

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



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**This Program Plan Template Guide is required by
California *Education Code (EC)* Section 46120(b)(2)**

Expanded Learning Opportunities Program Plan Guide



Local Educational Agency (LEA) Name: KIPP Academy of Innovation

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

1. **KIPP Academy of Innovation**
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Purpose

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

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the

Expanded Learning Opportunities Program Plan Guide

Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

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

Instructions

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

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

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

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

Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Expanded Learning Opportunities Program Plan Guide

County District School (CDS) Code:

19647330128512

List 3- 5 steps that are taken to recruit students

Information/interest forms will be given to parents about our after school program in various ways including, but not limited to:

1. Interest forms will be sent to parents via email and ParentSquare

2. Attached to the school family bulletin so parents can fill it out.

4. Family referral contest to encourage families to join.

2022-23 Program Goals

The program goals at KIPP Academy of Innovation are as follow:

Academics

- Students will receive at least 30 minute academic sessions a day to help with homework, academics and reading during the educational and literacy portion of the program.

Enrichment Experiences

- Students will participate in fun and engaging activities.
- At KIPP Academy of Innovation we want to ensure we provide a program that offers a variety of activities that are hands-on, project based, and result in a culminating product.
- Students will learn and master skills during enrichments and have an opportunity to showcase their skills at the end of each session.

Safety

- Students feel emotionally safe at the program.
- Staff will create an emotionally and physically safe environment for the participants by
 - Holding participants to high expectations for behavior
 - Actively acknowledging positive behavior and participant accomplishments.
 - Calmly intervening when youth or adults are engaged in physically and/or emotionally unsafe behavior.

Educational and Literacy Element

List all educational and literacy elements that the Expanded Learning Program offers, the frequency and purpose for all educational components that meet this program element

Every Monday, Tuesday, Wednesday, Thursday and Friday at KIPP Academy of Innovation, students participate in one hour of Study Hall, which is built into the schedule. During Study Halls, Expanded Learning Program instructors work with students to complete homework, study for upcoming assessments, and work on projects. This academic hour allows instructors to help students focus on specific math and reading skills. We aim for all participants to finish all homework assignments and reading by the end of the program. Should the hour of

Expanded Learning Opportunities Program Plan Guide

Study Hall not be enough for our students, the Expanded Learning Program provides a “Grit Club” where students have an additional 40 minutes of support during the Enrichment portion of the day.

The Expanded Learning Program will allocate time and appropriate spaces for participants to read daily. Through this daily practice, students will improve their reading skills.

The Expanded Learning Program also hosts a yearly Dia de Los Muertos event in November where they partner with the community to celebrate and/or introduce to the students how different cultures throughout the Hispanic and Latine communities, celebrate their loved ones who have passed. The celebration takes place as close to the 1st or 2nd of November and is open to all of the students and their families. During the event, students and families learn more about the history and traditions of the celebration, participate in different crafts, and games, eat traditional foods, and have a chance to view performances from their students and community organizations.

In March the Expanded Learning Program joins the School in their March Madness Reading competition. The program encourages students to meet their reading word goals by providing extra time to read, and celebrating the students who are meeting their weekly word goals during the month.

At the end of May the Expanded Learning Program hosts an event where students and families can learn about various countries. The students pick a country as a group in their study halls at the beginning of May and then spend the next two weeks learning about the life of a student in that country. Students learn about their country's language, customs, food, monuments, and fun facts. Then the students and their study halls work together to create a presentation for their peers and their families sharing all that they have learned.

Educational Enrichment Element

List all educational enrichments that the Expanded Learning Program offers, the frequency and purpose for all educational components that meet this program element

We offer many educational enrichment opportunities depending on what students' interests are. Examples of enrichment clubs include: **Cheerleading, Music, Dance, Art, Photography, Crafting, Soccer, Journalism, Filmmaking, Basketball, Coding, and Drama.** In each of the enrichment offerings, students will engage in learning that supports mastery,

It is an expectation for all of our KIPP SoCal Expanded Learning Programs to have Instructors complete lesson plans, it helps align and integrate the program with the school day and LIAS (Learning in After School) principles. To provide quality enrichment that follows the LIAS principles of expanded learning a thought out plan for each day of enrichment is expected. Instructors will submit lesson plans weekly to their Expanded Learning Manager for review.

Students have the opportunity to participate in the enrichment club of their choice. Enrichment clubs run quarterly, the length of the sessions allow students to build and master skills in their chosen enrichment. Students will then have an opportunity to showcase to families, peers and teachers, what they have been working for for the entirety of the session.

Expanded Learning Opportunities Program Plan Guide

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.

If the program will be located off campus, describe how students will travel safely to and from the program site.

Program is located on campus.

Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

We know emergencies can occur at any time of day and want to make sure that ELO teams are trained and equipped to handle any type of emergency, especially since ELO managers are the lead on-site personnel when these after-hours emergencies occur.

