

Agenda Item:	IV B: Action Item
Date:	October 12, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Erdinc Acar, Chief Academic Officer Andross Milteer, MPS ELOP Coordinator
RE:	MSA-Santa Ana After School Education and Safety (ASES) Program for the 2023-24 school year

Action Proposed

MPS Staff recommends that the Board approve Think Together as the vendor to run MSA-Santa Ana’s After School Education and Safety (ASES) Program for the 2023-24 school year.

Purpose:

The purpose of this report is to provide the Board with an overview of the ASES program's Request for Proposal (RFP) timeline and the key elements required for vendor selection. The recommendations aim to ensure the successful operation of the ASES program in MSA - Santa Ana for the 2023-24 school year.

Background:

Magnolia Science Academy MSA - Santa has been running its ASES programs internally since 2016. Due to industry conditions and shortage in qualified staff, it has been increasingly difficult for the MSA team to continue running the program. We aim to increase capacity in number of students served and overall quality of the program by switching to an established vendor to continue the ASES program, which plays a vital role in supporting the educational needs of students in the community. On September 1, 2023 an RFP was released and shared with vendors outlining the requirements, expectations, timeline and scope of work.

Analysis:

The scope of work detailed in the RFP in the exhibit outlines the criteria, requirement, expectations, timeline and scope of work to run the ASES program. School site admin team and MPS Home Office team reviewed and ranked the proposals based on a rubric outlining CDE’s Quality Standards for Expanded Learning, including program description, curriculum, management oversight plan, memorandum of understanding, budget (including matching funds), instructor credentials, background checks, liability insurance, materials/supplies, program schedule, and professional references. Thorough evaluation of vendor proposals were made to ensure the best fit for MPS and the Santa Ana community. Below are the RFP evaluation criteria.

CBO Effectiveness
Mission and Vision
Operational Capacity
Organizational Systems

MPS Alignment
Organizational Hierarchy
Staff Recruitment and PD
Programming Effectiveness
Program Design
Evaluation and Assessment
Program Administration and Finance
Community Partnerships
School Day Alignment
Safety and Supervision
Youth Development
Family Involvement
Nutrition and Physical Activity
Diversity, Equity and Inclusion
Unduplicated Pupil Percentage (UPP) Support

Four vendors responded to the RFP. Both the school site admin team and MPS Home Office team involved in selecting a qualified vendor to operate the program effectively.

SUMMARY OF RANKINGS	
TCCDC Empowered Scholars	3.33
Think Together	3.37
KidzToPros	2.55
After-School All-Stars	2.95

Impact:

The selection of a qualified vendor through this RFP process will directly impact the quality and effectiveness of the ASES program for the 2023-24 school year. A well-chosen vendor will contribute to the educational success and well-being of Santa Ana students, aligning with MPS's mission and commitment to the community.

Budget Implications:

The Staff reviewed and bases its vendor recommendation in terms of budget alignment to ensure fiscal



responsibility and compliance with ASES program requirements. The total 2023-24 budget for the ASES program comes from CDE as an award of \$203,480. The 33% local match requirement by MSA-SA is \$67,148. MSA-SA is in its third month of operation and already incurred two months of expenses in the program. The remaining award funds will be used to subcontract with the vendor and estimated to be as \$193,308.70 and matching requirement of \$29,552.

Exhibits:

1. MSA-Santa Ana ASES RFP (highlighting the requirement, expectations, timeline and scope of work).
2. Think Together vendor response to the RFP.



REQUEST FOR PROPOSAL

FOR

SUBCONTRACTING FY 2023-24 ASES GRANT ELEMENTARY SCHOOL AFTER SCHOOL PROGRAM ADMINISTRATION

OF

MAGNOLIA SCIENCE ACADEMY Santa Ana

MAGNOLIA PUBLIC SCHOOLS (MPS)

2023

About Magnolia Public Schools (MPS) and After Schools Programs Offered

The Magnolia Educational & Research Foundation (“Foundation”) dba Magnolia Public Schools (MPS) is a non-profit organization established in August 1997. The Foundation is granted tax-exemption status (501(c)(3)) by the IRS and the State of California. The headquarters of the Foundation is located in Westminster, California. MPS oversees a network of charter schools throughout California dedicated to inspiring students to choose career paths in science, technology, engineering, art, and math (STEAM), while providing a robust, standards-based education program within a supportive culture of excellence.

In the fall of 2002, the Foundation established its first charter school, Magnolia Science Academy-1 (“MSA-1”), in the San Fernando Valley. Since then, the Foundation has successfully replicated its educational program and philosophy at 10 other charter school sites throughout California:

- 8 in Los Angeles Area
- 1 in San Diego
- 1 in Santa Ana

Magnolia Public Schools dba Magnolia Science Academy (MSA) currently runs After School Education and Safety (ASES) Programs at nine campuses (MSA-1, MSA-2, MSA-3, MSA-5, MSA-6, MSA-7, MSA-8, MSA Santa Ana, MSA San Diego). Each school location has the capacity and features to run the programs, depending on the size of the school, and is open from the time school ends until 6:00 p.m. Students participating in the after school program receive both academic assistance and enrichment activities such as computer training, homework assistance, athletics, and college preparation counseling.

The after school programs are offered at no cost to school families and each student is provided with a nutritious snack daily. MPS is accepting bids from qualified organizations for Magnolia Science Academy-Santa Ana mentioned in the cover page to administer the after school program for the 2023-24 academic year. School can extend the contract for an additional school year. School will notify the subcontractor within the last 30 calendar days of the school year for extending the contract for an additional school year.

ABOUT THE After School Education & Safety Program (ASES)

ASES Grant provides funds to schools and districts that collaborate with community partners to provide safe and educationally enriching alternatives for children and youths during non-school hours. Please [click here](#) to learn more about the ASES grant.

ABOUT THE MSA-SANTA ANA AFTER SCHOOL PROGRAM

This RFP aims to find a subcontractor to run the ASES After School Programs of MSA Santa Ana in alignment with CDE-ASD's Quality Standards for Expanded Learning Programs. The programs will solely depend on the availability of the ASES grants for MSA Santa Ana. In case of any kind of unavailability of ASES funds for these sites, then the Foundation can terminate the contracts signed for running the ASES After School Program of MSA Santa Ana immediately on the date the ASES funds are being cut off.

MSA Santa Ana

MSA Santa Ana currently serves 500+ students in Transition Kindergarten through 12th grade. Based on the historical data, 50% of MSA Santa Ana students make up the elementary school student body who will benefit from ASES after school services.

Program Goals

MPS' overarching goal is to ensure that our students are college ready, college bound. Our after school program partnership is established to focus on college preparation through academic and enrichment support. MPS partners with the ASES program to close gaps in academic achievement and motivate our students to succeed. In order to reach this goal, MPS targets after school program enrollment on students currently performing at the Basic or Below Basic level on state standardized tests. The after school program should further this goal through three primary structures: homework support, a daily intervention or skill-building lesson, and enrichment activities. The bidders will be required to make sure there is a reasonable staff to student ratio and there are separate administrative personnel not providing instruction to the students in the after school program.

Homework support is included as a way of ensuring alignment between the school's daily grade-level and content instruction and the after school program. This is also a time when students are taught good study habits which are modeled and reinforced so that over time, they increase their independence and prepare for the rigor of independent college-level assignments. In order to align the academic support provided in the after school program and the content taught during the school day, MPS will share quarterly benchmark data and ongoing assessment results with after school program coordinators. The after school program should use the data to implement a systematic, structured approach to meet the needs of students who struggle with mathematics, reading and English language development.

