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COMETS CLUB & STAR SOCIETY

Program Structure:

Enrollment Goal: 50% of unduplicated students Tk - 6

Adult to Student Ratio: 1:20 (TK 1:10)

Staffing Model:

- Activity Leaders
- Instructors (Athletes Global, Code Rev, & Vanta, Grow Teachers)

Monday - Thursday Schedule

Time	Scholar Schedule
3:45 - 4:15	Supper & Recess
4:20 - 5:10 <small>*Small group tutoring</small>	Block 1 Activities & Clubs
5:10 - 6:00	Block 2 Activities & Clubs
6:00	Dismissal

Friday

Time	Scholar Schedule
1:15 - 3:45	Friday Fun Theme Rotations
3:45 - 4:15	Supper & Recess
4:20 - 6:00	Friday Fun Theme Rotations
6:00	Dismissal

Potential Club/Activity Offerings:

Each quarter students and families will be able to build a dynamic schedule of clubs/activities each quarter. They will be able to select from a variety of flexible offerings designed to fit the needs of the families Grow serves. Each club/activity will have both an Instructor who is a content expert and an Activity Leader who is able to support the management of each club/activity. Below is a list of potential clubs/activities.

TK & K	1 & 2	3 - 5	6 - 8
Cheer & Gymnastics Mixed Media	Cheer & Gymnastics Mixed Media	Cheer Karate	Cheer Karate



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Ballet Folklorico Intro to Sports STEM Robotics (Lego)	Ballet Folklorico Intro to Sports STEM Robotics (Lego)	Sports Training & Conditioning Kitchen & Garden Code Rev Orchestra Mariachi Drum Line	Volleyball (F) Basketball (W) Soccer (W) Football (F) Baseball (S) Track (S) Code Rev E-Sports Orchestra Mariachi Drum Line
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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.

Scholar Safety

Grow Public Schools aspires to create an environment in which scholars feel safe and supported, enabling them to learn and thrive. As such, the expanded learning opportunity program (ELO-P) takes great effort to ensure all safety policies and protocols are in alignment with the academic day procedures. One measure for continuity is the availability of an Afterschool District Coordinator who serves as an administrator. This person has a shifted schedule (10:00 AM - 6:00 PM) so that they are able to oversee the implementation of the daily program. Additionally, the site has a Program Manager and an Assistant Program Manager who are not assigned to a scholar group and are able to provide support anywhere on campus as needed. Additionally, our staffing model is set up in such a way that each club or activity on campus is assigned 2 adults. The first is the club/activity Instructor who is a content expert in their field. The second adult is an Afterschool Activity Leader who supports the management of students in that group.

Grow Public Schools adheres to the program requirements for scholar to staff ratio and prioritizes the development of all team members. In conjunction with the school's leadership team, ELO-P staff receive ongoing professional learning regarding school wide expectations, restorative practices, and active supervision. During the program the team continues to implement the school's model of Positive Behavior Interventions & Support (PBIS). All staff members are trained in basic first aid and are provided traveling first aid kits to help triage scholar ailments. Lastly, staff and scholars participate in regular safety drills including fire, earthquake, and lockdown procedures to prepare in the event an incident arises.

Yet, another safety measure is accurate record keeping. This includes a mutual promise agreement between families and the school which covers ELO-P participation expectations, access to scholar emergency information both in hard copy and digitally within the school's scholar information system, an absence verification policy for an accurate daily account of scholar participation, and dismissal procedure requiring an authorized adult over the age of 18.



