



Savant Preparatory Academy of Business **Extended Learning Opportunity Program**

Safe and Supportive Environment

Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate adequate indoor and outdoor space for program services. Indoor areas used for the program will have sufficient heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and safe and under a safety review each quarter, or more often if needed, to ensure the safety of the youth served. As part of their onboarding, all program staff will be trained in safety, first aid, and trauma-informed learning practices. Since our after-school program is located on our campus, we consider the after-school program an extension of our school day and structure it as such. Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate. To enhance student learning, we may offer enrichment field trips; transportation to and from offsite locations will be provided as part of the program.

Additionally, staff will complete incident reporting training to ensure that all safety or other incidents are documented and communicated to appropriate supervisory and/or school staff and families. The program will clearly document and communicate all incidents that impact safety through written reports and email and telephone records. Our program will maintain an easily accessible and up-to-date record of all students participating with current emergency contacts for program activities and field trips. It will align with the school safety procedures, including emergency and safety drills. Program staff will work with school staff to conduct required safety drills each year.

Active and Engaged Learning

The proposed activities will promote positive youth development through a focus on holistic skill-building, social/emotional learning, and group work to foster positive social development and seek to create a community of responsible citizens through leadership opportunities.

The proposed activities focus on English Language Arts, Math, Youth Development, and Arts & Enrichment to close the opportunity gap that too often exists between the low-income students we serve and their higher-income peers. We seek to create opportunities for students to receive support with their core content from the previous school year. We will leverage the highest priority content and re-engage students in meaningful, non-routine ways to support mastery and preparedness for the upcoming school year. School staff and administrators' input ensures alignment with the regular school year to best enhance students' academic achievement and positive youth development over the summer. To promote student engagement and retention, we will incorporate student input in the planning of the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making, and self-management. Promoting youth voice in program design and active learning activities ensures that activities align with student interests to bolster engagement and promote student buy-in into activities. The program will offer academic enrichment, recreational activities, and a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs and wishes of our school community. Possible Academic Enrichment activities based on school need include:

- Homework Assistance
- Academic Tutoring - Math and English
- Mathematics Enrichment
- Visual and Performing Arts: (i.e. drawing, theater, music, cheer, dance etc.)
- STEAM activities
- Photography
- Team Sports

Skill Building

Our program will offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic tutoring is provided for each student based on

their needs and supports achievement in English Language Arts and Mathematics. Tutoring is based on academic needs and is in consultation with school data, teachers, parents, and students. The program provides small group and individual tutoring. Enrichment services will be driven by the needs and interests of students and their overall academic success. Activities are aligned with Common Core Standards and based on regular school-year instruction. Enrichment supports retention by engaging students in fun, exciting activities while promoting through-provoking discussion, and building cooperative skills that will contribute to future success. Our program will support students in building foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. Throughout, students will work in groups to gain technological literacy and learn the importance of teamwork, goal setting, and completion to promote academic achievement and future success in college and in their careers.

Youth Voice and Leadership

SPAB's after-school program actively involves students in designing academic, enrichment, and physical education services offered in the program. This has been done through ongoing solicitation of input to gauge the social, emotional, and academic needs and strengths of students. Students, partner staff, and school staff have completed needs assessments that discuss the need for programs as well as preferences for programming directly informed by the views of students themselves. SPAB staff have participated in planning meetings using this feedback and other data points to determine the key student leadership activities to be provided. This is a high priority for the program, and the expanded learning program will welcome five school-related extracurricular activities in the after-school hours as discussed below and set aside a space for youth leadership activities. Here, students can share viewpoints, concerns, and interests and implement leadership activities. In addition, SPAB conducts regular student surveys at the middle and end of the school year to obtain feedback and make improvements to our services. We use surveys to gain input on the student experience, school climate, and student engagement. Data obtained from the survey helps us make adjustments to our instructional practices and extracurricular programs, including providing guidance to our after-school program partners when new priorities or needs are identified. We have used the data gathered

over the last school year to inform the design of our ELO-P program and program priorities. SPAB will work with program staff and students to establish and review program elements. Expanded learning staff will work with educational partners to develop youth-led projects. Expanded learning staff will survey all youth enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students will actively participate in the design of clubs and enrichment groups targeting interests and needs as determined in these surveys.