Given the high levels of enrollment of English Language Learners and in particular considering the impact of their language development on their overall academic success, the after school program should incorporate enrichment activities designed to enhance the language

development of students as well as integrate the arts, technology and fitness. The purpose of enrichment is to foster students' abilities to develop problem-solving skills, flexibility, creativity, cooperation, persistence and responsibility in an environment that is geared towards building self-confidence. We know that in order for our students to sustain their motivation and find success in the face of challenges en route to and in college, they need to have a strong sense of self. This includes having confidence in their academics and developing a range of skills. Students enrolled in our after school program should have the opportunity to participate in a variety of enrichment programs to define their passions and expand their knowledge.

PROGRAM TO COMPLEMENT MPS COMPETENCIES AND SLOs

MPS has identified six competencies and corresponding student learning outcomes (SLOs) for all school activities as part of the Portrait of an MPS Graduate.

Literacy with a Learners' Mindset

1. Develop and implement literacy skills that impact all content areas so that they can be well-rounded individuals within society.
2. Meaningfully engage in learning activities by knowing their readiness levels, interests, backgrounds, and making informed decisions about their learning pathways.
3. Students take ownership of their learning by creating long and short-term academic goals and reflecting on them throughout the school year.

Critical Thinking

1. Apply, analyze, identify, synthesize and evaluate information and experiences and connect the skills and content learned across the curriculum.
2. Students are inspired to be lifelong readers and critical thinkers.
3. Be able to take a variety of sources and viewpoints, evaluate them critically, and make judgments that reflect an understanding of the possible consequences of those decisions.

Creativity

1. Apply innovative skills and practices which connect to their learning experiences.
2. Students have opportunities for multiple methods of the expression of ideas in a project (ex. writing, drawing, creating video, slide presentations, memes).
3. Incorporate new and meaningful ideas and methods through cross-curricular STEAM activities.

Effective Communication

1. Demonstrate effective oral and written communication skills, using the expected academic language for the purpose, audience, and setting.
2. Develop listening skills and exhibit empathy through awareness, sensitivity, concern, and respect for self and others' feelings, opinions, experiences, and cultures.

3. Use technology effectively and respectfully to access, organize, research, and present information to become proficient communicators.

Adaptability

1. Develop self-awareness and self-advocacy skills and maintain physical, mental, social, and emotional well-being to guide in their pursuit towards a college degree and career choices.
2. Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings. Respond productively to feedback, praise, setbacks, and criticism.
3. Demonstrates consideration of others' ideas by keeping an open mind, questioning ideas, and demonstrating flexible thinking.

Global Citizenship

1. Contribute to the improvement of life in their school and local community by demonstrating leadership skills and participating in community-based projects.
2. Understand and reflect on connections between their local community and the broader world, through both current events and historical context.
3. Students are internationally-minded individuals who recognize and value other perspectives and cultures.

SCOPE OF WORK

Organizations must have experience working with the ASES program to run after school programs, and must have experience working with impacted communities and youth in Orange County. Partnering organizations will employ all program staff and will work with MPS to develop/enhance the program design and content.

Proposals must include:

- Program
- Description of services Program curriculum
- Management Oversight Plan
- Memorandum of Understanding
- Budget (including matching funds. 30% matching funds is required by ASES)
- Instructor credentials
- Clearance of background check for each instructor
- Number of instructors provided
- Proof of liability insurance
- Materials/ supplies provided Program schedule
- 2-3 professional references

MPS reserves the right to terminate services if the service is unsatisfactory or MPS needs change. MPS reserves the right to reject all proposals.

Interested vendors must submit 1(one) copy of their response to this Request for Proposal no later than the RFP deadline to submit mentioned below to:

Magnolia Public Schools, **250 E. 1st St., Suite 1500, Los Angeles, CA 90012**. Attention: *Andross Milteer*, or via e- mail to akmilteer@magnoliapublicschools.org

Vendors are requested to submit any questions regarding the RFP in writing, to Andross Milteer via email at akmilteer@magnoliapublicschools.org within the Q&A time frame stated in the RFP timeline at the last page of this RFP.

Upon recommendation by staff, Magnolia Public Schools Board of Directors will decide on the winning bid on the date mentioned in the RFP Timeline below. The vendor with the winning bid will be notified of the decision within 30 days after the board decision. Submittals must be valid for at least for 90 days following the RFP deadline to submit.

The subcontractor agrees to provide the reports as outlined below:

- Submit all required reports including the monthly attendance reports for the school (the attendance target the school will need to meet in order to keep the entirety of the grant vs. the actual amount of students who are attending school's after-school programs)
- The names of all staff per site so that the school can measure continuity and consistency of staffing per school.
- Be available and attend School and Home Office collaboration meetings.
- The subcontractor agrees to notify in advance in case any program changes throughout the year or gets closed. Subcontractor will communicate updated program schedule should there be a change throughout the year.

2023-24 SCHOOL YEAR ASES MSA Santa Ana RFP TIMELINE

RFP Posted date	September 1st, 2023
RFP Q&A Period Please email all your questions to akmilteer@magnoliapublicschools.org	September 1st through September 8th, 2023

RFP Deadline to submit	September 19th, 2023 by 3pm
Evaluation Committee Meeting Date (Subject to change)	September 20th, 2023
MPS Board Meeting Date to decide winning bidder (subject to change)	TBD



2023-24 ASES GRANT ELEMENTARY SCHOOL AFTERSCHOOL PROGRAM

ADMINISTRATION OF MAGNOLIA SCIENCE ACADEMY
SANTA ANA



think
TOGETHER



September 22, 2023

MAGNOLIA PUBLIC SCHOOLS

Expanded Learning Opportunities Coordinator
Andross K. Milteer
250 East 1st Street, Suite 1500
Los Angeles, CA 90012

Mr. Milteer:

Think Together, California's premier expanded learning services provider, is pleased to respond to the Magnolia Public Schools' Request for Proposals (RFP) to subcontract After School Education and Safety (ASES) grant program services for your school site in Santa Ana. The mission of Think Together is to partner with schools to change the odds for kids. We envision a community where all kids get a great education that prepares them for college and career. Think Together started its first after-school program in 1994 in the Shalimar Street neighborhood, a tough barrio of Costa Mesa characterized by crime, drugs, gangs, teen pregnancy, and high dropout rates. In 1997, Think Together was incorporated as a public benefit nonprofit. In 2007, Think Together leveraged public and private partnerships to expand into nearly 200 public schools in Los Angeles, Orange, Riverside, and San Bernardino counties. We now partner with 60 public school districts in eight California counties and serve over 200,000 unduplicated students in underserved communities each year.

Think Together is a full-service provider that will manage all aspects of your ASES grant, from program delivery, to reporting to data evaluation and fiscal accountability. Our regional office in Santa Ana is located at 2101 E. Fourth Street, 92705. Our federal tax ID number is 33-0781751. We do not have any prior company names, and we are organized as a 501(c)(3) nonprofit. Randy Barth, Founder and CEO, is authorized to make commitments for Think Together. Our website is www.thinktogether.org.

Think Together currently has over 5,300 employees. Key personnel include:

Randy Barth, CEO – Before embarking on a career as an education entrepreneur, Randy had a successful business career for more than twenty years, first as an investment advisor with various major Wall Street firms and later as a corporate CEO. He founded Think Together as a volunteer in 1997 and served as the organization's Board Chair. In 2003, Randy became CEO of Think Together. Barth holds a Bachelor's degree in economics from UCLA and studied under Peter Drucker at the Graduate School of Management at Claremont Graduate University. Randy serves on several boards and as a Senior Fellow at UCLA's Luskin School of Public Affairs.