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Supportive Environment

As mentioned above Grow Public School's ELO-P follows the school's PBIS model in support of a holistic approach to a scholar's education. Staff is proactive about putting into place multi-tiered systems of support. For example, prior to each semester class rosters are reviewed to plan for a balanced group dynamic. To continue to foster a positive class culture, staff members are trained in community circles or councils as a way to discuss difficult topics and strengthen the rapport amongst peers and the teacher. Community circles are one way our staff collect evidence about scholar well-being and are trained to intervene and/or make a referral to other available school resources such as the counselor or Dean of Culture. Lastly, the ELO-P utilizes Kickboard as a tool for behavior management. Scholars receive bonuses for exhibiting desired behaviors and demonstrating school values and receive deductions for behaviors that are harmful to program culture. If a more serious behavior arises, the team uses restorative consequences to help the scholar reflect on their behavior and make different choices next time. Grow's ELO-P approach is to cultivate meaningful and authentic adult to scholar, scholar to scholar, and adult to adult relationships. Surveys throughout the year help the team to understand what is working to create a supportive environment and what changes need to occur for continuous improvement.

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.

Narrative:

Grow Public Schools was founded on the belief that every child can succeed. To accomplish this, a blended learning approach is in place during the school day that includes small group instruction and access to technology. The ELO-P seeks to extend this instructional framework after the academic day has ended. All scholars will begin their afternoon by focusing on academics. Homework club is a dedicated time in which scholars will receive support from their ELO-P teacher to complete assignments from the school day. In transitional kindergarten and kindergarten this may look like academically enriching activities such as a read aloud or a math talk. Scholars without assignments or those who finish early, will have access to technology to engage with school approved online learning programs. These programs are designed for scholars to practice grade level content as well as receive instruction on requisite skills as is outlined on their Individual Learning Plans.

In conjunction with school leadership, ELO-P will host a small group tutoring program for scholars in need of additional academic support. Tutoring priority will be given to scholars who have not yet met their academic goals as measured by CAASPP and NWEA assessments.

Ongoing professional learning is a key component of ensuring active and engaging learning environments for scholars. While Instructors have deep expertise in their course content, some have not completed a teaching program. Our professional learning scope and sequence for Activity Leaders and Instructors will include development on lesson planning, collaborative learning structures, project-based learning, learning styles, reading strategies, formative assessments (including exit tickets), and supporting scholars with



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disabilities. In addition, our afterschool staff is encouraged to work with grade level teachers to plan for connections to their daily lessons.

Instructors are provided a lesson planning template to capture the week's activities. The Program Manager and the Program Manager review these plans for hands-on learning activities, differentiation strategies, and careful planning. Instructors work throughout the semester to prepare scholars to demonstrate talents and skills at an end of the semester showcase for the community.

One new feature of our after school program will be to incorporate Fun Friday's that are linked to a quarterly theme that will explore different facets of student interests. Ex. Lego Engineering, Dinosaur Exploration, STEM programs, Community Engagement- Theater/ Acting Club, SEL based curriculum, and community leaders brought to campus that specialize in various fields of work and engagement.

3 - Skill Building

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

Grow Academy strives to ensure scholars have the academic and social-emotional skills to have lifelong success. To this end, the Expanded Learning Opportunity Program provides space for scholars to continue developing skills from the academic day while exploring new talents through novel experiences.

Learning League

Our after school tutoring program is modeled after evidenced-based practices in order for scholars to develop fundamental skills and show growth by year's end. In collaboration with teachers and school leaders struggling scholars are identified based both on NWEA, STAR performance, and classroom needs. Together the scholars and tutor work on supplemental grade level curriculum aligned to the California Common Core Standards to reinforce foundational reading and math skills. Our most preferred tutors are our own teachers. As needed we supplement tutors by recruiting from our alumni in high school, Bakersfield Community College, and California State University Bakersfield. Tutors receive ongoing professional learning related to pedagogy, content, and scholar engagement.

