LENNOX SCHOOL DISTRICT'S

LENNOX ENRICHMENT AFTER SCHOOL PROGRAM

https://www.lennox.k12.ca.us/apps/pages/lennoxleap.org/

Expanded Learning Opportunities Program (ELO-P) Plan

Local Educational Agency Name: **Lennox School District**
County District School (CDS) Code: **1964709**
Contact Information**: Gabriela L. Tavitian**
Superintendent
(310) 695-4000
gabriela_tavitian@lennoxk12.org

School Sites:
Buford Elementary School
Dolores Huerta Elementary School
Felton Elementary School
Jefferson Elementary School
Moffett Elementary School
Lennox Middle School

Site	Program Attendance	Target Population - % of school population
Buford Elementary School (515 enrollment)	191 Students	ELL = 45.03% Foster = 1.05 % Homeless = 15.18% Socio-Disadv. = 94.76% Students w/disabilities = 14.66%
Felton Elementary School (396 enrollment)	127 Students	ELL = 38.58% Foster = 0.00% Homeless = 18.11% Socio-Disadv. = 91.34% Students w/disabilities = 26.77%
Huerta Elementary School (517 enrollment)	210 Students	ELL = 43.81% Foster = 0.00% Homeless = 15.24 % Socio-Disadv. = 97.14% Students w/disabilities = 18.10 %
Jefferson Elementary School (721 enrollment)	203 Students	ELL = 32.51% Foster = 0.99% Homeless = 8.87% Socio-Disadv. = 94.58% Students w/disabilities = 17.24%
Lennox Middle Schol (1198 enrollment)	249 Students	ELL = 28.92% Foster = 0.40% Homeless = 21.29% Socio-Disadv. = 93.57% Students w/disabilities = 16.06%
Moffett Elementary School (625 enrollment)	169 Students	ELL = 49.11% Foster = 0.00% Homeless = 20.71% Socio-Disadv. = 96.45% Students w/disabilities = 12.43%

Purpose

The Lennox Expanded Learning Opportunities Program (ELO-P) is committed to finding new and effective approaches to provide wraparound services for Lennox students that support their social, emotional, academic, and physical well-being. Lennox Enrichment Afterschool Program (LEAP) is the primary hub for providing student services, but extends to other effective community partners, as well, to the extent that these partners can demonstrate positive outcomes for the Lennox community.

LEAP's vision is to create an equitable, inclusive, and safe environment that empowers youth to become confident, lifelong learners, and compassionate leaders.

Our mission is to provide a safe, supportive after-school program that is deeply rooted in our community, offering enriching activities that empower our youth with the resources, guidance, and opportunities to succeed academically, socially, and emotionally. We aim to build a strong foundation within a diverse, inclusive environment for a healthy, fulfilling future.

ELO-P allocation provides ELO-P programs with the financial resources to support these programs in all of the following categories: instructional resources, technology (laptops, iPads, etc) software, enrichment activities (assemblies, thematic events, workshops, camp, third party vendors, etc.), student materials (books, art supplies, etc.) field trips (buses, entrance fees, etc.), equipment (sports equipment, dance, musical instruments, etc.), professional development (trainers fees, academic consultant, nutrition, employee salaries/benefits, staffing, recruitment, facilities, furniture, custodial support, transportation, business/administration, conferences, and collaboration expenses. Related costs to the latter categories will be purchased as needed.

This program plan should be considered a "living" document that is periodically reviewed and adjusted to reflect the needs of the Lennox Community and to provide continuous improvement in the development of an effective after school program. CDE suggests this program plan be reviewed every three years and maintained for a minimum of five years (EC Section 8482.4[g][1]).

1 - SAFE AND SUPPORTIVE ENVIRONMENT

Transportation

For most students, their attendance in the program is at the same school as their regular day classes. Occasionally, students will be transported from site to site for organized sports, fine arts, technology and other specialized enrichment events and activities. This will be done with 10-passenger vans driven by qualified and trained staff. When activities take place at the community park, program staff and school security will walk with students. For field trips, students will be transported in insured buses driven by qualified drivers following the district's safety procedures. ELO-P funds can be utilized for the acquisition, storage, and maintenance of LEAP's vans, vehicle registration, fuel, insurance premiums, express lane carpool fees, driver training/physical examination, and , vehicle maintenance, and any other fees incurred in the act supplying transportation for LEAP students to and from enrichment activities.

Sign-In/Sign Out

At the beginning of each day, all students will report to the multipurpose room to be signed-in. At the end of the day, students will return to the multipurpose room for sign-out and parent pick up. If a student needs to exit the campus during program hours, they will check out with program staff, go to the main office, and sign out. Parents that pick up their child earlier due to an approved early release reason, must visit the main office where the Coordinator and/or office staff will call for the student.

Facilities Security

Locked chain link fences will enclose all sites. All classroom doors and other indoor activity sites will have lockable doors. All telephones in the classrooms will have access to outside lines. All LEAP staff will carry walkie-talkies with earpieces that will connect them to the Program Coordinator, School Site Administration, support staff and each other. When possible, L.A. County Sheriff enhances patrol during program release time.