Tia Dwyer, COO – She oversees all regional and program leaders and helps design and guide strategic planning. She joined Think Together in 2009 as Director of Learning Programs where she built a nationally recognized summer learning program before being promoted to Orange County's General Manager. Before joining Think Together, she oversaw expanded learning programs in the Lawndale School District. Dwyer is a credentialed teacher and holds a Bachelor's in Music from UC Irvine and a Master's in Education from National University.



Think Together offers the following charter school management organization references in support of this application:

Fenton Charter Public Schools
David Riddick, Executive Director
driddick@fentoncharter.net
818-962-3630

STEM Preparatory Schools
Emilio Pack, CEO
epack@stem-prep.org
323-795-0695

Additionally, you will find a description of our program elements and curricula, a description of our management structure, a proposed contract which includes a budget (personnel and materials), and a copy of our current certificates of insurance for General Liability and Workers' Compensation.

We believe this meets all your RFP requirements. Thank you for your favorable consideration.

Sincerely,

Randy Barth
Founder & Chief Executive Officer, Think Together
Executive Chairman, Orenda Education

P 714.543.3807 x8122
RBarth@thinktogether.org
2101 E. Fourth St., Ste. 200B
Santa Ana, CA 92705-3835

SECTION 2 Program

Safe and Supportive Environment

Think Together implements high-quality, student-centered after school programs that comply with all state and/or federal grant funding requirements. After school programs operate from the end of the school day until 6:00pm daily, on the campus of each funded school site.

Fundamental elements to our after school program safety protocols include: 1:20 staff-to-student ratios; comprehensive & ongoing staff safety trainings; daily attendance tracking; mandatory line-of-sight policies; training for staff in routines and procedures, periodic program-wide safety drills; clear reporting guidelines & procedures; and regular stakeholder meetings to ensure that district & school site personnel, all after school staff, parents as well as students share a common understanding pertaining to safety expectations.

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



AFFIRMATIONS

I am capable
I'm not afraid of a challenge
I am smart
I don't have to be perfect to be worthy
I have many talents
I am a good friend
I am loved for who I am
I'm proud of myself
I have a great personality
My thoughts and feelings are important
Making mistakes help me grow
I'm unique and special
Asking for advice doesn't make me weak
I can learn anything I put mind to
I have so much to be grateful for
I can make a positive impact on people's lives
I can use my imagination when I'm feeling bored or uninspired
There's so much more about myself that I'm yet to discover
I am enough



Active and Engaged Learning

Staff are trained in lesson facilitation practices that reflect the Learning In Afterschool (LIAS) principles, and lessons are developed using a project-driven framework that prioritizes students working in cooperative groups to achieve goals. All units include a project-driven framework that focuses on how students will showcase learning with their community.

In our lowest elementary grades (TK-2) we leverage daily center-based enrichments for both enrichment and reinforcement of academic skills. Lower elementary lessons include a "Circle-Center-Circle" format that allows students to engage in both shared learning experiences, student-driven hands-on explorations and a debrief in circle time.

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

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

Skill Building

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

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

Educational Literacy

ELA activities provide time and space for students to develop a love of reading and writing, build foundational skills, and use reading to unlock learning. Academic achievement units and lesson plans are developed by credentialed educators,

for delivery by trained program staff. Literacy development happens

during the Academic Achievement element of our program, which is 55 minutes or more of time dedicated to building student learning skills. A regular “Smart Start” routine kicks off Academic Achievement hour and features time and space to build vocabulary, write, and read to learn. Writing and reading are additionally leveraged across program elements to allow for reflection, engagement, and expression.

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



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

Step 1: Open

Here's what happens:

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

How to make this work:

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

Step 2: Engage

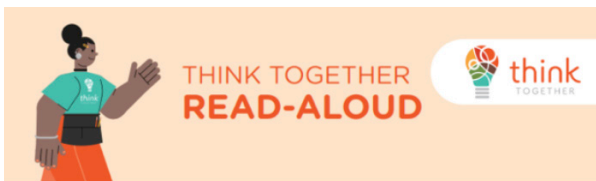
Here's what happens:

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

Step 3: Debrief

Here's what happens:

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



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



Steps for Read-Aloud Success:

1. Choose a book

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

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

2. Get to know (and love) the book

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

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

3. Set a purpose for reading

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

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

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

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



Program Design reflects the Institute of Education Sciences (IES) recommendations for foundational skills instruction (2019):



IES RECOMMENDED PRACTICE FOR TEACHING FOUNDATIONAL READING SKILLS

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

Mathematical Skills

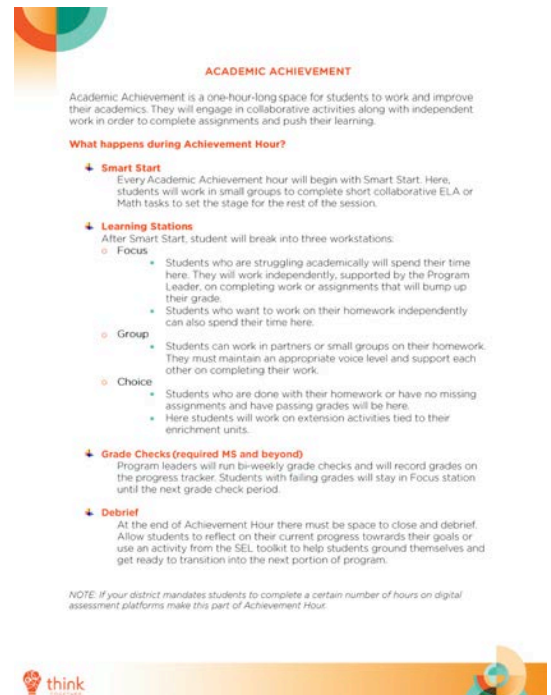
Math activities connect the standards for mathematical practice to the standards for mathematical content. Mathematics problems selected for daily practice reflect California Common Core State Standards for Mathematics.

During math practice, TK-2 students use calendar math for targeted practice and reinforcement in foundational numeracy standards, while students in grades 3-8 engage in math practice in a “Smart Start” that allows for the application of problem-solving strategies in an active and collaborative setting. Math practice accelerates students toward grade-level mastery and provides opportunities for youth leadership development with academic goal-setting and reflection structures.

Skills for Student Success

Think Together is the first and only expanded learning provider to have a partnership with AVID. AVID’s resources on student success and college and career preparation for all drive program offerings and are reflected in each engagement cycle with specific college and career pathways connected to units of engagement. The academic achievement element of program includes learning stations which allow students to make progress in school. In middle school grades students are taught about Grade Point Average (GPA) and GPA checks and goal setting.

Site leaders schedule regular meetings with school leaders to identify ways that afterschool programming can complement and reinforce school day priorities and meet nuanced needs of the community and students in programs.



ACADEMIC ACHIEVEMENT

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

What happens during Achievement Hour?