Enrichment

Each semester scholars have the opportunity to select from a wide range of courses. Scholars are enrolled in a course that is available to their grade band. As participants explore and expand their skills, after school instructors' lessons emphasize 21st century skills including everything from critical thinking to collaboration to global awareness to self-direction. Additionally, Grow Academy's Positive Behavior Intervention and Supports (PBIS) model is grounded in the CASEL framework. The explicit teaching of social-emotional skills continues into our after school program to help scholars become more self-aware, better self-managed, able to engage in responsible decision-making, primed for relationship skills and social awareness development. Please see a list of potential courses below:

- Cheer
- Archery
- Karate
- Sports: Volleyball, Basketball, Soccer, Flag Football, Baseball, and Track & Field
- Code Rev



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- E-Sports
- Zumba
- Orchestra
- Mariachi
- Drum Line
- Art
- Student Council
- Musical Theater

Camp Grow

Throughout the year Grow Academy offers scholars an opportunity to receive additional academic support and enrichment at Camp Grow. Camp Grow is offered during our extended fall, winter, spring, and summer breaks and is structured like a summer camp where scholars spend their day moving from engaging hands-on activity to the next. Academic workshops are offered in a variety of modalities including the use of manipulatives, auditory playlists, problem-solving tasks, and work on our individualized online learning platforms. When scholars are not in their academic workshop, they are able to participate in STEM challenges, sports, as well as arts and crafts. As is true with our regular school year, social-emotional learning continues to be a cornerstone of how we support the healthy development of our scholars.

Celebration Saturdays

Aligned to the school's PBIS framework celebration Saturdays are intended to encourage positive behaviors for students on campus both during the academic day and the after school program. Students will be eligible to attend enrichment experiences both on campus and off campus. Examples of these trips might include The Fresno Chaffee Zoo, Wind Wolves Preserve, or the California Science Center.

4 - Youth Voice and Leadership

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

Student Voice

Our program actively involves scholars in designing the activities offered in the program. This has been done through surveys and focus groups to gauge social, emotional, and academic needs and strengths of scholars. This annual evaluation of the program is used during planning meetings to determine changes for the upcoming year. Scholars also are involved in setting classroom rules and norms at the beginning of each semester. The instructors lead scholars through an activity to identify what a fun classroom would look like and sound like. These ideas become the foundation of the course contract for the semester.

Responsible Leadership

Our scholars will leave Grow Academy as thoughtful citizens within their community. The ELO-P works to provide scholars experiences to actively engage with the city of Shafter/Arvin. Here, students can share viewpoints, concerns, and interests and implement leadership activities related to what they identify as needs in their community. Staff works with local partners to execute these youth-led projects. These include service learning projects such as cleanup days, food drives, and other special events. Within the classroom scholars are assigned leadership roles to help them practice important skills. Some roles might include attendance helper, pencil sharpener, or office messenger. This enables our scholars to take ownership over



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the culture and climate of their classrooms.

Associated Student Body

Grow Academy also utilizes the after school portion of the day to lead a student government group. This scholar-led group plans activities for students during the school day as well as outside of school hours. This group helps to sustain a culture of academic excellence and scholar well-being. Events include pep rallies, dances, family movie nights, and service-learning projects. Leadership also looks to the student government to solicit input regarding field trips and other school incentives.

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.

Grow Public Schools is committed to providing healthy eating choices to our student population. Families are asked to avoid bringing any outside food that will discourage students from eating the healthy choices that are made available by the school.

Our Grow Cafes are thrilled to provide fresh, nutritious, and delicious meals to the children of Grow Public Schools. Grow Public Schools understands the crucial role nutrition plays in a student's ability to learn effectively and focus in the classroom. It has been proven that healthful meals throughout the day help to reduce the risk of childhood obesity and diabetes. It is for that reason that Grow Public Schools will provide students who participate in an ELO-P course a full meal at no cost.

The healthy school food program, in conjunction with the Edible Schoolyard, will educate and encourage your children to develop positive eating habits that will last a lifetime. Grow Café is dedicated to serving the most delicious and nutritious food available. The school uses local, natural, and organic products when possible; serves seasonal fresh fruits and vegetables daily; and offers a salad bar with every lunch. All of the food is freshly prepared from scratch. We have eliminated all hydrogenated oils, high fructose corn syrup, and nitrates from our school meals and are striving towards removing all processed food, refined sugars and flours, chemicals, dyes, and additives as well. All of our in-house baked goods are 51 -100% whole grain. We are asking that if you provide lunch from home please do not include unhealthy, processed foods.