The expanded learning program will coordinate with school extracurricular activities to help students develop leadership skills and provide a forum for student involvement outside of the regular school day. Students will have opportunities to lead event planning for social activities to foster community at the school, such as Movie Night. They also will lead in campus beautification projects that they plan and execute from start to finish.

Healthy Choice and Behaviors

Our ELO-P health and wellness programs will align directly with SPAB wellness services and California, SBCUSD, and national best practices for health and wellness. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community. SPAB wellness programming emphasizes socio-emotional and physical health, both of which are supported through healthy practices and program activities. Healthy practices and program activities include the following:

- **Physical Activity:** Students have the opportunity to participate in a wide variety of physical activities during expanded learning hours. Activities are led by health and wellness instructors and focus on activities such as Zumba, and interactive games and sports. Physical activity includes activities that are approximately 15-20 minutes in length and designed to help students:
 1. Enjoy and seek out physical activity;
 2. Develop a variety of basic movement and manipulative skills to help students experience fitness success and enjoy physical activity;
 3. Develop and maintain acceptable levels of physical fitness and,

4. Develop the ability to get along with others in movement environments. Students learn to work as a team and collaborate to reach shared goals.
- Nutrition Education: Students participate in nutrition education designed to excite them about adopting healthy eating behaviors. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. This is important to long-term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development, prevent immediate health problems, and may prevent long-term health problems (CDC 2020). Through nutrition education, students learn about planning meals to meet Federal MyPlate guidelines, which focus on the benefits of whole grains and the dangers of soda consumption (more at MyPlate.gov). All nutrition education supports the practices established during the school day per federal school meal programs and with best practices set forth through the 2015-2020 US Dietary Guidelines for Americans and Healthy People 2020 national objectives. Programming also complies with Healthy Eating and Physical Activity (HEPA) standards set by the National Afterschool Association (NAA).

The program will provide healthy meals each day according to the program schedule that follows USDA school meal guidelines. For example, if a snack is offered then the snack would typically consist of a fresh fruit and a whole grain item such as baked crackers.

Diversity, Access, and Equity

The program implemented at SPAB will predominantly serve African American students and families, as well as diverse students from other backgrounds that include Latino, white, and Asian-American. We will work with our partners to maintain a very strong commitment to diversity and celebration of student cultures, that is a foundational feature of SPAB and the expanded learning program.

The specific goal of services is to provide a program that sparks the dynamic interests of students, helps them succeed in school, and prepares them for educational success and postsecondary opportunities. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression. Orientation and ongoing professional development services provided quarterly will include diversity, equity, and sensitivity training, including specific steps to reach students with disabilities to accommodate the physical and developmental abilities of all students served, as described in more detail below.

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

A fundamental point will be the opportunities given to students and families in the program and staff to share experiences from their diverse experiences and backgrounds. Enrichment opportunities, guided by students themselves, will embrace the diversity and wealthy cultural heritage students and their families bring to the expanded learning program.

We have a strong and explicit commitment to diversity and equity for all students served. This will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It will be a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program. As part of our student and parent surveys conducted twice yearly at the beginning and end of each program year, the program will gather additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better

understand needs and implement services to meet these needs. This will include students who have been truant, suspended, or expelled, and we will serve them in the program to help improve their academic achievement and attendance.

Staff will meet with teachers at the beginning of each year and monthly to address concerns, integrate appropriate curriculum and materials to meet student needs, and link learning from the regular school day with the expanded learning program. Working with teachers, program staff will implement valuable elements to successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

Quality Staff

SPAB ensures that all staff members who directly supervise/teach pupils meet the minimum requirements of their position by confirming all credential requirements prior to onboarding. To further confirm, SPAB administrators are involved in interviewing ELO-P program staff and will verify eligibility.

SPAB will work with our partners to ensure that the selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is critical. The program will recruit tutors with at least two years of college experience. SPAB will work with the Center of Youth and Development to oversee the management of our program. In addition, the Center of Youth and Development will also hire site-level Expanded Learning Coordinators to manage programming at each of our school sites. The requirements for this position include at least two years of college experience and demonstrated success working with students and families in an academic or recreational setting. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired.