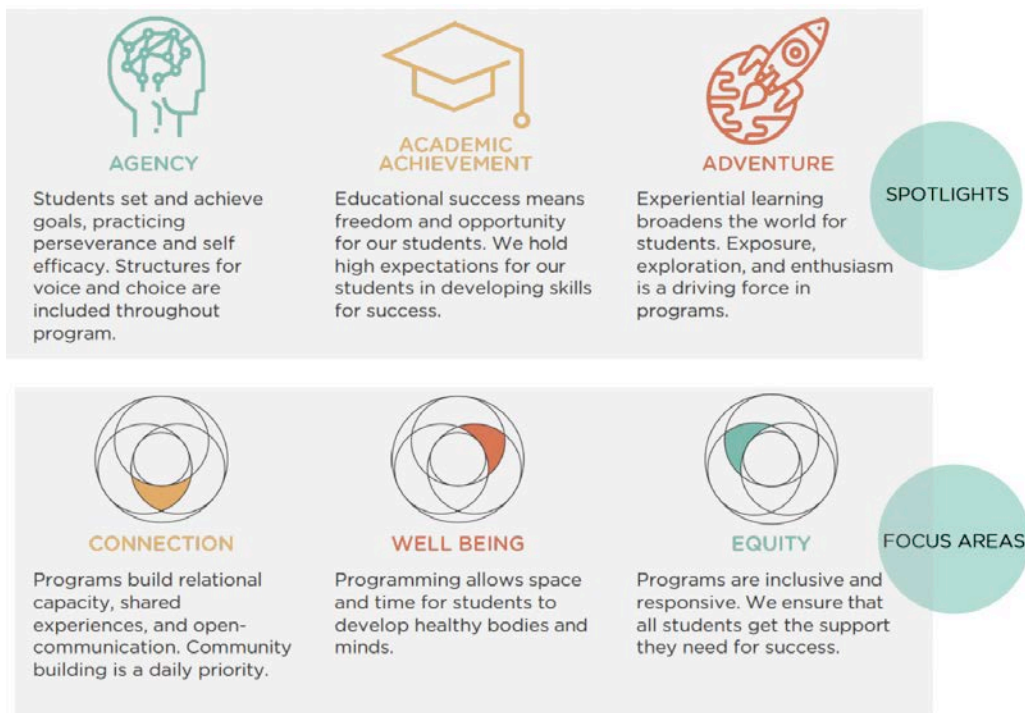
- **Smart Start**
Every Academic Achievement hour will begin with Smart Start. Here, students will work in small groups to complete short collaborative ELA or Math tasks to set the stage for the rest of the session.
- **Learning Stations**
After Smart Start, student will break into three workstations:
 - **Focus**
 - Students who are struggling academically will spend their time here. They will work independently, supported by the Program Leader, on completing work or assignments that will bump up their grade.
 - Students who want to work on their homework independently can also spend their time here.
 - **Group**
 - Students can work in partners or small groups on their homework. They must maintain an appropriate voice level and support each other on completing their work.
 - **Choice**
 - Students who are done with their homework or have no missing assignments and have passing grades will be here.
 - Here students will work on extension activities tied to their enrichment units.
- **Grade Checks (required HS and beyond)**
Program leaders will run bi-weekly grade checks and will record grades on the progress tracker. Students with failing grades will stay in Focus station until the next grade check period.
- **Debrief**
At the end of Achievement Hour there must be space to close and debrief. Allow students to reflect on their current progress towards their goals or use an activity from the SEL toolkit to help students ground themselves and get ready to transition into the next portion of program.

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



Youth Voice and Leadership

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



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

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

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

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

Enrichment units prioritize student choice in the way that they will work (in teams, groups) and in the way that they express their learning and understanding. Units include opportunities for student voice and choice and connect enrichment content to community needs and connect to community assets. Lower elementary students have the opportunity to apply choice in their selection of centers each day.

Healthy Choices and Behaviors

Think Together leaders ensure that District and school wellness plans are shared, and that strategies are developed to align after school program activities to wellness plan initiatives as appropriate.

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

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

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

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

Collaborative Partnerships



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



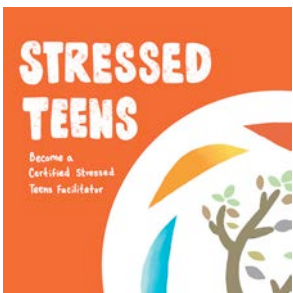
The LA84 Foundation supports Think Together to provide a high quality team sports experience: a 10-week basketball program for boys and girls in the winter; a 10-week boys and girls soccer program in the spring; and a 10-week flag football and volleyball program in the fall. The program consists of intramural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



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



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



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



Sanford Harmony is an active learning program where children engage in activities and conversations with each other. The program "promotes peer relations among students through lessons and activities that encourage communication, collaboration, and mutual respect, helping boys and girls learn how to build healthy relationships beginning at childhood" (Sanford Harmony, 2019, p.1).

Diversity, Access, and Equity

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

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



Enrollment Strategies

The expanded learning/after school program is available to every student enrolled in the school where the program is offered. There is no charge for participation. Both the District and Think Together believe that including students with a diversity of needs, gifts and experiences adds depth and richness to the program for all students and staff. We work collaboratively to assure program accessibility to students, subject to the limitations imposed by grant capacity. In adherence to Ed Code, homeless students and students who are in foster care receive first priority for enrolling in all expanded learning programs. However, no current participant enrolled in program shall be disenrolled in order to allow enrollment of a student with priority enrollment.

Engagement Strategies

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



Quality Staff

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

A Site Leader ensures that high quality expanded learning/after school program activities are provided for each student participant. Site Leaders are college graduates or have at least 1 year of previous experience as a program leader and are required to go through a series of trainings offered by Think Together. Using standard Think Together program materials, Site Leaders coordinate/support program implementation; work with teachers, principals and other instructional-day staff to align program activities; supervise, train & coach all program staff; engage & involve parents; and gather data to assess student safety, interests, participation and improved academic performance.

Program Leaders facilitate all program activities with student participants providing homework assistance as well as academic, enrichment and physical activities, using curriculum and materials provided by the program. Program Leader candidates may be initially hired into the substitute pool before being permanently placed. Each Program Leader must have a minimum of 48 semester or 60 quarter units of higher education. Site Leader candidates must have at least a bachelor's degree or one-year of exemplary performance in a program before final selections is made by school principals.

Meeting District Minimum Requirements for Instructional Aides

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

Staff Recruitment

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

Recruitment efforts include, but are not limited to:

- Referrals by current employees
- Relationships with local colleges & universities
- Social media job postings (e.g., LinkedIn, EdJoin, etc.)
- Site level/community recruitment & job fairs
- Promotion of career opportunity via Think Together & District websites.

Recruitment and Hiring Process

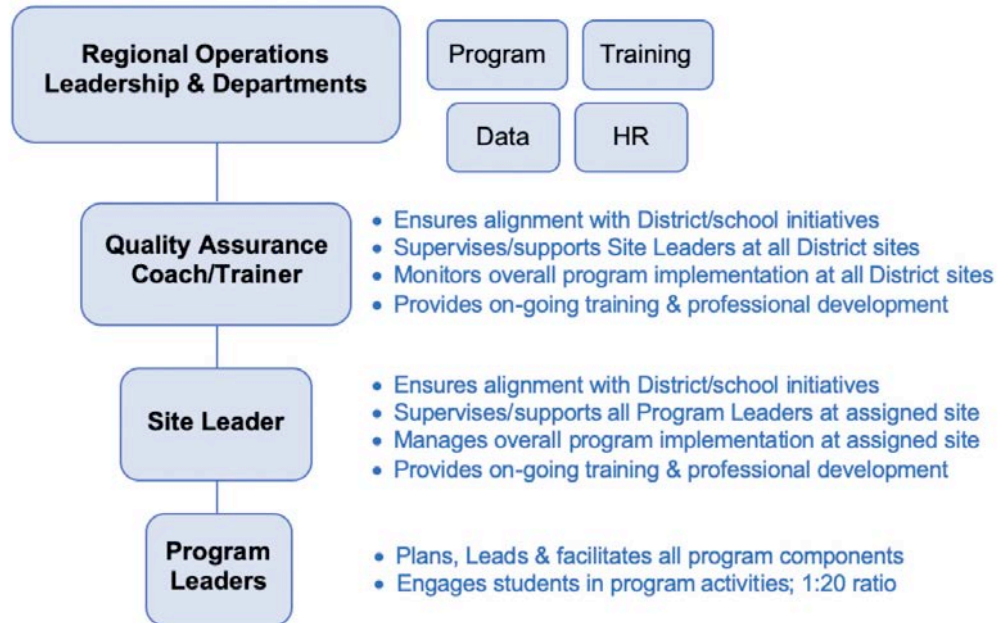
All interested candidates are required to submit a resume and complete an online job application. Candidates then undergo a phone screening to ensure they meet minimum employment eligibility, followed by an in-person job interview. Candidates are assessed based on their experience, interests, and the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

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

Ongoing Staff Development

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

Think Together supports program implementation through a regional operations structure outlined below:



Clear Vision, Mission, and Purpose

The mission of Think Together is to partner with schools to change the odds for kids.