The Grow Public Schools Wellness Policy includes a commitment to improve the health of the entire community by teaching students and their family's ways to establish and maintain lifelong healthy eating habits. In keeping with this goal, the policy adopted the stipulation that foods offered to scholars and employees during the day as snacks, incentives, or refreshments in school offices and on school grounds be as healthful and nutritious as possible. Teachers, administrators, and parents who model healthy behavior increase the likelihood of having a positive influence on student behavior.

Aligned to the regular academic day program the after school program will integrate and explicitly teach social-emotional learning skills aligned to the CASEL framework. Each Grow employee participates in a Grow 101 professional learning sequence that introduces our team to the school's PBIS framework, implementation of restorative practices and trauma-informed care, as well as classroom management network wide strategies adapted from Teach Like a Champion. The intent of these professional learning



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opportunities is to ensure all staff members work towards creating an environment where scholars feel safe and are able to focus on learning.

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.

Brainstorm:

- Include diversity celebrations such as Dia De Los Muertos, Black History Month, Cinco De Mayo, and Mexican & American Independence Veterans Day.
- Work with ESY Kitchen to include cooking lessons that help celebrate various cultures and traditions.
- Meet with coordinators for students with IEPs to better serve all students.
- Create lesson content where students can research more about cultural backgrounds and create projects, presentations, and performances that celebrate all backgrounds, customs, and traditions.
- Students are able to learn and respectfully celebrate holidays throughout the school year.
- Students may be encouraged to bring dishes that represent their cultural background (cultural Potluck) to provide insight into their identity.
- Homeless and foster youth receive priority registration for after school programs
- All communication sent to families is available in two languages and there are bilingual staff members on campus at all times
- Inclusion model carries into after school program
 - Specialized training for supporting students with their needs
- Students with IEP are provided with a guide or tools to succeed in after school even when support staff is absent.
- Collaborate with SPGA and POGA to host cultural events
-

Grow Public Schools predominantly serve Latino students and families, as well as diverse scholars from other backgrounds that include white, Black, and Asian-American. We work with all of our educational partners to ensure a lasting commitment to diversity, equity, and inclusion. The celebration of scholar's cultures is a foundational feature of Grow Public School's expanded learning program.

Our program works with scholars 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. Ongoing professional learning will include diversity, equity, and explicit training on outreach to students with disabilities to promote an inclusive after school program. Further, all outreach materials and policies will explicitly express this commitment to diversity and equity in all services.

Enrichment opportunities, informed by scholar input and choice, will embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. A sampling of programming could include ballet folklórico and mariachi. Further, we intend to host Celebration Saturdays for excursions



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outside off campus. Our hope is to visit cultural museums and celebrations within our county. An additional part of our curriculum is curating a resource library that includes books by diverse authors with diverse character representations that will further enhance scholar learning.

Further, during Service Learning projects scholars will implement projects such within their communities to embrace their unique backgrounds and understand strengths that they bring to projects to make their neighborhood a better place.

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. Our partners will draw from best practices developed from their experience serving at-risk youth, using proven research based interventions to re-engage youth in academics and prepare for their futures.

Grow Public School's staff will conduct various trainings for all after school staff on the needs and potential services for ELs and students enrolled in special education services. This includes trainings English language development, effective communication strategies, Cultural Conflicts and Strategies: Movement Toward Equity and Inclusion, academic support, and healthy cultural identities a

Grow Public Schools has a high proportion of English Language Learners and a strong need for services to support these students in the out of school hours. After school programs offer an important opportunity to support ELs, particularly through additional direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. Our after school team will use a variety of teaching methods including immediate feedback/correction, oral practice, systematic vocabulary development, and read-alouds. Tutoring will be provided each day and documented in journals. This is a critical need for districts under the service of Grow Public Schools with high ELL populations, as students often lack support to complete work at home.