Safety Procedures Aligned with Instructional Day

The LEAP program will follow the exact same preparedness and training protocol as the District. LEAP staff are required to complete all district training aligned with FEMA, Readiness and Emergency Management for Schools and state regulations. Regular staff safety training and practice drills with students and staff will be conducted in accordance with the schedule set for by the district's Safe Schools Committee. This includes a minimum of three practice drills a year. (including one within the first 30 days of instruction). When the district conducts these drills during the regular school day, LEAP conducts the same drills that day after school. These include lockdown procedures, evacuation, communication systems tests and triaging. After each drill, a representative of the Safe Schools Committee completes an Emergency Drill Evaluation worksheet for each site, then distributes results and suggestions for improvement.

LEAP volunteers will be trained with district protocols by LEAP staff. Program Volunteers (professionals from the private sector and college students) will be appropriately qualified to serve in accordance with district requirements and undergo a mandatory fingerprint clearance before working with students. ELO-P funds will be allocated to support all necessary safety protocols.

Developmental, Social-Emotional, and Physical Needs of Students

The Program Leader positions will be filled by candidates who have demonstrated proficiency in reading and literacy so they may assist in the instruction of reading/language arts, writing, and mathematics (20 US Code, Section 6319). Specialized Instructors who will teach clubs and specialized enrichment activities will meet at least the minimum qualifications for an instructional aide in the school district.

Our Program Consultant will help staff develop thematic plans for encouraging and incorporating developmentally appropriate (and state standards-based) literacy practices into the various after-school activities. Other district support personnel and LEAP program assistants will support LEAP staff with standards alignment, technology support, human resources, special education, security, bookkeeping, and other aspects of the program. LEAP counselors will provide referrals, assessments, participate in staff development and liaison with day and after school staff. In addition, they will provide social-emotional learning support for staff and students.

LEAP staff directly reflect the population served. Their priority is providing quality programming that positively impacts the lives of students by serving as role-models. In fact, a large percentage of staff were actually students in the LEAP program.

Students in need of physical and/or mental health services will be referred to various community partners. LEAP will also continue to benefit from established relationships with local high schools, community colleges, and universities which provide mentorship to our students in STEM and Sports. LEAP will provide opportunities for students and staff to interact and learn from community leaders. This could include community leaders mentoring service learning activities and/or video conferencing.

To manage daily operations more efficiently, LEAP utilizes CitySpan for registering participants, tracking attendance, measuring outcomes, supporting policy decisions through an advanced query interface and generating custom management reports.

LEAP utilizes youth development and classroom management training based on the district's Leader in Me program that is referred to as Lead It for the after school program. The basis of this training is especially critical in keeping students on task during Academic Power Hour when homework completion is the focus.

2 - ACTIVE AND ENGAGED LEARNING

Overarching Goal

The overarching goal of LEAP is to provide students learning time in academically significant ways by improving academic and study skills, raise future education/career aspirations, building an enthusiasm for learning, creating social awareness, and empowering them to improve physical well-being.

Alignment With Regular School Day

All academic and enrichment activities have been, and will be approved by district experts and administration who will continuously ensure they are aligned with district activities and philosophies. Program staff and participants will have access to all school classrooms, cafeterias, technology labs, recreational fields, playground areas and several private meeting areas. Site Coordinators will have an on-site office. Program staff will have access to all district/school office equipment (i.e., copiers, presentation technology),instructional services experts, the business office, and district support staff.

Youth Development

LEAP incorporates a Youth Development approach to working with students that defines outcomes based on each student's social emotional health and academic needs. LEAP leadership defines youth development as: each student developing a caring relationship with an adult; learning about leadership and team-building; providing students with opportunities for participation in academic/enrichment activities beyond regular school day activities; and coaching staff, parents and students to develop and pursue high student expectations.

Lennox students respond best to what LEAP provides: significant interaction with familiar staff, project-based learning, literacy-based learning, technology-based critical thinking skills, and utilizing best practices to meet the needs of all students including our special populations. Diverse, standards and literacy-based activities will offer participants the opportunity to follow their own interests or curiosity, think for themselves, explore other cultures, develop hobbies, and learn through sight, sound, or movement.

Programming will commence immediately after school (3:00 p.m.) and run until 6:00 p.m. every day for a minimum of 15 hours per week. During supplementary days, hours will be extended from three to seven to eight hours per day. The supplemental schedule will remain the same except for additional enrichment activities, special events, and field trips designed to maintain attendance levels during those school breaks. Student activity will vary by school (based on student needs and site programming) and grade level.

Each day will be broken up into three different time frames; 1) nutrition, 2) academics/enrichment, 3) homework hour. For enrichment, students take part in sports, dance, the fine arts, and social interest clubs. Academics encompasses learning through science, social studies, projects, and literacy.

Academic Power Hour

After nutrition, students will participate in their academic and enrichment activities. Lastly, LEAP staff will provide daily structured homework help to students complete their homework. Sessions will take place in classrooms to provide a safe, quiet, positive, and focused atmosphere. Along with academic assistance, students will learn about and improve their study skills. To model the importance of academics and study skills, all program staff will assist students during this time.

Tutoring

During this academic hour, some students may receive various forms of tutoring, depending on their needs and grade level. One-to-one tutoring is provided through community partnerships. Other students will work with Program Leaders or college student volunteers in study groups. Others may work with Lead Teachers in small groups focusing on core subject areas. Those students who finish with their homework will be encouraged to tutor peers, or work on self-guided computer programs within core subject areas.