The following information has been used to assess the needs of the community, parents, and schools we serve:

- CAASPP results & other assessment scores
- Number of students performing academically below grade level
- School and community safety data
- Attendance and truancy rates

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

1. Develop student engagement by providing new learning opportunities
2. Support academic skills across multiple content areas
3. Create environments that support social emotional development.

Program Goals Developed from Needs Assessment

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

Evaluating Program Effectiveness

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

Continuous Quality Improvement

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



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

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

Program Improvement Methods

Data Reflection

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

Coaching

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

Stakeholder Feedback

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

Collaborative Partnerships

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

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

Scheduled meetings with collaborative partners include:

- Monthly site level meetings with Principals and Site Leaders
- Monthly meetings and site visits with the District ASES administrator
- Semi-annual District/Think Together collaborative update/planning meetings
- Periodic parent meetings

Programmatic partners for curricular development aligned to program goals:

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

Ongoing efforts to engage with community partnerships for planning culminating events, student showcases and other special events.

Continuous Quality Improvement

Think Together's continuous quality improvement (i.e., CQI) process is comprehensive and examines quality from several levels. The CQI process focuses on assessing the extent to which the program embodies both the Point-of-Service Quality Standards and the Programmatic Quality Standards (as described in "Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality").

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

Assessment Tools

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

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

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

Partner Surveys and Feedback. Feedback is solicited from school partners through informal and formal data collection activities. Twice a year, once in the Fall and once in the Spring, partners receive a survey to share their satisfaction with the partnership and provide feedback on how to improve services. Staff also have regular check-ins with school staff and admin to assess their emerging needs on an ongoing basis.

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

Planning & Supporting Improvement

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

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

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

Program Management

- Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
- Provide the program organizational structure including succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.
- Describe the system in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures.
 - Early release and late arrival policies and procedures (EC Section 8483[a][1]). Refer to the CDE’s Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.

Sustainability

Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

SECTION 3 Management Oversight Plan



Think Together expanded learning programs adhere to an “inverted pyramid” structure designed to put children first by building a system that effectively supports direct service to students and families. Each site is staffed by 4-7 Program Leaders, depending on the number required to maintain a student to paid staff ratio of no more than 20:1. These Program Leaders and additional volunteers are supported by a Site Coordinator, who designs and delivers program content. Every 10-12 Site Coordinators are supported by a Quality Assurance Coach who provides training and side-by-side coaching. Quality Assurance Coaches interface regularly with school administrators to receive ongoing feedback about the program’s progress toward meeting all prescribed goals and objectives. Quality Assurance coaches are supported by regional Directors of Program and Operations (DPOs) and General Managers who oversee the delivery of programs and assist with finding solutions to programmatic issues that may arise. DPO and General Managers meet at least monthly with school district administrators to ensure that program goals and outcomes are being met and that the programs align with the learning objectives of the instructional day. Regional management staff are supported by Think Together’s Home Office, which provides leadership in the areas of program and operations, human capital, fiscal management, fund development, evaluation, communications, and strategic growth.

For over 25 years Think Together has partnered with schools and communities to pursue educational equity and excellence for all kids. As a nonprofit organization, Think Together innovates, implements, and scales academic solutions that change the odds for hundreds of thousands of California students. Think Together’s program areas include early learning, afterschool, school support services and leadership development for teachers and school administrators. Eddie Garcia, General Manager of Orange County bring extensive experience across the nonprofit and K-12 education space and as part of Think Together’s leadership team.



Stacy Galdamez
Executive General Manager

Stacy currently serves as Executive General Manager and previously oversaw the program and operations for the San Gabriel Valley region. She joined Think Together in 2011 as a Site Coordinator, and was promoted to Quality Assurance Coach, Director of Program and Operations and General Manager for the Bay Area and San Gabriel Valley regions before taking on her current role. Stacy has over 18 years of expanded learning experience and was a product of afterschool programs herself. She holds a bachelor's degree in criminal justice from CSU Fullerton.



Eddie Garcia
General Manager of Orange County

Eddie's vast experience consists of working in the public education sector as a Director of Student Support Services and Director of Expanded Learning Program for over 19 years. Eddie received his bachelor's degree from California State University Dominguez Hills and his Master of Public Administration (MPA) from California State University Long Beach. Additionally, Eddie is certified in Human Resource Management/Personnel Administration from UCLA. He attended the Pupil Personnel Academy Program with ACSA as well as the Business Executive Leadership Academy with CASBO. Eddie has been an expanded learning site reviewer for the Los Angeles County of Education (LACOE) where he visited programs thought the LA County to observe and provide technical assistance to help enhance the after-school experience for students. Throughout the 19 years, he has also provided professional development, in partnership with LACOE and CALSAC, in the areas of program and curriculum development, project-based learning, and youth development, to various educational organizations though out the LA County. He has served as the EXLD Executive Leadership Team member with LACOE as well as the Leadership Team with the BOOST Collaborative that plans, coordinators, and implements a national annual conference in Palm Springs.

SECTION 4 Memorandum of Understanding

I. PARTIES AND EFFECTIVE DATE

This Agreement (“Agreement”) is made on _____, 2023 (the “Effective Date”), between Magnolia Public Schools, a Local Education Agency (“LEA”), and Think Together, Inc., a California non-profit corporation (“THINK TOGETHER”), for the purpose of providing After School Education and Safety (ASES) Services.

Select all services that apply:

- ☒ K-8 Before/Afterschool Programs
- ☐ HS Before/Afterschool Programs
- ☐ Academic Intervention Programs
- ☐ ASES Expansion/Replication Programs
- ☐ Before School Enrichment Programs
- ☐ ELOP: Non-Instructional Days Programs
- ☐ ELOP: Multi-Provider Oversight & Mgmt
- ☐ Enrichment Academy Programs
- ☐ Intramural Sports Programs
- ☐ TK/UPK/Kinder Programs
- ☐ Licensed School-Age Care Programs
- ☐ Physical Education Programs
- ☐ Saturday Academy Programs
- ☐ State-Funded Preschool & Early Childhood Education Programs
- ☐ Summer Learning Programs
- ☐ Tutoring & Homework Center Programs
- ☐ Yard Duty Supervision Programs

II. LOCATIONS AND TERM

The LEA is contracting with THINK TOGETHER for provision of comprehensive Expanded Learning Programming, as defined herein, at Magnolia Science Academy Santa Ana (the “School Site”) for the ASES Program. The term of this contract is the execution date to June 30, 2024 (the “Term”), coterminous with and subject to the District’s receipt of its ASES grant and is subject to all provisions of the primary funding source cited above as well as any subsequent contract modifications or additional requirements by the California Department of Education (“CDE”). If this Agreement differs from the primary CDE ASES award, then this Agreement governs the understanding between the LEA and THINK TOGETHER

III. SCOPE OF SERVICES

- A. Fiscal Agent

The LEA shall act as the lead fiscal and administrative agent with the CDE for operating an ASES program.
- 1. Program Operations

Consistent with ASES provisions, the LEA contracts with THINK TOGETHER and THINK TOGETHER will operate an ASES program at the School Site. THINK TOGETHER will supply the staff, materials, management and supervision, and volunteer recruitment for the School Site (the “Expanded Learning Programming”). In addition, THINK TOGETHER will work collaboratively with the LEA on governance, operational management, and evaluation. THINK TOGETHER agrees to provide a high-quality program consistent with the guidelines established by the CDE, the LEA, and THINK TOGETHER for this grant

THINK TOGETHER will provide all direct physical supervision services in compliance with all health and safety regulations adopted by the local health authority and the LEA.

