KINETIC academy

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: **Kinetic Academy**

Contact Name: **Bre Lionetti**

Contact Email: **BreLionetti@kineticacademy.org**

Contact Phone: **(714) 465-4565**

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

Kinetic Academy West Campus- Elementary

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the

program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

> Kinetic Academy is committed to providing students with a safe, and supportive learning environment on site.
>
> In order to accomplish this goal, the staff is dedicated to modeling and supporting an environment that supports these commitments and addressing issues that do arise with families.
> The staff treats students in a fair and impartial manner by modeling the appropriate behaviors of mentors and teachers when leading activities with students. Students are redirected to avoid disruptive behavior and increase responsible choices and student cooperation.
> Building relationships with the ELOP staff is supported so that the needs of all students are not only known, but appropriately supported.
> The program is offered on site and operated by staff who are well-known to students to continue building upon established relationships.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

> Our program fosters building relationships and social-emotional learning which aligns with the learning approach of our instructional day.
> Students are given "voice and choice" to choose activities they are interested in during the time that they are in the program which require collaboration with their fellow students.

> Separate materials were purchased to provide hands-on learning opportunities for students without duplicating offered activities occurring during the instructional day.

3—Skill Building

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

> Our program includes tutoring and academic assistance to help students meet grade-level standards.
> At each trimester, teachers review student data to refer students for academic assistance.
> Students have the opportunity during the after school program to engage in enrichment of physical fitness, literacy, the arts and technology.
> All activities are intended to keep students motivated and actively engaged.

4—Youth Voice and Leadership

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

> Student voice is an integral part of our program at Kinetic and extends to the ELOP program. Within grade-level groups (and other groupings) students will be able to voice their choice with the activities and projects that they select.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

> Healthy snacks are provided to all students at the start of the program. Parents have notified us of any dietary restrictions, so we are aware of all students' nutritional needs.
> Students will participate in physical activities that support them in learning and growing through play.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Kinetic's ELOP program is designed to address diversity and provide opportunities for all students. ELOP leadership will collaborate with Kinetic administration to provide continuity between the instructional day and the ELOP.
ELOP staff will work with students to promote and help them experience an equitable environment that embraces diversity in all ways.

7—Quality Staff

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

Kinetic Academy ensures that all staff members who directly supervise/teach students hold the proper credentials. Kinetic Administration is involved in the interviewing process for ELOP program staff.
The Executive Director and Director of Student & Instructional Services will work with ELOP staff throughout the year. An ELOP Lead works with administration and manages and supports the ELOP staff with implementation.

8—Clear Vision, Mission, and Purpose

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

Kinetic Academy's mission is to educate and inspire lifetime learners by promoting academic success, community involvement, collaboration, and providing as many varied experiences as possible.
The Kinetic Academy leadership and ELOP staff work to integrate Kinetic's principles into ELOP programming by elevating student voice, fostering strong relationships with students and staff, engaging students in work that is meaningful, and creating an equitable learning environment.

9—Collaborative Partnerships

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

> Kinetic Academy is working to develop collaborative partnerships with non- LEA entities that provide programming in art, music, athletics.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

> Data review and continuous quality improvement of all programs is an important aspect of Kinetic Academy. Parent and staff surveys, along with interviews and observations are ways to collect data.
> Kinetic Administration will review the survey data at various points throughout the year. This provides an opportunity for the staff to review the program and discuss possible changes in the program.

11—Program Management

Describe the plan for program management.

> Kinetic Administration manages the overall ELOP program with budget, schedule and staffing.

General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

> N/A: Kinetic Academy does not operate ASES or CCLC grants

Transitional Kindergarten and Kindergarten

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

Our ELOP includes Transitional Kindergarten as well as Kindergarten students. At this time, we are maintaining the appropriate student to teacher ratio.   We will need to increase recruitment and hiring to meet the need for additional TK or Kinder students. Kinetic Administration will collaborate with ELOP staff to ensure continuity between the instructional day and the extended day for our youngest learners.

The schedule is created to provide our youngest students separate academic and play time from older students in order to efficiently meet their unique needs.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Elementary School Day: 7:55 am - 2:55pm

ELOP Program: 2:45 - 5:15pm
Staff Starts- 2:45pm
Students Arrive/Attendance- 3:00
Nutrition Snack
Homework Support/Completion
Supervised Physical Play Time
Quiet Time: Reading, Computer Enrichment, Art
Supervised Physical Play Time
Student Pick Up- 5:00pm
Staff Ends- 5:15pm

Summer ELOP Program: 8:00am - 5:00pm
Staff Starts- 7:45am
Students Arrive/Attendance- 8:00am
Academic Block: ELA or Math- 8:30am - 10:00am
Nutrition Break: 10:00 - 10:30am
Academic Block: ELA or Math: 10:30 am - 12:00pm
Lunch Break: 12:00pm - 12:40pm
Quiet Reading Time
Supervised Physical Play Time
Snack Time
Enrichment Activity
Supervised Physical Play Time
Student Pick Up- 5:00pm

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC **Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or

multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance. (B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):
For at least 30 nonschooldays, during intersessional periods, no less than

nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving

transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

_EC_ Section 8482.3(c)(1)(A–B):
Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.