Language Arts Enrichment

This includes the BookNook program, a reading enrichment program designed specifically for use in out-of-school settings. Other students may conduct self-guided work with Reading A-Z and Accelerated Reader. These reading/language arts programs bring together award-winning literature, real-world resources and materials designed to motivate readers and writers. Other evidenced-based curriculum combines standards-based language and literacy instruction with specialized strategies to meet the needs of all students. Units feature multicultural selections, engaging activities revolving around current events and family newsletters designed to increase home involvement. Students focus on the meaning of content and application of various reading strategies to problem solve when they hit a roadblock in their knowledge or reading ability.

Applied Mathematics

As with Language Arts, Math activities will promote standards while enhancing regular school day instruction. “Authentic Context,” project-based activities will be based on those put into practice in the school district. Other Math curricula used as the basis for differentiated instruction and enrichment activities are NextGen, Swun, and IXL Math.

Music/Math

The Harmony Project Youth Orchestra will provide music instruction. We also partner with Woodcraft Rangers who provide our students with instruction on how to play instruments and sing in a Mariachi group.

Fine Arts

Fine arts project-based enrichment activities will be offered at all LEAP sites. Specialized leaders and program partners, including P.S. Arts, will provide weekly instruction to all grade levels in a wide variety of disciplines chosen by the student participants. We also

partner with third party vendors such as the Cesar Chavez foundation that provides standards based art instruction.

Technology for Enrichment

All students have access to IPads, chromebooks, and various software programs that are utilized to reinforce the standards in addition to providing enrichment opportunities for students. Some of the software that we currently utilize is BookNook, SoundTrap, and Merge. Merge and sound trap are project based programs. Merge reinforces science and social studies standards and brings learning to life for our students.

Science Exploration

LEAP is committed to delivering STEM instruction to all students in grades TK-8 with a particular focus on engineering, robotics, and project-based learning, including participation in competitions. Project-based activities based on the district's Applied Science Through Inquiry-Based Learning Program will be hands-on and technology-based, allowing students to practice and improve their reading, writing, and math skills. STEM instruction aligns with the instruction during the regular school day as science and mathematics standards are applied.

Clubs and Other Enrichment Activities

Students and staff will decide on hands-on, project-based, short-term learning enrichment clubs that will revolve around fine arts, performing arts, music, personal growth and fitness, and technology. All students in LEAP will be surveyed twice a year to provide input about the clubs and enrichment opportunities they would like to have in LEAP. All staff will identify hobbies, interests and/or talents they are willing to share with or teach to LEAP students.

Time will be set aside for special events such as showcases, dances, field trips, holiday celebrations, or a trip to the local park. Appreciation of national origin will be fostered through multicultural day activities.

Through its programs and field trips, LEAP endeavors to expand students' horizons, engage with professionals in their fields and develop 21st-century skills among students, such as communication, collaboration, creativity, and critical thinking (4 Cs).

Parent Engagement, Empowerment and Education Opportunities

Parent engagement opportunities will be provided to all LEAP parents and families. In many cases, students will participate with their families. These special events will include a mix of educational and social and cultural activities such as family day wherein all LEAP families are invited to participate. Parents will be provided with learning opportunities on topics like social and emotional health. Families are also invited to cultural/historical performances multiple times throughout the year.

Community Needs For A Summer Supplemental Program

During the supplemental programming period, we will provide our students with multiple learning experiences that integrate an interdisciplinary approach and adhere to the

California State Standards. In an effort to maintain student interest and attendance levels, enrichment activities include more tentpole events and incentives to participate.

Emphasis will be on providing students with academic support in math and literacy. Lessons in math and literacy will aid in lessening the summer learning loss. Much of the learning will take place through a hands-on approach and will promote interpersonal skills, and experiential learning through field trips and large group activities.

Social-emotional health and well-being of students will occur through the creation of a safe and supportive environment where students can make connections with their peers under the guidance of a supportive and encouraging staff.

More emphasis will be placed on student and staff mindfulness. This will include helping students deal with anxieties; providing activities to promote students constructively connecting; and activities such as Yoga and other relaxation techniques.

To combat students' screen fatigue and inactivity, fitness and team sports will be encouraged and incentivized.

3 - SKILL BUILDING

State/National Standards

Academic and enrichment activities will be designed to help students meet state achievement standards in core academic subjects. Enrichment activities will be literacy based and incorporate the critical thinking and research skills that state standards require. All textbooks, learning materials and other curricula used in LEAP are extensions of core learning materials used in the Lennox School District, which means they are aligned to California Common Core Standards and Frameworks. LEAP's health and nutrition education and activities are based, in part, on federal Dietary Guidelines and aligned with the district Wellness Program.

Alignment With Regular School Day

Throughout the planning process, the LEAP Leadership Team worked with the district's Assistant Superintendent of Instructional Services and other content experts to align academic and enrichment activity with regular school day instruction and state academic content standards. The district reviews only textbooks and instructional materials that are standards driven and research based. LEAP complements the core day programs by following the same guidelines. Most programs in LEAP with an academic focus are on the state-approved list for supplementary programs. This will result in a number of interdisciplinary and thematic group projects that integrate and reinforce concepts students are learning in the regular school day.

LEAP fitness activities will enable staff to help students meet national and state health-related fitness standards while also learning about teamwork, self-discipline, health, and the joy and benefits of physical activity.