SECTION 5 Memorandum of Understanding

THINK TOGETHER will have the following responsibilities in support of the ASES programs:

1. Coordinate the academic assistance, homework support, and enrichment portions of the ASES program at the School Site.
2. Hire, train, and supervise site staff, including the site coordinators and program leaders.
3. Provide workers' compensation insurance for THINK TOGETHER employees and agents as required by law.
4. Comply with all federal, state, and local laws and ordinances applicable to the work to be performed by THINK TOGETHER or its employees under this Agreement.
5. Comply with the requirements of California Education Code § 45125.1 with respect to fingerprinting of employees who may have contact with the LEA's pupils. If at any time during the term of this Agreement THINK TOGETHER is either notified by the U.S. Department of Justice or otherwise becomes aware that any employee of THINK TOGETHER performing services under this Agreement has been arrested or convicted of a violent or serious felony listed in California Penal Code § 667.5(c) or California Penal Code § 1192.7(c), respectively, THINK TOGETHER agrees to immediately notify the LEA and remove said employee from performing services on this Agreement.
6. Provide all materials, tools, and instrumentalities required to perform the services under this Agreement, including curriculum developed by THINK TOGETHER as its intellectual property.
7. Participate in all cross training for site coordinators and site staff.
8. Complete site emergency plans and related staff training.
9. Maintain ongoing communication between THINK TOGETHER staff and school staff regarding student needs and progress, including but not limited to attendance at school-day meetings and/or one-on-one meetings with teachers.
10. Coordinate activities with school staff to assure program supports current academic goals of teachers and administrators.
11. Provide academic assistance and other activities specifically supporting classroom curriculum and academic goals.
12. Foster communication with and involvement of parents through parent orientations, parent handbook, development and distribution of periodic newsletters, and hosting, at a minimum, one parent orientation.
13. Recruit and train volunteers to lower the students/adult ratios in the program.
14. Work with the LEA to implement a comprehensive annual program evaluation plan. As required, attend, and participate in evaluation subcommittee meetings. Evaluation plan shall include but not be limited to attendance tracking, collection of teacher, parent and participant surveys, and data entry of survey results. Evaluation will be completed by THINK TOGETHER in accordance with CDE guidelines and submitted to the LEA a minimum of ten calendar days prior to CDE due dates.
15. Regularly attend and participate in scheduled governance and operations meetings.
16. Adhere to proper management and fiscal accountability practices including maintaining proper insurance coverage, compliance with employment laws, and utilization of an accrual method of accounting.
17. Provide documentation and findings of annual independent audits, in accordance with CDE requirements.
18. Retain source documents related to attendance tracking for not less than five years.
19. THINK TOGETHER shall collaborate with the LEA to make all reasonable best efforts to support the financial sustainability of the program by seeking and utilizing funds from public and private fundraising.

IV. COMPENSATION

THINK TOGETHER will be paid 95% of the grant award from CDE (“THINK TOGETHER’s Fee”), according to Attachment A (“Payment Schedule”), attached hereto. Timing and amounts of payments will be made according to the Payment Schedule, attached hereto. If the funds received from the CDE change, a pro-rata adjustment to the maximum amount available for payment to THINK TOGETHER will be made and a revised Payment Schedule will be submitted to the LEA. THINK TOGETHER’s Fee will only be paid out of funds received by the LEA from the State. Notwithstanding the provisions above, any amount not timely paid by the LEA and not disputed in good faith shall accrue simple interest at a rate of 1% per month for any amount actually owing to THINK TOGETHER.

V. EVALUATION AND REPORTING

THINK TOGETHER agrees to supply the LEA with all reporting data explicitly required via written notification to the LEA by the CDE or U.S. Department of Education in advance of any deadlines. The LEA agrees to submit all reports required by the CDE or U.S. Department of Education in a timely manner in advance of deadlines and provide proof of submission to THINK TOGETHER. If the LEA prefers to have THINK TOGETHER submit reports directly to the CDE on the LEA’s behalf, the LEA shall provide THINK TOGETHER access to its CDE “ASSIST” account.

Additionally, THINK TOGETHER will:

- Provide monthly attendance and snack reports to the LEA five working days in advance of the deadline.
- Provide quarterly expenditure reports to the LEA five working days in advance of the deadline.
- Provide the Annual Outcomes Based Data for Evaluation report to the LEA ten working days prior to the deadline.

VI. DATA SHARING

The LEA agrees to comply with all reasonable requests by THINK TOGETHER and to provide access to all documents and electronic student data reasonably necessary for the performance of THINK TOGETHER’s duties under this Agreement. THINK TOGETHER will abide by all applicable data privacy standards pursuant to law. [Education Codes 8421 (C) (i-ii), 8423 (D) (c) (6), and 8428 (b-e) for ASSETs. Education Codes 8484.8 4 (D) (6) for 21st CCLC. And Education Codes 8482.3 (c) (B2) (d) (1) (2) (f) 7)]

VII. FACILITY USAGE AND SNACK PROVISION

The LEA will provide THINK TOGETHER with access to and use of the LEA’s facilities as necessary to meet the terms of this Agreement. To the extent possible, the LEA shall provide one classroom for every twenty students enrolled in the program and shall identify dedicated office space for each school’s site coordinator. Additionally, LEA agrees to provide the required daily snack as required under the ASES grant. LEA facilities and supplied snacks shall be considered in-kind contributions toward meeting the ASES match requirement.

VIII. INDEPENDENT CONTRACTOR

THINK TOGETHER is and shall at all times be deemed to be an independent Contractor, and shall be responsible for determining the sequence, method, details, and manner in which it performs those services required under the terms of this Agreement. Nothing herein contained shall be construed as creating a relationship of employer and employee, or principal and agent, between the LEA and THINK TOGETHER or any of THINK TOGETHER's agents or employees. THINK TOGETHER assumes exclusively the responsibility for the acts of its employees or agents as they relate to services to be provided during the course and scope of their employment. THINK TOGETHER, its agents, and employees shall not be entitled to any rights and/or privileges of the LEA's employees and shall not be considered in any manner to be the LEA's employees. .

IX. MUTUAL INDEMNIFICATION

THINK TOGETHER shall indemnify, pay for the defense of, and hold harmless the LEA and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of THINK TOGETHER's negligent or willful acts and/or omissions in rendering any services hereunder. THINK TOGETHER shall assume full responsibility for payments of federal, state, and local taxes or contributions imposed or required under the social security, workers' compensation or income tax law, or any disability or unemployment law, or retirement contribution of any sort whatever, concerning THINK TOGETHER or any employee of THINK TOGETHER and shall further indemnify, pay for the defense of, and hold harmless the LEA of and from any such payment or liability arising out of or in any manner connected with THINK TOGETHER's performance under this Agreement, except to the extent such liability is caused by the negligent or willful acts and/or omissions of LEA.

