strong partnerships with community organizations to promote enrichment activities and partnerships with cultural centers with field trips to art exhibits. There is a strong emphasis on STEAM learning in the expanded learning program and this will be supported with science and technology field trips. The program offers mentoring programs with volunteers from local businesses and college students, Boys & Girls Clubs of America, and faith-based organizations serving the surrounding area.

The engagement with stakeholders that leads directly to program design and services has accountability mechanisms built into the project design to ensure high quality services to achieve project objectives by staff and partners. In collaboration with MPS home office, Expanded Learning Task-Force monitors and updates the Program Plan responsive to the school's changing needs and the needs of our community as well as project objectives achieved in the previous year. Program Plan and outcomes achieved by MSA-SD site where services are provided are tracked with attendance and program implementation reports that break down objectives and outcomes into quarterly benchmarks that ensure the project stays on track throughout the year. As staff populates reports with data on program attendance and project objectives each month, they are able to identify areas of weakness in order to ensure continuous improvement

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[1] Code.org Careers in Tech https://code.org/careers-in-tech
[2] Naviance Career Exploration https://www.naviance.com/resources/tag/career-exploration
[3] Career Girls https://www.careergirls.org
[4] SheHeroes http://www.sheheroes.org

in program operations. This monthly feedback loop keeps the project on track to achieve annual goals and outcomes. This framework of data collection and analysis drives the monthly review that Expanded Learning staff conducts with instructional school staff to analyze progress of Expanded Learning services and if they are successfully meeting the needs of the school students and families served.

The following program goals were developed in collaboration with all stakeholders, including students, teachers, parents and administrators:
1. Support all participating students to increase their proficiency in mathematics as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
2. Support all participating students to increase their proficiency in reading as measured by the formative and summative assessments (IABs, ICAs, SBAC, MAP, midterm exams, ongoing assessments, teacher self-evaluation/feedback, etc.)
3. Support all participating English learners to increase their language proficiency, as measured by the ELPAC.
4. Support all participating students to increase personal and social skills through social and cultural activities, as measured by Panorama Ed's SEL surveys.
5. Support all participating students to develop physical fitness through health and recreation programs, as measured by PFT.

9—Collaborative Partnerships

MSA-SD's expanded learning programs are collaboratively designed in partnerships with several stakeholders in accordance with the CDE-ASD's Quality Standards for Expanded Learning Programs. At the school level, student council organizations, parent groups, school leadership teams, and school staff are involved. MSA- SA partners with the city of Santa Ana for their events and to find out about academic contests that students can participate in. Along with partnering with Santa Ana College, UC Irvine, and CSU Fullerton to attend their college events, do college tours, and participate in campus discussions and classes for the students who are really grasping the program and need a challenge.

At the management level, Magnolia Public Schools central office staff and its leadership team exhibited vision and support for the programs. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to academic, finance, operations, talent management, and external relations.

To further strengthen the program and increase sustainability, MSA-SD established partnerships with organizations and resources such as Santa Ana College and UC Irvine, and CSU Fullerton. As part of our partnerships, we recruit tutors and staff from these organizations, conduct campus visits, and involve our students in their educational enrichment programs such as dual enrollment, college visits, college application and financial aid presentations.

10—Continuous Quality Improvement

MSA-SD is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. Point-of-Service Quality Standards Programmatic Quality Standards Quality Standards for Expanded Learning Programs will steer the assessment, evaluation and improvement processes. The quality improvement process creates a framework of clear expectations, and a shared vision of quality among multiple stakeholders across all expanded learning sites. This sets forth a cycle of continuous quality improvement which is based on three steps:

1) Assessment of Program Quality, which employs data collection on the program using multiple strategies focusing on the standards,
2) Planning, which allows the program to reflect on program data use data to generate and implement an action plan for quality improvement, and
3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed which allows for ongoing rapid quality improvement. More than these steps, MSA-SD's ASES vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. MSA-SD establishes a clearly defined continuous quality improvement plan that includes:

1) outcomes improvement goals and action steps,
2) a timeline with dates for action steps and quality improvement discussions,
3) feedback from staff, youth, parents, and K-12 partners,
4) description of the information or data needed to assess quality, and
5) clear description of the responsibilities for each person on the improvement team.

This plan is used as the guiding document to facilitate continuous quality improvement across programs. Results of annual assessments will be used to make improvements to site specific program designs to meet the needs of the clientele at each site allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Expanded Learning Opportunities Program Grant funding is used to implement MSA-SD quality Expanded Learning school programs in its entirety in alliance with its mission,

vision and goals. Funding will enable staffing and development, program resources, snacks, supplies and materials as well as covering costs from vendors.