4 - YOUTH VOICE AND LEADERSHIP

Assessing Students' Needs

Activities will be based on the assessed needs of students through an examination of their test scores, report cards, consultation with principals, regular communication about homework and student progress with regular school day teachers and observations by LEAP staff.

Student Leadership/Input Opportunities

These will include: (1) student representatives serving on the advisory board and site-based leadership teams, and (2) conducting student-to-student surveys and soliciting feedback and input from their peers on every aspect of the program (schedule, selection of programs and clubs, field trips, snacks and purchase of instructional materials). Based on student interest/needs assessment results, program planners have devised ways to better utilize the talents, leadership skills and energies of students to assist with program operations including: website assistance, publicity materials, peer recruitment and outreach, presenting to educational partners and advocating for the program in the community.

Lower Grade Students

Lower-grade students will have an equal vote in all the input opportunities described above. LEAP staff at the lower grades will support students in articulating their preferences. Most activities (e.g., service learning) that are primarily directed toward older students, were chosen because they also are embedded with lower grade components.

Upper Grade Students' Leadership Skills/Real-World Issues

LEAP incorporates age-appropriate elements of National Service Learning standards designed to connect students' academic and enrichment activities with authentic real-world service experience and higher order thinking skills. A student leadership team specific to this component will participate in assessing community needs, recruiting students, planning activities and organizing presentation/celebration events. At other times, physical activities will be offered that involve team-building exercises and leadership opportunities for all students. Train of Thought, a chess education program, is incorporated into the program to teach students about leadership.

5 - HEALTHY CHOICES AND BEHAVIORS

Alignment With School Wellness Plans

All activities will be embedded with a positive, character-building approach. Experts from the Lennox Invests In Fitness Excellence (LIFE) program have designed Fulcrum-based activities that include climbing a pole or rock wall. Students will also participate in other physical activities that interest them. LEAP counselors will refer families to low/no-cost basic health and community services.

Nutrition

The district's professional food service workers will be responsible for providing a daily nutritious supper and a low-sugar, protein-rich nutritious breakfast (if applicable) that conform to the CDE Food Standards Calculator, and USDA's choosemyplate.gov. This nutrition time will also be used to teach participants how to make healthy food choices. During nutrition time, each participant will be served low-sugar, protein-rich snacks that meet the requirements of California Education Code Section 49430 and other California Nutritional Guidelines. Examples include: fresh fruits and vegetables, turkey sandwiches, and low fat milk.

Daily Fitness Activities Required of Participants and Sports

LEAP is committed to delivering a high quality sports and dance program for students in grade 3-8, that focuses on individual skill development over time and which strives to be competitive within leagues, as well as regionally. For students in grades TK-2, LEAP offers physical education and sports fundamentals. Using CDE's California After School Physical Activity and Champions For Change guidelines, students will be offered 30-60 minutes of physical activity each day, with a minimum participation requirement of no less than three times per week/120 minutes per week. This will include fitness training, organized sports, and other activities proposed by students. LEAP ensures that no student sits for longer than 40 minutes at a time. Each school site will operate a sports program that will offer league sports for boys and girls including, but not limited to soccer, softball, basketball, and volleyball. The sports program will develop students skills in the elementary level and provide opportunities to play with other school sites within the district. The middle school will compete with local school districts and leagues, as well as provide opportunities for students to access the LMS climbing tower. In return, the LMS climbing tower will receive support for the salary of LMS climbing tower staff and the maintenance of the LMS climbing tower.

Health/Mental Health

Services/activities/referrals available during this time slot will include age-appropriate health/mental-health-related prevention workshops and low-/no-cost basic health screenings sponsored by partner agencies. LEAP students and families will have access to the School & LEAP Counselors as well as the District Wellness Coordinator to help resolve issues that may be negatively impacting their academic progress.

Examples of Health/Mental Health-Related Collaborative Partnerships

Didi Hirsch Mental Health Services, Juntos Mental Health Services, Asian Pacific Counseling & Treatment Center, and staff-demonstrated mindfulness activities provided through a partnership with Sunbeams.

6 - DIVERSITY, ACCESS, AND EQUITY

Environment That Promotes Diversity and Culture

No one will be kept from participation in LEAP due to race/ethnicity, disability or his/her

ability. Based on CDE's After School Inclusion Project guidelines, activities to create a coordinated climate of inclusion within the sites will include: properly identifying hard-to-reach, underserved students before they enter the program; developing appropriate screening/assessment materials; ensuring that the percentage of underserved students in the program matches the percentage of those students attending the regular school day; ensuring that underserved students are included in leadership teams; staff and leadership making reasonable accommodations to serve these youth with learning differences (breaking activities into smaller parts, extra time to complete tasks); and staff making a concerted effort to communicate frequently to families about their child's accomplishments. Appreciation of national origin will be fostered through multicultural activities and the assurance that all activities are age and culturally appropriate.

LEAP works in partnership with each school site to tailor the most effective student recruitment plan, particularly students at risk or in need of academic support. These include: principal/teacher referrals, referrals from other district sources such as SARB, peer-to-peer recruitment and promoting the program at school/community events and through flyers, newsletters and websites.

Reaching Out and Providing Support To Students With Disabilities

When needed, participants with disabilities will be provided special adaptive devices in order to facilitate participation. The district's special education office works in partnership with every district program to ensure that all students have equal access to all activities. Staff training will also include how to adapt to the needs of students of different ages, races, or cultures and children with disabilities.