The LEA shall indemnify, pay for the defense of, and hold harmless THINK TOGETHER and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions, and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of the LEA's negligent or willful acts and/or omissions in relation to this Agreement.

X. INSURANCE

During the entire term of this Agreement, THINK TOGETHER shall procure, pay for and keep in full force and effect the following types of insurance:

- Comprehensive general liability insurance, including owned and non-owned automobile (vehicle) liability insurance with respect to the services provided by, or on behalf of, THINK TOGETHER under this Agreement. All insurance policies shall state the name of the insurance carrier and name the LEA as an additional insured. Liability insurance for sexual abuse, molestation, death, bodily injury and property damage shall be for no less than One Million dollars (\$1,000,000) per occurrence, and Three Million dollars (\$3,000,000) aggregate. THINK TOGETHER will name LEA and its officers, agents, and employees, individually and collectively as additional insureds.
- The policies of insurance described above shall be carried with responsible and solvent insurance companies authorized to do business in the State of California. True and correct copies of all certificates of insurance reflecting the coverage described above shall be provided to the LEA prior to the commencement of services under this agreement. THINK TOGETHER agrees that it shall not cancel or change the coverage provided by the policies of insurance described above without first giving the LEA's Assistant Superintendent, Business Services, thirty (30) days prior written notice. Should any such policy of insurance be canceled or changed, THINK TOGETHER agrees to immediately provide the LEA true and correct copies of all new or revised certificates of insurance.

XI. ASSIGNABILITY

Neither this Agreement nor any duties or obligations under this Agreement may be assigned by THINK TOGETHER without the prior written consent of the LEA.

XII. TERMINATION

Unless otherwise terminated as provided below, this Agreement shall continue in force during the Term, or until the services provided for herein have been fully and completely performed, whichever shall occur first, and shall thereupon terminate.

If the LEA makes a good faith, reasonable determination that THINK TOGETHER is in default of its obligations under this Agreement, the LEA must provide THINK TOGETHER with a written request to cure the default. If the LEA reasonably believes that the default has not been cured within thirty (30) days of such written request to cure, then the LEA shall have the right to immediately terminate this Agreement upon written notification to THINK TOGETHER.

At any time during the performance of this Agreement, either the LEA or THINK TOGETHER, at its sole discretion, shall have the right to terminate this Agreement by giving sixty (60) days written notification of its intention to terminate.

In the event that this Agreement is terminated as provided above, THINK TOGETHER shall be paid its fees earned in accordance with Payment Schedule through the date of termination, including a pro rata amount of the next payment that would have been made pursuant to Payment Schedule, based on the days in that payment period that occurred prior to termination. All cash deposits made by the LEA to THINK TOGETHER, if any, shall be refundable to the LEA in full upon termination of this Agreement unless specified to the contrary.

XIII. CONFLICT OF INTEREST

The LEA acknowledges that THINK TOGETHER has invested and will continue to invest significant amounts of time, money, effort, and resources to recruit, hire, train, and supervise qualified employees to perform the Services required under this Agreement. The LEA further acknowledges that THINK TOGETHER has a legitimate expectation that its employees will continue their employment and career development with THINK TOGETHER during and after the Term of this Agreement, which gives THINK TOGETHER a significant business advantage. The LEA further acknowledges that during the Term of this Agreement, it will be entrusted with access to the personal contact data for employees of THINK TOGETHER who are assigned to render Services under this Agreement. The LEA acknowledges that these legitimate interests of THINK TOGETHER would be impaired if the LEA were to solicit and recruit THINK TOGETHER's personnel to leave their employment with THINK TOGETHER during or after the term of this Agreement. To protect these interests, the LEA agrees as follows:

A. No Solicitation of Employees

Each party hereto (for this purpose, a "Soliciting Party") agrees that for a period of six months after termination of this Agreement for any reason, such Soliciting Party (or any person acting on behalf of or in concert with such party) will not, without the prior written consent of the other party hereto (for this purpose, the "Employer Party"), directly or indirectly, solicit to employ any employee of the Employer Party with whom any employee of the Soliciting Party had contact with or became aware of in connection with the services performed under this Agreement; provided, however, that the foregoing shall not prevent either Soliciting Party from making general public solicitations for employment for any position or from employing any employee of the Employer Party who either responds to such a general solicitation for employment or otherwise contacts such party on his or her own initiative and without solicitation by such party in contravention of the above restriction.

XIV. ENTIRE AGREEMENT

This Agreement supersedes any and all agreements either oral or written, between the parties hereto with respect to the rendering of services by THINK TOGETHER and contains all of the covenants and agreements between the parties with respect to the rendering of such services in any manner whatsoever. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, orally or otherwise, have been made by any party or anyone acting on behalf of any party, which is not embodied herein, and that no other agreement, statement or promise not contained in this Agreement shall be valid or binding. Any modification of this Agreement will be effective only if it is in writing, signed by both parties, except the LEA may unilaterally amend the Agreement to accomplish the changes listed below:

- Changes as required by law; and
- Changes required by CDE ASES grant provisions.

XV. SEVERABILITY

If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.

XVI. CALIFORNIA LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

XVII. AUTHORIZATION

Each person executing this Agreement warrants that he or she has the authority to so execute this Agreement and that no further approval of any kind is necessary to bind the parties hereto.

XVIII. NOTICES

Any notice required to be given by the terms of this document shall be deemed to have been given when the same is personally delivered, or sent by first-class mail, postage prepaid, addressed to the respective parties as follows:

To: Think Together, Inc.
2101 E. Fourth Street, Suite 200B
Santa Ana, CA 92705

To: Magnolia Public Schools
250 E. 1st Street, Suite 1500
Los Angeles, CA 90012

To facilitate crisis management, LEA will provide to THINK TOGETHER the personal contact information of the Superintendent or his/her designee, as well as a secondary contact, so that they can be notified in the event of an incident that occurs outside of normal business hours or when school is not in session.



IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the Effective Date.

Magnolia Public Schools (the “LEA”)

Think Together, Inc. (“THINK TOGETHER”)

By: _____
Signature

By: _____
Signature

Printed Name

Randy Barth
Printed Name

Title

Founder & CEO
Title

Address

2101 E. Fourth St. Suite 200B
Address

City State Zip

Santa Ana, CA 92705
City State Zip

Telephone Number

714.543.3807
Telephone Number

Date

Date

ATTACHMENT A

Magnolia Science Academy Santa Ana Annual Payment Schedule.

Contract Amount

THINK TOGETHER's Annual Fee: \$193,308.70

Invoice Schedule

Ten monthly payments due on the first day of month, August to May of each fiscal year, of \$19,330.87 each

Expense Allocation Plan

Direct Service Expenses



PERSONNEL

Position	Hourly Bill Rate
Site Coordinator	\$38.00
Program Leader	\$29.00

Bill Rate includes wages, tax, benefits, employee processing, and on-site supervision



OPERATING

Category	Cost
Technology Services	\$1,000.00 per site, per year
Middle School Consumable Supplies	\$500.00 per site, per month, plus \$800.00 start-up allocation per site, per year



ADMINISTRATIVE EXPENSES

COST

THINK TOGETHER Administrative Expense

10% of total expenses

Any administrative costs incurred that exceed the Fee shall be applied toward meeting the ASES match requirement.