7 - Quality Staff Describe how the program will provide opportunities for students to engage with quality staff.

Narrative:

Grow Public Schools ensures that all staff members who directly interact with scholars meet minimum requirements of their position by confirming all credential requirements prior to onboarding. To further confirm, administrators at all Grow Academy campuses are involved in the interviewing process for both Activity Leaders and Instructors.

Grow Public Schools will work with our partners (Athletes Global, Code Rev, Vanta, and any future partners) have the qualifications, including teaching experience and subject matter expertise to provide high-quality clubs/activities.

Experience working with students from rural communities is critical. Grow Academy will hire an After School District Coordinator (ADC) to oversee the management of our program. This position will require a BA degree (MA preferred), demonstrated leadership experience in managing complex programs. In addition, Grow will also hire site-level After School Program Managers (APM) to oversee programming at each of our school sites. The requirements for this position include a Bachelor's Degree and demonstrated success



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working with students and families in an educational setting. Requirements are posted and advertised, and only candidates who meet all qualifications will be interviewed.

The ADC will design and guide staff development in support of expanded learning. The APM at each site, will provide ongoing coaching and evaluation of all program staff. Recruitment is led by the Grow Public Schools human resources team in collaboration with the ADC, APM, and school leadership. Staff will have clear titles and responsibilities, and receive a competitive salary. Grow Academy will make it a priority to employ personnel who have succeeded in overcoming barriers of circumstances such as those found in the surrounding communities we serve. They bring to their task an understanding of challenges and rewards of growing up in communities similar to that of our students.

In alignment with the organization's requirements, core values, and expectations, employees will receive formal feedback via employee evaluations held at site level twice a year. These evaluations will be conducted by relevant site personnel and leadership such as the After School Program Managers, After School Assistant Program Managers, and in conjunction with the site leaders and After School District Coordinator (ADC).

8 - Clear Vision, Mission, and Purpose Describe the program's clear vision, mission, and purpose.

Grow Public Schools mission is to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being.

To this end, Grow Academies will offer an Expanded Learning Opportunities Program for students in TK-6 (priority) as well as 7th and 8th students.

All activities/clubs will be offered free of charge to students and families and are designed to support the following purposes:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond
- Enriching arts programs that offer students exposure and access to visual and performing arts
- Athletic programs focused on developing physical skills needed to participate and excel in a variety of sports
- STEM programs that will ensure our students become creators and innovators with 21st century skills
- A focus on health and wellness including the physical, social-emotional, and mental well-being of all students

Our vision is for our schools to offer a safe Expanded Learning environment where student leadership and student voice are valued and appreciated. This environment will foster a community of growth and learning in all of our focus areas and support students' positive development as learners, scholars, and social justice leaders. The below chart expands upon our program goals as related to this vision.



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Category	Goal	Metrics
Academic Support	Students in need of additional intervention to close the achievement gap amongst peers will have access to small group and individual instruction and learning supports.	<ul style="list-style-type: none"> • Tutoring participation rate • STAR Reading & Math Performance
Increased Enrichment Opportunities	Students living in rural communities have access to a broad range of art, STEM, and athletics activities.	<ul style="list-style-type: none"> • Program participation rates • Student/parent satisfaction survey
Health & Wellness	Students have the awareness and skills to thrive and maintain healthy lifestyles on and off campus.	<ul style="list-style-type: none"> • Student reflections aligned to CASEL framework • Athletic program participation rate
Family & Community Engagement	Grow Public Schools will partner with families and local organizations to invest in the local school community.	<ul style="list-style-type: none"> • Number of partnering organizations/individuals

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.