Reaching Out and Providing Support to English language Learners

All materials will be written and/or translated into both Spanish and English and other languages as needed. Since a high percentage of LEAP participants are English Learners (ELs), a special focus is on refining and enriching activities so that ELs experience even greater success. Specifically, more focus will be put on the necessary prerequisite academic language proficiency (ALP) for mainstream classroom participation and greater access to the core concepts.

Reaching Out and Providing Support to Students Who Have Other Potential Barriers

One example of this is Lennox' significantly high percentage of students who have become marginalized by trauma. To support, LEAP and school staff will provide additional and enhanced staff training in this area, with a goal of: (1) all staff incorporating a more consistent approach and vocabulary, and (2) staff reflecting on/improving their own leadership styles.

Another example is LEAP's Buddy Program – where trained and supervised upper-grade students assist with schoolwork and/or complete activities or projects with struggling younger students (at least two grade levels between students). This provides older students with a sense of responsibility and younger marginalized students with a greater sense of belonging.

7 - QUALITY STAFF

The Lennox School District tests, screens, hires, trains and supports all LEAP staff. From year to year, the return rate of LEAP's line staff and volunteers is about 80%. A large percentage of current LEAP staff are Lennox alumni once in the LEAP program. The keys to staff staying with LEAP are its organized environment, two-way communication, clear program goals, team leadership model, staff encouraged to create their own program components of interest, and recognition.

Minimum Requirements of an Instructional Aide

All LEAP staff that directly supervise and teach students will meet state/district minimum qualifications for an Instructional Aide within Title 1-funded program guidelines. Many of the staff hired by LEAP have a minimum of 48 college units and many have college degrees.

Hiring Protocols

LEAP will work closely with the district's Personnel office to follow established hiring protocols that includes job posting, application procedures, interviews with staff, background/health checks, etc.

For Site Coordinators, the District staff paper screens candidates. Site coordinators, administrators, and district personnel are involved in the interview and selection process. Prospective candidates for all positions complete a district application and are contacted to take an Instructional Assistant test. Those candidates who pass the test are scheduled for a first interview. Those who are recommended are then hired and begin the fingerprinting process pursuant to DOJ clearance and employment procedures.

Most staff that are hired are Spanish bilingual and reflect the diverse cultures and ethnicities of student participants; have established connections with Lennox students and families; have a working relationship with partner programs/agencies in the district's various collaboratives; and have a passion for helping families eliminate obstacles to improving student success. In LEAP, and nearly all Lennox School District collaboratives, the ethnicity of staff corresponds almost directly to the ethnicity of the student populations they serve. The students tend to see the staff as role-models since they reflect the diversity of the student population.

Continuous Professional Development

Much of LEAP staff training will focus on identifying positive strengths in each individual student and helping them apply those strengths to their academics and areas of personal interests. Professional development activities will be tiered so that training and in-services reflect the various experience levels of staff. Topics for training are based on student and parent needs, staff suggestions, student academic performance, on-going evaluation results and any new technologies or instructional methodologies. Needs assessments indicated the most frequently requested professional development topic was behavior management to be addressed by the youth development component.

Regular meeting times (3-6 hours per month) will be allotted for staff to meet and focus on problem-solving, group case review, a review of student performance as it relates to academic content standards, attention to behavioral habits of students in class and liaising with other program staff, group training activities, and activity planning.

Professional development needs will be assessed through the on-going evaluation process and discussed at the annual orientation and monthly/weekly staff meetings. Through this interaction, staff will have input into the design and content of professional development services. Staff orientation surveys assess the strengths and needs of each program contributor.

District experts, LEAP administrators, and professionals from partner agencies and programs will provide training. Training activities will be highly interactive, emphasizing staff learning, sharing and inventing ways to build on school day ideas, concepts and standards-based instruction. Professionals from partner agencies (e.g., Didi Hirsch, L.A. County Sheriff, Booknook) will also contribute their expertise to professional development by informing staff of the latest Lennox-related safety, educational, and health issues.

All training activities and materials will be electronically archived to share with current and new staff. All LEAP staff will be invited, and encouraged to participate in all trainings; and when possible, regular school day training activities.

Professional Development Schedule

Initially, all staff will complete a beginning-of-year orientation and a weeklong on the job-training program designed to ease them into the daily program. In this phase, program leadership is in almost daily contact with staff to problem solve, answer questions and determine future training needs. A training/orientation handbook will be provided for all new staff. Training materials will be electronically archived to share with current and new staff.

A week of comprehensive core orientation training will be conducted prior to the school year. Staff will participate in highly interactive professional development activities, totaling a minimum of 30 hours each year. Emphasis will be placed on sharing and inventing ways to build on school day ideas, concepts and standards-based instruction. Out of the 30 hours, 20 will be mandatory. Training subjects (and the hours offered) will include: academics designed to help staff improve communication with school day staff and ensure after school activities and instructional strategies are aligned with school day activities (12), orientation (4), Building Developmental Assets through small group instruction (3), Youth Development (4-6), child abuse prevention/reporting (2), classroom management (3-6), CPR/First Aid (5-8), Access for Children With Disabilities (2-4), cultural diversity (2), gang/substance abuse issues (2), health and mental issues (2-3), instructional technology (4-8), job skills/career awareness (4), Anti-Bullying/Social & Emotional Learning/Trauma Informed Practices (6), team/morale building (4), fitness standards (2), and college readiness (2). Additional monthly training and activity planning takes place on Saturdays for six hours.