Attendance Targets

TOTAL ASES FUNDING	REQUIRED PRESENT RECORDS (TOTAL FUNDING / \$10.18)	TOTAL ADA (PRESENT RECORDS/180 DAYS)
\$203,482.84	19,989	111.05

Projected Budget (2023-24)



PERSONNEL

1 Site Coordinator @ \$38/hour x 38 hours/week x 52 weeks	\$75,088
6 Program Leaders* @ \$29/hour x 18.75 hours/week x 37 weeks	\$120,713
	\$195,801



OPERATING

Technology Services @ \$1,000 per school x 1 school	\$1,000
1 Middle School Consumables @ (\$500/month x 10 mo.) + \$800	\$5,800
	\$6,800

TOTAL DIRECT SERVICES	\$202,601
Administrative Expense @ 10%	\$20,260
TOTAL EXPENSES	\$222,861

AMOUNT CHARGED TO DISTRICT	\$193,308.70
Cash Match Contributed by THINK TOGETHER	\$29,552
Percentage of Grant Amount Allocated to District Services	99.57%

*Program Leaders estimated at 1 per 20 students ADA

ATTACHMENT B



DATA SHARING

ENSURING STUDENT SAFETY AND COMPLIANCE THROUGH PARTNERSHIPS

THINK TOGETHER DATA SHARING

Think Together is committed to student safety and confidentiality of student information and abides by all federal confidentiality records. Keeping students safe is our priority, and we believe that establishing a data sharing partnership with safety protocols is crucial to these efforts.

Over 30 years of combined experience with data and student safety

We currently share data with over 40 partners, ensuring student confidentiality

We maintain consistent communication with CDE to follow all CDE guidance

Total Solutions Partner ensures all reporting is accurate and on time

DATA SHARING AND STUDENT PRIVACY

STUDENT PRIVACY

Think Together ensures confidentiality of student records with all staff members with access to database

We comply with all state and federal regulations (ie. FERPA, AB1584, COPPA, SOPIPA)

AFFILIATE OF CALIFORNIA STUDENT PRIVACY ALLIANCE



- Current partner with California Student Privacy Alliance (CSPA)
- 1115 districts participate to set standards of practice and expectations around student privacy
- CSPA provides a common data sharing agreement to be used by all member partners

COMPLIANCE AND REPORTING TIMELINES

RESPONSIBILITY & ACCOUNTABILITY

- Data sharing agreement ensures easy reporting that LEA can upload into ASSIST*

**Think Together can also upload on your behalf*

THINK TOGETHER RESPONSIBILITIES

- Think Together will compile and run all necessary reports for grant compliance
 - **ASES and 21st Century Community Learning Centers (CCLC)**
 - Semi-Annual Attendance Reports (January and July)
 - Requires student demographics
 - Annual Outcomes Based Data for Evaluation (September)
 - Requires student demographics and SSID
 - **21st CCLC Annual Performance Report** (Summer, Fall, Spring)
 - Requires student attendance, student demographics (including FRPM, ELL and Special Education Status), Student Performance (GPA, suspensions, and state test scores)

All student data is for student safety and reporting purposes only

SECTION 6
Proof of liability insurance



CERTIFICATE OF LIABILITY INSURANCE

THINTOG-01

APOHLMAYER

DATE (MM/DD/YYYY)
7/11/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER HUB International Insurance Services (SOW) 4835 E Cactus Road Suite 246 Scottsdale, AZ 85254		CONTACT NAME: Ashley Pohlmeier PHONE (A/C, No, Ext): (480) 385-7385 FAX (A/C, No): (480) 946-3512 E-MAIL ADDRESS: ashley.pohlmeier@hubinternational.com	
		INSURER(S) AFFORDING COVERAGE	
		INSURER A: Great American Insurance Company - Canada	
		INSURER B: Great American Alliance Insurance Company	
		INSURER C: Philadelphia Indemnity Insurance Company	
		INSURER D:	
		INSURER E:	
		INSURER F:	

COVERAGES

CERTIFICATE NUMBER:

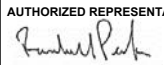
REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATION MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Abuse <input checked="" type="checkbox"/> Molestation GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	X		PAC5603740	7/1/2023	7/1/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 Abuse/Molestati \$ 1,000,000 COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY			CAP0521523	7/1/2023	7/1/2024	BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 0			UMB5603741	7/1/2023	7/1/2024	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 Pri/Co Ops Aggr \$ 10,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NJ) <input type="checkbox"/> Y <input checked="" type="checkbox"/> N If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
C	Bikt Accident Policy			PHPA110843	7/1/2023	7/1/2024	\$50,000 Med w/AD&D @
A	Professional Liab			PAC5603740	7/1/2023	7/1/2024	\$1M ea claim w/Aggr 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Regarding any and all premises/classrooms leased by the named insured throughout the entire school district.

CERTIFICATE HOLDER

Magnolia Public Schools 250 E. 1st Street, Suite 1500 Los Angeles, CA 90012	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
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ACORD 25 (2016/03)

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THINK TOGETHER DAILY SCHEDULE TK-2

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2:30-2:55	SNACK AND PROGRAM OPENING (25 min, 5 min transition to Physical Activity)				
3:00-3:40	PHYSICAL ACTIVITY - 45 minutes				
	Soccer for Success	CATCH	Soccer for Success	CATCH	Fulcrum Friday
3:50-4:00	Bathroom and Transition to Academic Achievement				
4:00-4:55	ACADEMIC ACHIEVEMENT - 60 minutes <ul style="list-style-type: none"> Calendar Math (15 mins) Learning Centers and SIPPS (35 mins) Circle time debrief/clean up (10 mins) 				
5:00-5:50	LEARNING SUPPORTS - 60 minutes <ul style="list-style-type: none"> Read Aloud/Mini Lesson (15 mins) Enrichment Centers (35 mins) Circle time debrief/clean up (10 mins) 				
5:50-6:00	CLOSING				



THINK TOGETHER DAILY SCHEDULE 3-6

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2:30-2:55	SNACK AND PROGRAM OPENING (25 min, 5 min transition to Physical Activity)				
3:00-3:40	ACADEMIC ACHIEVEMENT - 55 minutes <ul style="list-style-type: none"> Calendar Math (15 mins) Learning Centers and SIPPS (35 mins) Circle time debrief/clean up (10 mins) 				
4:00-4:40	PHYSICAL ACTIVITY - 55 minutes				
	Soccer for Success	CATCH	Soccer for Success	CATCH	Fulcrum Friday
4:50	Bathroom and Transition				
5:00-5:50	ENRICHMENT - 60 minutes (A/B rotation)				
	VAPA Unit	STEM Unit	VAPA Unit	STEM Unit	VAPA Unit
5:50-6:00	CLOSING				



THINK TOGETHER DAILY SCHEDULE MS

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			
2:30-2:50	SNACK AND PROGRAM OPENING (20 min)				SNACK AND OPENING (30 min)			
2:50-3:00								
3:00-4:00	ACADEMIC ACHIEVEMENT - 60 minutes <ul style="list-style-type: none">Smart Start (15 mins)Stations, Rotations and GPA Check-Ins (40 mins)Debrief (5 mins)				FULCRUM DAY			
4:00-5:00	ENRICHMENT - 60 minutes <table><tr><td>MS Enrichment Unit A</td><td>MS Enrichment Unit B</td><td>MS Enrichment Unit A</td><td>MS Enrichment Unit B</td></tr></table>					MS Enrichment Unit A	MS Enrichment Unit B	MS Enrichment Unit A
MS Enrichment Unit A	MS Enrichment Unit B	MS Enrichment Unit A	MS Enrichment Unit B					
5:00-6:00	PHYSICAL ACTIVITY: TEAM SPORTS - 60 minutes				ENRICHMENT: CLUBS - 85 minutes			
6:00	CLOSING				CLOSING			



END OF PROPOSAL



Randy Barth

Founder & Chief Executive Officer, Think Together
Executive Chairman, Orenda Education
P. 714.543.3807 X8122