MSA-SD Expanded Learning school programs are closely monitored by the principal and the leadership team as part of the ELOP Task Force. The Dean of students regularly coordinates all Expanded Learning school programs with the Expanded Learning coordinator and school staff. The MSA-SD principal and admin team commit to supporting the program and get on-boarding and training with the San Diego County Office of Education and our home office Magnolia Public Schools (EC Section 8483.3[c][6]).

The principal and the team operate the program on the school site (EC Section 8482.3[f][1]), meeting all statutory and regulatory requirements (EC Section 8484.6[b]). MSA-SD also acts as the only LEA fiscal agent for the grant administration. In accordance with the Programmatic Quality Standards in Quality Standards for Expanded Learning Programs, MSA-SD agrees for the planning and quality of the program for the duration of the grant period (EC Section 8482.3[f][3]).

Roles of Staff

- **Principal**: Responsible for program oversight, staff supervision, partnerships. Responsible for data analysis and quality improvement. Responsible for teacher led clubs, teams and activities.
- **Dean of Students**: Oversee compliance and program development. Responsible for compiling reports, verifying data, and managing reports.
- **Expanded Learning Coordinator**: Responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors. Prepares Attendance Reports.
- **Teachers** Provide enrichment**,** clubs, tutoring and athletics.
- **Tutors and Coaches**: implement programming at each site.
- **MPS Home Office Support Team**: Responsible for reviewing data analysis; provides feedback on quality improvement to ensure effective programs across the site. Prepare quarterly Expenditure Reports, manage internal and external audits. Ensures compliance and timelines.

Timeline of Tasks

- Review program goals progress data with ASES-Task force (quarterly).
- Review satisfaction survey results from prior academic year and use those results for pre-planning (June).
- Identify partners to support student learning (Ongoing).
- Annual staff development conference (July).
- Communicate with partners to ensure successful referrals for students and families (Ongoing).
- Expanded Learning Coordinator meets with the Dean of Students to review outcome data (monthly).

- The Quality improvement plan is monitored continuously. Dean of Students and Expanded Learning school coordinator work together to incorporate additions to quality improvement to allow for rapid cycle quality improvement (monthly).
- Program attendance entered and verified (weekly).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Midyear program evaluation (December)
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Annual performance evaluation for all staff (August- March).
- School attendance data reviewed and analyzed (July, December, May).
- Yearly satisfaction surveys conducted and administered to students, parents, and school staff (December and May).
- Semiannual and annual Attendance reports compiled and submitted to CDE (semiannual/annual).
- Quarterly Expenditure reports compiled and submitted to CDE.
- Program evaluation and improvement planning (December and May.)

Reporting Requirements

The online reporting will be used to submit quarterly expenditure reports. MPS Home office business department takes the leads in submission. Accurate attendance records will be kept using a clearly defined record keeping procedure. Attendance is reviewed daily by staff, weekly by the Expanded Learning coordinator and Principal. Actual student program attendance reports are sent to the EXLD on a semi-annual basis through the online database.

Sign-in/out Procedures

MSA-SD's Expanded Learning school program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

Students sign students in with a complete signature and correct time recorded on sign in/out sheets. Parents/Guardians check out students with a complete signature and correct time recorded on sign in/out sheets.

Early Release Policy

MSA-SD staff follows CDE's Early release and late arrival policies and procedures (EC Section 8483[a][1]).

Students may be released for the reasons below. The responsible party will communicate with school staff to arrange the release and sign out procedure. The Expanded Learning Coordinator will be in charge of the communication and management of the release.

1. Off-site enrichment programs
2. Family emergency
3. Family needs
4. Medical appointment
5. Transportation
6. Child accident/injury
7. Safety issues (darkness, weather)
8. Participation in school athletic programs and team sports
9. Other conditions (reasons must be explicitly communicated and approved)

Successful and impactful Expanded Learning programs have been the key element of Magnolia Science Academy's educational program as outlined in its charter petition. MSA-SD has been heavily investing in these programs for several years and seen the positive effect on our students and communities that we serve. So far, we have developed systems, protocols and routines in the program with training, resources and practices. Our experienced staff will make sure that goals of the project continue to be met with activities in its Expanded Learning program. MSA-SD Expanded Learning staff will have access to technical, structural support and resources through MPS Home Office and other funding resources to maintain and sustain the program. Specifically, the Home Office development department secures funding from philanthropies such as Joseph Drown Foundation, WallMart Foundation, and others.

Sustainability processes include quarterly partner meetings with existing and potential partners. Partners provide input in services and resources they offer. They support evaluations and are incorporated in proposals and ongoing private and public funding solicitations to sustain the Expanded Learning services. The MPS development department works to ensure expanded learning sustainability through private funds and individual giving efforts.

Sustainability is critical for expanded learning programs, and is supported by community partnerships and alignment of private and public resources and our school. MSA-SD builds upon partnerships to link, align, and sustain services, public and private partners in San Diego. MSA-SD also solicits public funding to sustain services to name a few:

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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.

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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?

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