Multi-tiered training in STEAM and Project-Based Learning is now required of all LEAP staff. The dosage of training is determined by staff's individual knowledge, training and

practices in the two areas. Additional training and coaching is provided to encourage staff to implement cross-disciplinary learning activities.

As of this writing, LEAP's current paid subcontracts for services include: PS Arts (visual and performing arts instruction); Rainbow Chef (cooking); ESports (gaming); Woodcraft (Folklorico, STEM); Caesar Chavez Foundation (art); Sunbeam (SEL); Fulcrum (physical fitness); and Kid Grit (mindfulness training and activities).

8 - CLEAR VISION, MISSION, AND PURPOSE

Assessing Community/Student Needs

Results of community needs assessments, state-validated data and test scores, stakeholder surveys, parent surveys, focus groups and other district program evaluation reports continue to inform the design of this proposed LEAP program. Surveys include a balanced mix of students from the elementary and middle schools. Focus group discussions revolve around variations on one basic question: "In terms of after school and intersession activities on your campus, what do students need most?" A randomly selected group of instructors from all grades took a more informal poll of their classes, initiating the discussion with the same basic question. LEAP also uses a modified version of the Expanded Learning Quality Assessment tool for more immediate and precise feedback about program quality.

In 2024, areas were identified that needed to be addressed by LEAP: (1) classroom management and student behavior; (2) more student interaction to practice social skills; (3) more activities away from a screen; and (4) intensive special assistance to students with learning loss due to. These results were reviewed and discussed as part of the needs assessment process specific to revising this plan.

Much of the framework for these activities and integration will come from WestEd's You Matter!/Promoting Resilience and Youth Development in Your After-School Program developed specifically for after-school programs in partnership with the CDE.

One example of the results of these extensive needs assessment processes is LEAP’s family literacy component. Working with the program evaluator, LEAP conducts annual parent surveys about family literacy-related needs. This information is reviewed along with similar needs assessments and focus groups conducted for Program Improvement activities. Many Lennox parents indicate that they find their child's schoolwork too difficult and they cannot help their children. This is because Lennox parents (85% of whom are Spanish-speaking with limited proficiency in their native language) have the will, but do not have the language skills, to foster their child's cognitive development. Through assessments, Lennox educators have learned that the key to a successful family literacy component is enlisting students to help parents understand the relationship between their involvement and their child's future academic and career success. A key to this is the Parent Coordinators at each school site. These trusted peers perform vital outreach and

follow-up activities for LEAP. These school day Parent Coordinators will assist LEAP staff with referral plans and coordination with existing parent empowerment services.

Examples of Goals Developed From Results Of Needs Assessments

Academics: LEAP participants will maintain or improve their school GPA and state test scores.

Enrichment: Through surveys, staff-observation, and/or self-reporting, LEAP participants will demonstrate increased competence/improvement in: technology/Internet Skills; heightened career/education aspirations; youth development; and, cultural awareness/appreciation.

Youth Development: Areas measured for student improvement will include: decreased at-risk/problematic behavior (program/school); service learning hours/projects; ability to identify supportive relationships with adults and peers; involvement in program leadership.

Healthy living: Increases in meaningful fitness activity; referrals to health/mental health partners; nutrition awareness/education; engagement in mindfulness.

Parent/Family Engagement: Family literacy program involvement hours; at-home support of academics/enrichment; increased involvement opportunities; loanable literacy materials.

How Data Will Be Collected to Evaluate Whether Program Goals are Being Met

Evaluation Coordinator: The District's Evaluation Coordinator will work with the Program Director, Site Coordinators, and district staff to fulfill the following evaluation requirements: semiannual attendance reports, quarterly expenditure reports, annual fiscal reports, state test data, independent statewide evaluation data, the federal annual performance report (APR), and CDE's established Categorical Program Monitoring process.

Examples of measurement tools: California Expanded Learning Quality Self Assessment Tool (QSAT); state and district test scores; GPA; attendance records; qualitative (surveys, staff/student focus groups, interviews, and observations); staff training efficacy surveys; Afterschool Activity Observation Instrument; CHKS; enrichment activity pre/post student surveys; CDE Food Standards Calculator;; CDE Inclusion Quality Self-Assessment Tool and CPM; staff/stakeholder focus groups.

In the future, LEAP staff will be provided more time, training and resources to incorporate performance data (regular school day and after school) in assessing students strengths and weaknesses and drive instruction.

Stakeholders Involvement in the Creation of the Mission, Goals, Outcomes

Parents of students may also be referred to existing empowerment/education opportunities through adult education classes, St. Margaret's Center and activities of the district's Families in Schools and Parents Educating Parents programs.The District English Learner Advisory Committee will: assist with recruiting parents; contribute to program implementation; link before-/after-school efforts with existing district programs such as

pre-K family literacy efforts, Title III federal programs, district professional development; and include LEAP staff in applicant schools' efforts to utilize an integrated approach to data management, analysis and decision-making.

9 - COLLABORATIVE PARTNERSHIPS

For more than 20 years, the Lennox School District has successfully spearheaded a network of daily after school programs and activities that involve more than 1,300 students and parents. These programs consist of ASES, ELOP, mentoring, tutoring, intervention, youth development, culture appreciation, various clubs, organized sports, fitness, and parent empowerment activities.