The Director of Expanded Learning will design and guide staff development in support of expanded learning. The Expanded Learning Coordinator will manage and support their school site team with implementing the program and staff development. Recruitment is led by the Director of Expanded Learning, the Expanded Learning

Coordinators and Site Leaders. Staff will have clear titles and responsibilities and receive a competitive salary.

SPAB will prioritize employing personnel who have succeeded in overcoming barriers of circumstances such as those found in the surrounding communities we serve. These individuals bring to their tasks an understanding of the challenges and rewards of growing up in predominantly low-income communities. All job postings and descriptions will emphasize a preference for local hires and specify skills, such as tutoring abilities, that support hiring personnel who can assist with academic growth.

Clear Vision, Mission and Purpose

Savant Preparatory Academy of Business is a K-6 public charter school located in the city of San Bernardino, authorized by San Bernardino City Unified School District. Savant Prep with a bold vision: to create an innovative school of business for the children of the Inland Empire in grades TK through 6, to nurture students to be financially literate, passionate about their purpose, and positioned to become entrepreneurial leaders in their community. Savant Prep is focused on creating opportunities for students who have been historically counted out because of the color of their skin and their socioeconomic status; at Savant Prep, over 77% of students qualify for free and reduced-price meals.

At Savant Prep, students see themselves as future leaders and entrepreneurs. Through an academically rigorous program that meets students where they are, beginning in TK, Savant Prep works with its students to avoid and reverse the course of the achievement gap that its students face and develop the academic and life skills critical for success in school and career. Savant Prep operates an onsite learning program that involves parents/guardians as partners in educating the child(ren). Teachers assess all students during the first month of school and work with parents/guardians to set goals to help them meet grade-level standards. All students receive research-based instruction and, when needed, individual coaching. Savant Prep is a small school learning environment that encourages the participation of parents/guardians through regular contact with the teacher, either through attendance at scheduled meetings with a teacher or the student-led Parent-Teacher Conference weeks or via progress reports, phone calls, and email/other electronic communication systems. The school

staff is aware of the full range of social services available in the community and directs families to existing sources of information.

School community service projects encourage student responsibility and self-reliance. It is our belief that successful students must be taught a strong set of developmental assets and independent learning skills. A major tenet of Savant Prep is the belief that all students can learn when provided with conditions appropriate to their specific learning needs. In such an environment, students receive specific feedback about their learning progress, and parents/guardians are kept informed of student progress at regularly scheduled parent conferences or through weekly data. This feedback helps parents/guardians and students to identify what they have learned well and to target areas where they still need more practice. Students needing assistance in a specific area will receive differentiated instruction in the classroom such as small group instruction.

Learning is based on the belief that when given multiple opportunities with the use of varied instructional strategies, all students will be successful. Savant Prep will create a learning environment that encourages students to realize that they are capable of high levels of competence, performance, and knowledge. The learning environment is designed to foster positive changes in the lives of students, parents/guardians, teachers, staff, and educational partners. Our goal is to create an environment inside of our learning community in which students take responsibility for their own learning and maximize personal strengths that will enable them to be able to select from a variety of career opportunities and to be successful in the world of work.

All of our free Expanded Learning programs are designed to support the following purposes:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade standards and beyond
- Enriching Arts programs that offer students exposure and access to visual and performing arts
- Athletic programs focus on developing the physical skills needed to participate and excel in a variety of sports

- STEM programs will help our students become creators and innovators who can build foundational 21st-century skills needed to compete in the global marketplace

Collaborative Partnerships

SPAB has an MOU to provide all after-school services and a longstanding partnership with the Center of Youth and Development as our primary service provider for summer expanded learning services, including the proposed ELO-P program services. The Center of Youth and Development team works collaboratively with school administrators, school personnel, and families to gather feedback, design programming, and implement high-quality after-school programming. In addition, we work closely alongside our school to provide additional enrichment activities and wraparound supportive services. SPAB works together to deliver a continuum of programs and services to help increase educational equity and expand educational opportunities for students. Their programming priorities include expanding access and fostering educational success, providing learning opportunities in the arts and sciences that enrich students' lives, providing school-based mental health and wraparound services to support our students and families, and engaging authentically with our families and partners to strengthen communities. They will continue to provide these services during our ELO-P program.