Grow Public Schools partners with Athletes Global as our primary service provider for after school instructors. Athletes Global organization is dedicated to helping youth, families, and communities worldwide. We teach leadership skills through transformational and innovative services that will help empower people to be self-reliant and successful. Athlete’s Global works collaboratively with our campus leadership and families to gather feedback, design programming and implement high-quality afterschool activities. Grow Public Schools also partners with Vanta, an online ESports and gaming organization that allows students to join teams for competition against other teams in designated leagues and assigned coaches as would be done with physical sports. Additionally, Vanta is used as a platform designed to blend video gaming and educational prowess together for the enrichment of student learning, such as Minecraft EDU camps that explore engineering and architectural design through engaging lesson plans. Furthermore, Grow Public Schools has partnered with Code Rev and organization that focuses on teaching student’s coding fundamentals by making games and animations using block based coding in software such as Pencilcode and Scratch. Students are able to build games and make digital art in projects that they can share and are fully customizable. In addition, we collaborate with our Charter Management Organization to deliver wrap-around services and



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supports to students. Together we deliver a continuum of programs and services to help increase educational equity and expand educational opportunities for students.

A priority of our program is to invite the community to be a part of our school family. To this end we strive to identify individuals who can inspire our students. We will offer our students a guest speaker series in alignment with our monthly themes. For example, for an Environmental Excursion month we plan to invite a local Entomologist, a Beekeeper, and partner with Wind Wolves Preserves for an in-school field trip.

10—Continuous Quality Improvement Describe the program’s Continuous Quality Improvement plan.

Grow Public Schools will use [California’s After-School Program Quality Self-Assessment Tool](#) to monitor the successes and needs of the program. 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 to best serve our scholars.

The After School District Coordinator will collaborate with the After School Program Managers to engage in a data gathering, data analysis, and reporting process. Key metrics measures of student success may include but are not limited to program attendance, parent and student satisfaction, and academic improvement.

Each quarter these metrics will be evaluated to identify program strengths and opportunities. Small changes in implementation may occur prior to the next cycle of programming with more comprehensive changes occurring only after the conclusion of the academic school year.

Our organization embraces feedback from our educational partners and as such 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.

Additionally, the organization strives to ensure continuity between the academic school day and the after school program. To facilitate this, all after school staff are invited to quarterly professional development and planning sessions. These quarterly summits are intended to review and celebrate data as well as provide choice and differentiation for professional learning initiatives. Furthermore, the District Coordinator, Program Managers, and site leadership meet at least weekly to gain an understanding of both general needs and needs specific to the individual students participating in the after school program. These collaboration sessions also ensure activities are aligned with the priorities of the organization and reflect the academic and cultural needs of the student base.

As part of the after school design process a variety of educational partners are included. Feedback and input was solicited from teachers, classified staff, families, and students in order that our students will continue to learn and grow during their time in after school.

Our annual quality improvement process creates a framework of clear expectations and a shared vision of



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quality among educational partners. The cycle has four main stages: plan, do, check, and act. Our program will establish a comprehensive improvement plan annually that includes: 1) outcomes and action steps, 2) a timeline, 3) feedback from staff, scholars, families, and partners, 4) description of the information or data needed to assess quality, and 5) clear description of the responsibilities for each person on the improvement team.

11—Program Management

Describe the plan for program management.

Our overarching goal is to close the achievement gap by providing an innovative program where students are prepared for college and beyond. Our after school program was established to enhance the educational experience students receive during the academic school day by providing additional intervention and enrichment opportunities.

Our hybrid staffing model ensures students have access to both highly-qualified professionals in their field with staff members who know our organization and culture well. Program operations are overseen by the District After School Coordinator, site Program Managers, with the centralized support of the Director of Operations. Our Chief Academic Officer supervises the District Coordinator who in turn supervises the site Program Managers. Program Managers are responsible for all school-based Activity Leaders. .