LEAP will continue to cultivate dynamic partnerships where partners take ownership of their component and take the program to new heights. In the case of high school students from Lennox Academy mentoring our LEAP students through engineering projects. College/University and business partners have redefined methods of raising student career and college awareness by bringing their workplace experiences and expertise into the program.

At least three to five collaborative members, including any specific duties/ responsibilities or contributions:

- ➢ **El Espejo** (mentoring program)
- ➢ **JUNTOS** (counseling, youth development)
- ➢ **Kid Grit** (mindfulness training)
- ➢ **P.S. Arts** (visual and performing arts taught in alignment with CDE's Visual and Performing Arts (VAPA) standards.)
- ➢ **Parents Educating Parents** (workshops, networking opportunities)
- ➢ **Volunteer aerospace engineers** (helps participants improve academic achievement and increase educational aspirations
- ➢ **Young Musicians Foundation** (music instruction and performance)
- ➢ **Haven Academy of the Arts** character development through Arts Education. ➢ In partnership with **P.S. Arts** and the **Harmony Project**, LEAP will sponsor the Big Bang/Harmony Regional Youth Orchestra Project made up of students from three districts that rehearse after school and perform on weekends at school and community events throughout the county.

10 - CONTINUOUS QUALITY IMPROVEMENT

On-going and year-end evaluation results — based on the Quality Standards for Expanded Learning in California — will be used to modify and improve activities, the learning environment, personnel performance, and administrative functions.

Collected data will be disseminated among project stakeholders to generate their continued support and allow their expertise and efforts to continuously improve the

program. Because all educational partners are represented on the Advisory Board, that body will be the main source of evaluation data dissemination three times per year.

Based on evaluation results, gaps in services will be identified and an action plan to immediately address the issue will be developed.

Preliminary results such as attendance will be distributed to educational partners and district officials on a monthly basis.

Sharing strong, positive evaluation results will also be an essential component of the public relations efforts necessary to develop sustainability funding, expand the roster of contributing partners, and continually improve the program.

11 - PROGRAM MANAGEMENT

LEAP falls under the governance and fiscal responsibility of Lennox School District's Board of Education. The LEAP Advisory Board, a representative group of program staff, stakeholders, community partners, parents and students will continue to meet three times per year. Under the oversight of the Assistant Superintendent of Educational Services, the Director of Expanded Learning and ELO-P Administrator will be responsible for the daily administration of LEAP. In close coordination with LEAP administrators, each school site Leadership Team – consisting of a Site Coordinator, Program Assistant, Leaders/Instructors, rotating Program Assistants, and rotating parent/student representatives – will make site-specific decisions.

Each Site Coordinator along with the instructional leader's/Instructor (.50 FTE)will be responsible for content standards, school day alignment, and instructional methods in all activities. Each Site Coordinator (1.0 FTE) will be responsible for the day-to-day administrative and logistical aspects. The program assistants specializing in STEM, technology, dance, and physical fitness will be responsible for the coordination of the programs throughout the district. Program Leader positions at each site will be filled by trained bilingual staff. A Family Literacy/Parent Outreach Coordinator (regular school day teacher @ .12 FTE) will specifically focus on family literacy activities, inclusion of at-risk students and their families, parent involvement and literacy-based, family-orientated arts and cultural lessons and activities. At each site, one Clerical Support Worker (.18 FTE), district food service workers and district custodial/facilities staff will provide support services. District resource development specialists will make themselves available at staff meetings, trainings, and on an as-needed basis.

Frequency of Meetings

The Director of Student Support Services and ELO-P Administrator of Expanded Learning are part of the Lennox School Districts administrative team that will meet regularly with school and district administration, and the Cabinet that includes the Superintendent. In addition, the Assistance Superintendent of Educational Services will meet with the Director

and ELO-P Administrator of Expanded Learning a minimum once per a month. The Director and ELO-P Administrator of Expanded Learning will meet with Site Coordinators a minimum of once per month. Site Coordinators will hold a meeting of all site staff and volunteers a minimum of once per month, combined with short daily-briefing meetings. The Academic consultant will meet with site staff about individual and collective student progress and concerns a minimum of 10 times per month.

Methods of Communication/Process and Time Frames

As needed, the Academic Consultant will liaison with program staff, school staff, parents and students to eliminate obstacles to student learning. The consultant will work with program staff, tutors, and students to facilitate communication and help students achieve academic success. After school lessons and Individual Academic Plans are driven by school curriculum maps and pacing charts.

On a regular basis, the after school and regular school day staffs communicate with each other about student progress in six ways: (1) time is allotted for school day and after school staff to confer on the social and academic status of participating children; (2) through email; (3) school and ELOP counselors facilitate communication between the two programs; (4) evaluation results are disseminated to school and program staff and analyzed and discussed by an open meeting where program improvement and student achievement is the underlying goal; (5) students use day planners to write down their daily homework assignments, and (6); and through the efforts of the Academic Coach (described above). In the student day planners, there is also a section for teacher notes where staff can communicate.

There will be open communication throughout the year between District Administration, Site Coordinators, and Principals to prevent potential problems and misunderstandings about use of space and resources.

When possible, key LEAP staff will attend teacher meetings on a regular basis, participating in some teacher training activities and problem solving about how best to track, and exchange information about, student academic work.