Continuous Quality Improvement

SPAB will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students. SPAB and CYD have a team that will support with data tracking and reporting. Tracked measures of student success could include school attendance, parent and student satisfaction, and academic improvement. To enhance accountability and data-driven best practices, SPAB will use a number of data tracking and monitoring procedures. SPAB will collect attendance data, conduct site visits, and program monitoring and technical assistance routinely.

Attendance data is collected on a weekly basis by the Site Supervisor. Surveys will be administered annually. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school-wide basis by looking at CDE proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled students (including free and reduced-priced lunch enrollment, ethnicity, and gender) to determine program and school-specific needs. This data is used to tailor the Program Plan and ELO-P activities to reflect the student base's specific academic and cultural needs. Moreover, to ensure that all programming is an extension of the school day, ELO-P staff may meet with school administrators and instructional day teachers on a weekly to monthly basis to gain an understanding of both general needs and needs specific to the individual students.

These measures of student success are coherent with the instructional day and the program's overarching goals. All of the programming offered through Expanded Learning services acts as an extension of the school day. Activities are in line with the school's priorities and reflect the academic and cultural needs of the student base. Teachers and administrators are incorporated into the site activity planning process to ensure that our students continue to learn and grow during their time in Expanded Learning.

SPAB is committed to maintaining a data-driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. This quality improvement process creates a framework of clear expectations and a shared vision of quality among multiple educational partners. This sets forth a cycle of continuous quality improvement, which is based on three steps:

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

Once goals in the action plan are met, the action plan is reassessed allowing for ongoing rapid quality improvement. More than these steps, our vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. We will develop a plan as the guiding document to facilitate continuous quality improvement in the after-school program. Results of annual assessments will be used to make improvements to the program design to meet the needs of the students and families at SPAB, allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

Program Management

Our overarching goal is to work to ensure that our students are college-ready and college-bound. Our after-school program partnership is established to focus on college preparation through academic and enrichment support. SPAB plans to partner with our ELO-P program provider, the Center of Youth and Development, to close gaps in academic achievement and motivate our students to succeed. Program operations are overseen by the Center of Youth and Development Director of Expanded Learning and the principal.

The Director of Expanded Learning and the Site Coordinators will be responsible for managing relationships with school personnel. Monthly meetings between the Director of Expanded Learning and school administration ensure schools are informed about expanded learning activities and permit the continuation of projects and learning from the regular school day to the expanded learning program. SPAB is committed to meeting all reporting expectations for this grant. Currently, quarterly expenditure reports are submitted for our existing after-school grants. These reports adhere to California school accounting standards and demonstrate that no less than 85% of the program's expenditures are for direct services to students. An annual independent financial audit of the books and records of SPAB will be conducted for each fiscal year. The books and records of SPAB will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures.

General Questions

SPAB is committed to ensuring all after-school programming is managed and assessed as a single, comprehensive offering for our students. As stated above, the leadership structure for after-school programming is singular, meaning all staff involved will lead on-site programming regardless of the funding stream. We will have dedicated personnel to provide comprehensive oversight and aligned quality controls for all site programs. The guidelines for student selection and participation in after-school programming will remain fluid, with no restrictions on participating in programming from different funding streams. To further the programs' unification, offerings will be complementary and not duplicative, allowing students a variety of interests to explore.

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. This includes recruiting individuals pursuing early elementary education or child development certificates, which will begin in the spring. Our recruitment efforts will need to be intensified for staff at the transitional kindergarten and kindergarten levels to maintain the required pupil-to-staff ratio of 10 to 1. We will intentionally staff our program to maintain the required ratios.

Our vision for TK, which will apply to both in-school and supplemental programs, is: Transitional kindergarten is the start of a powerful learning journey. Every child can learn, and children learn best when engaged in joyful experiences that promote curiosity, including inquiry and play. Educators individualize learning for the TK student by gathering all types of data, including getting to know the children, their families, and their funds of knowledge to bring them into the classroom. We know the power of community-school partnerships and seek to make the school safe for all families and children. To do all of this well, TK educators must be lifelong learners and innovators to design a TK curriculum that aligns with the developmental needs of our students, meets them where they are, and helps them realize their full academic and socio-emotional potential.