- Chief Academic Officer: Provides alignment guidance and support for the After School District Coordinator and is ultimately responsible for grant compliance.
- After School District Coordinator (ADC): Ensures program oversight at each campus, staff management, facilitates partnerships across the district, oversees program evaluation and quality improvement.
- After School Program Managers (APM): Responsible for on-site program administration and oversight, including supervising staff such as Activity Leaders, Tutors, and Instructors.
- After School Assistant Program Managers: Support the tracking of attendance data; provide regular reports and compliance assurance on programs on site, as well as the management of after school staff.
- Activity Leaders: Support Instructors by providing classroom management support at a 20:1 (or 10:1 kindergarten) ratio and are responsible for planning Friday Fun rotations.
- Instructors: Provide high-quality programming to scholars.
- Business Manager: In collaboration with the ADC, maintains budgets and fiscal reporting.

The ADC and the APMs will be responsible for managing relationships with school personnel. Regular meetings between the ADC, the APM, and school administration ensure schools are informed about the after school program calendar. Administrators advise the ADC and APMs regarding student academic and social-emotional needs that emerge during the academic program. When possible, teachers will be hired to lead clubs/activities during the afterschool program to further strengthen the connection between the academic school day and the after school program.

Grow Public Schools will adhere to all reporting expectations for this grant. This includes expenditure reports that follow the California school accounting standards and demonstrate that no less than 85% of the



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program's expenditures are for direct services to students. An annual independent financial audit of the books and records of Grow Public Schools will be conducted for each fiscal year. These records will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions with the California Code of Regulations governing audits of charter schools.

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 b

Grow Public Schools is committed to providing an afterschool program that is well-managed and experienced as a single, comprehensive offering for our scholars. As described in the previous section, the leadership structure for afterschool program is singular, meaning that the team involved will lead on-site activities 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 afterschool 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.

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?

Schedule [HERE](#)

The recruitment and retention of activity leaders with expertise in early childhood education will be our top priority for our students within Transitional Kindergarten and Kindergarten grade spans. Our most preferred TK/K activity leaders are those with Early Childhood Education coursework or previous work experience. As needed we supplement activity leader retention by recruiting from students at Bakersfield Community College and California State University Bakersfield.

TK/K activity leaders receive ongoing professional learning related to safety, child development, play based learning experiences, and early literacy and numeracy skills. Professional learning opportunities are ongoing and at least quarterly throughout the year.

We are committed to ensure a 10:1 student to adult ratio in all transitional kindergarten and kindergarten



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programs. We will ensure this through active and ongoing recruitment with the above mentioned community partners.

The curriculum of focus for our transitional kindergarten and kindergarten classes will be research based and developmentally appropriate for our youngest students. Learning through active play, frequent movement and activity breaks, as well as foundational literacy and numeracy skill centers and activities will be a mainstay of our TK/K program. Hands-on learning is valued for scholars of all ages, but is ensured for scholars in this grade span.

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.

After School Daily Schedule:

Monday - Thursday

Time	Mins	Component
3:45 pm		Students are picked up by ELOP aides for supper
3:45 - 3:50	5 min	Students walked to cafe, attendance taken
3:50 - 4:05	15 min	Students eat supper
4:05 - 4:15	5 min	Recess
4:20 - 5:10	60 min	Club Time/Activity Time (1st Block)
5:15 - 6:05	60 min	Club Time/Activity Time (2nd Block)
6:05 pm		Student Pickup/Dismissal

Friday

Time	Mins	Component
1:15 - 3:35		Friday Fun Theme Rotations <ul style="list-style-type: none">• 1:20 - 1:50 Rotation 1



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		<ul style="list-style-type: none"> • 1:55 - 2:25 Rotation 2 • 2:30 - 3:00 Rotation 3 • 3:05 - 3:35 Rotation 4
3:40 - 4:15		Supper & Recess
4:20 - 6:00		Friday Fun Theme Rotations 4:20 - 4:50 Rotation 5 4:55 - 5:25 Rotation 6 5:30 - 6:00 Rotation 7
6:00		Dismissal

NOTE: These are activities and clubs that will *potentially* be offered on campus for all Grow Academies. Additionally, these clubs and activities are subject to change as these are considered the most popular to bring to campus. All listed clubs and activities need to be finalized, prepared for, and approved by administration for the 2023-2024 school year.