Daily, to help better coordinate with teachers, district, and LEAP staff have access to student PowerSchool records and Google Classrooms. School support staff will assist with data collection and participate in training relevant to their positions (e.g., Leader In Me, AVID, and positive reinforcement strategies).

As needed, in situations when participants are struggling with academics or personal problems, a LEAP staff member will be present at meetings with teachers, parents, and school administrators. LEAP staff will also serve on the committees of school programs and events.

LEAP partners will communicate information about the program to parents and the community in a manner that is clear, understandable, and accessible. At each campus entryway, LEAP will publicize all ongoing events. Site Coordinators will prepare English/Spanish take-home flyers for distribution to families. Announcements will be made at Back-To-School and Family Nights and other community events. LEAP news, activities and accomplishments will be included in partner

newsletters and school club activity calendars. Parents will receive handbooks (in appropriate languages) outlining LEAP policies and procedures. Program staff will update various community and district committees and councils and provide information about LEAP. Preliminary evaluation results such as attendance levels will be distributed to key educational partners and district officials on a monthly basis.

Fiscal Accounting and Reporting

Proposed expenditures are clearly tied to the design, implementation, and maintenance of the program. Administrative costs never total more than 15% of the total grant amount. Because after school programming (funded currently by ASES and ELO-P) is underway at all sites, many start up or one-time purchases have already been made.

As it has been done for the past 20+ years with its other grants, LEAP staff will provide all required fiscal, attendance, and evaluation reports to the CDE in a timely manner.

LEAP will use the district's state-approved independent financial auditor to produce an annual financial statement and audit. This annual, external, fiscal audit will be conducted pursuant to State Superintendent of Schools and federal regulations. Annually, the District's Director of Student Support Services will present to the School Board a review of the budget, major expenditures and program achievements and challenges. At each of the Assistant Superintendent of Educational Services monthly meetings with the Director of Expanded Learning Programs, a line-item accounting review is conducted. At the Director of Expanded Learning and ELOP Administrator Program's monthly meetings with Site Coordinators, a past and future expenditure review is conducted. During the end-of-year evaluation process, it is verified that no more than 15% of the program's total expenditures was allocated for administration.

Through district funds, LEAP has access to a three-month operating cash reserve to cover the possible late approval of the state budget or unexpected delays in the payment process.

Local Match (Cash or In-Kind Services)

The district's and program partner's combined in-kind/cash match will total between 40-50%. The district's portion of the match is possible through shared funds from other expanded learning and academic programs. Other district funds used to support LEAP may include: Staff development monies, LCAP, Special Education Discretionary Grants, and grant funds from foundations/corporations.

Contributing to the total local match are the in-kind services of volunteers and program partners. Also, all program activities take place on District sites using school facilities — at no cost to LEAP.

Attendance Tracking — Sign-In/Sign-Out Procedures

Attendance policies are strictly enforced. Using the Cityspan attendance database program, designed specifically for after school programs, attendance will be taken daily. Elementary students will be expected to attend every day that the program is open. Middle

school students will be expected to attend a minimum of three days per week. All students are monitored to sign-in at the beginning of the day and out at the end, and if they should need to leave during the program.

Early Release and Late Arrival Policies and Procedures

In addition to its procedure for documenting student attendance, LEAP has a reasonable early release/late arrival policy consistent at all sites. This policy is consistent with the district's early release of pupils from the regular school day. Late arrival and early release policies allow students to arrive late or leave early for a variety of reasons, including: off-site enrichment programs, family needs/emergencies; medical appointments; transportation issues; accidents/injuries; safety issues (darkness, weather); participation in school athletic programs and team sports; and other conditions approved by the Director of Student Support Services and ELOP Administrator on an individual basis.

12 - SUSTAINABILITY

From day one of grant award, sustainability and expansion will be an integral part of LEAP's operations. A six-step plan has been established to accomplish this: (1) continually expanding partnerships and increasing in-kind and cash matches; (2) securing multiple funding streams for separate program components;(3) promoting/advocating for the program to key policy makers; (4) being an increasingly integral cornerstone of regular school day success; and (5) continually finding ways to reduce operating costs while retaining the same level of service.

The Director of Student Support Services and the ELO-P Administrator orchestrate the combined sustainability efforts of the advisory board, district specialists, school principals and partner agency representatives. Supporting this plan is Lennox Board of Education's decision to take "whatever steps are necessary" to sustain LEAP.

Schedule for Revisiting Sustainability Plan

This plan will be revisited on an on-going basis and during the end of school year evaluation period.

Responsibility for Resource Development

The school district, through its grant writer and program evaluators, will provide technical and financial support for partners to pursue new local, state, and federal grant funds. Another key will be disseminating positive evaluation results. Along with positive publicity about the program, this will be an essential component of the public relations efforts necessary to develop continued support and sustainability funding for LEAP. When staff or volunteers may have a lead for a potential donor/supporter, they are coached about the basics of support solicitation and are given talking points about the program, its participants, its needs and the benefits to the contributor.

Possible New Partnerships and Funding Sources

Sustainability equals more partners that in turn increase the local match amount through donations and in-kind services. In the near future, new LEAP partners will include: Los Angeles County Supervisor Holly Mitchell, Los Angeles Rams, Sony Pictures Entertainment (or other local film/movie studios), and additional non-profit Arts and STEM organizations.