Activity/Club	Description	Grade Eligibility
Archery (Youth)	Teaching range safety, range setup, bow and arrow care, accuracy and precision	13 years old and up
Art Club	Using different mediums of art, this club will construct art projects for class and for the school at large.	All grades
Basketball (Boys + Girls)	Staple sport offered by our school	6-8
Code Rev	Engineering, coding, and robotics led by instructors from Code Rev	All grades
Community Service Club	Club dedicated to community service in and around campus. Also responsible for maintaining a fully functioning student store on campus.	6-8?
ESports (Vanta)	Already in use by Arvin and Shafter. Proposal is 2 leagues per semester consisting of two different games hosted M-Th	5-8
Fashion	Activity led by an instructor from Athletes Global. Can last a whole	All grades



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	semester. In this class, students learn to design fashion and organize fashion shows for the school	
Flag Football	Staple sport offered on campus currently	6-8?
Florenco Club	Club led by in-house staff to teach students traditional dancing and beats of Mexican culture. Shows performed for school	All grades
G.A.T.S.B.Y Club	The Gentleman's Association That Strives to Better Yourself. Staple club led Mr. Hackler for 8th grade boys to learn, speak, act, and dress like a gentleman.	8
Hip Hop Music Theory	Proposed club to teach students the foundations of hip hop, beats, poetry, and rap.	7-8?
Hip Hop Dance + Cheer	Led by Athletes Global. Instructor will organize a cheer squad for the school and teach routines based on hip hop beats	All grades
Music	Staple program offered by Ms. Diaz,	All grades
Softball	Staple sport offered on campus.	6-8
Spirit Squad Club	Club dedicated to accompanying sports teams throughout the year to hype them up and cheer for them	6-8
Theater + Acting	Led by Athletes Global. Instructor provides general acting lessons to students and organizes plays to be performed for the school.	All grades
Track	Staple sport offered on campus	6-8
Volleyball	Staple sport offered on campus	6-8
Yearbook Club	Club dedicated to photographing events and constructing a yearbook for students and staff.	6-8



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***** Camp Grow Schedule (Intersession)*****

Morning	Mins	Component
7:45-8:15	30 min	Students arrive and go to classroom - eat breakfast
8:15 - 9:00	45 min	Intervention BLOCK 1 - Reading
9:00-9:15	15 min	Recess
9:15-10:00	45 min	Intervention BLOCK 2 - Math
10:00-10:15	15 min	Snack/In Classroom
10:15-11:00	45 min	Intervention BLOCK 3 - Writing/Typing
11:00-11:40	40 min	Lunch
11:40-12:20	40 min	Lunch Recess - Structured
12:20-12:30	10 min	Passing Period
12:30-3:45	195 min	Program Breakout
		<u>***This period would involve 3 rotations***</u>
12:30 - 1:30	60 min	1st block rotation (1st program activity time)
	10 min	Passing Period
1:40 - 2:40	60 min	2nd block rotation (2nd program activity time)
	10 min	Passing Period
2:50 - 4:00	70 min	3rd block rotation (3rd program activity time and cleanup)
4:00-4:30	30 min	Supper - In classroom
4:30-4:50	20 min	Structured Recess



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4:50-5:00	10 min	Dismissal 4:50 - Dismiss Walkers 4:55 - Walk Pickups to the elementary gate and dismiss when you see parents
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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. California Department of Education Created September 30, 2021 11 Expanded Learning Opportunities Program Plan Guide 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



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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 California Department of Education Created September 30, 2021 12 Expanded Learning Opportunities Program Plan Guide 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.