As a result, next year, we will be taking the measures below to ensure safety procedures are aligned:

- Require ELO teams to conduct nine emergency drills a year. Drills practiced include but are not limited to Fire, Earthquake, and Lockdown.
- Require the ELO manager to draft a safety plan appendix to be included in the site's comprehensive safety plan.
- All ELO team members are required to complete the 45-minute active shooter e-learning module designed by ALICE.
- All ELO team members are required to attend an in-person emergency prep training twice a year (August and January) on their sites' specific procedures.
- ELO managers will be provided with a 4-hour Incident Commander (ICS) training to ensure they are equipped to lead emergency response for after-hours emergencies.

Additionally, at our program, staff, students, families and school staff will know where students are located throughout the duration of the program by ...

The Expanded Learning Manager reports daily with the Registrar of the School and the Office Administration, and teachers to see which students have left for the day and will not be reporting to the Expanded Learning Program which students are experiencing behavior problems, and which students need additional assistance with the completion of homework. The overall goal with this practice is to have the students seem like they are attending an extension of the regular school day as opposed to transitioning into a completely different program that is not a part of the school.

The Expanded Learning Program Instructors attend Professional Development training that assist with lesson planning and classroom management. In the professional development training the Expanded Learning

Expanded Learning Opportunities Program Plan Guide

Program Manager aligns the practices that are in the instructional day and inputs the practices of a regular school day into the Expanded Learning Program. Such practices include; signaling for water breaks and restroom breaks, acceptable noise levels when speaking in a classroom, and respectful practice amongst their peers. Also, instructors attend weekly staff meetings with the Expanded Learning Program Manager to assist with any additional support that the instructors may need to help them in the classroom and with their enrichments.

The Expanded Learning Program Manager inputs all student incidents on a school-wide Incident Tracker, where they can communicate to the school and administration about any unfinished or closed incidents that occur during the program hours. This Tracker includes a summary of the incident, students involved or affected, adults involved in resolving the incident, a summary of the response by the adult, next steps on behalf of the students and the program, team members who were notified, and if a parent or guardian was notified of the incident. The Expanded Learning Program Manager and Instructors have access to the grade level tabs from the instructional day, so that all team members at KIPP Academy of Innovation can be on the same page when it comes to student incidents. This further allows for the transition from the instructional day to the expanded learning portion of the day, to be more seamless for the students.

Expanded Learning Staff communicate over walkie talkies and a group Google Chat when something more confidential needs to be communicated. Should the Expanded Learning Manager or Instructors need to relay a message in case of an emergency, they communicate that over the walkie talkies. Instructors also call for support with incidents or questions, through the walkie talkies.

The Expanded Learning Program assigns students to their study halls based on their grade levels, and students are able to choose their enrichment every quarter. The Expanded Learning team keeps track of where students are during program hours through a daily schedule with links to rosters. Should an emergency occur or families pick up their students before the end of the program day, both the Expanded Learning Manager and Instructors would refer to the schedule and rosters to help keep track of or find said students.

The Expanded Learning Program Staff have access to Infinite Campus, where staff are able to not only track attendance or grades, but students and staff can access emergency contact lists when needed as well.

The instructors and the Expanded Learning Program Manager are engaged with the students and their safety and well-being is at the top of the list. The Expanded Learning Program Manager and Instructors document any student injuries by following the school's protocol and filling out an "Ouch Report." The school and the parent receive a copy of the report and an Expanded Learning staff member communicates the injury to the designated guardian either on the phone, in person, or through Parent Square. Sharing the information with both the school and families allows for all three parties to work together to provide support for students with injuries.

Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

Expanded Learning Opportunities Program Plan Guide

One of the performance goals is that students feel comfortable speaking to their study hall and enrichment instructors. The goal of the program is that we provide a foundation that not only supports students but also has a zero tolerance for bullying while the students are in the Expanded Learning Program.

The program wants to partner with “Move This World” to implement their Social and Emotional Learning resources into our weekly schedule. On days when the instructional day is shorter, the program allocates time for community building within the study hall portion of the day, which we see as a valuable time to engage in SEL activities such as community circles (to allow everyone the chance to engage in conversations) or harm circles (to address a harm that needs to be repaired within the study hall community).

The Expanded Learning Program team, as well as the rest of the staff at KIPP Academy of Innovation, have the option of wearing a “Out for Safe Schools” Badge, that identify them as a safe adult to:

- 1) Ask questions regarding the LGBTQ+ Community
- 2) Come out to about their identity
- 3) Or ask for help regarding bullying of anyone in the LGBTQ+ Community

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.

Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.

The Instructors at KIPP Academy of Innovation utilize lesson plans that closely mirror the lessons plans of a teacher. These lesson plans are submitted to the Expanded Learning Manager the prior week of instruction. The lesson plans help guide along the enrichment activities. Components to the lesson plans have a defined objective, academic focus, one or more of the Learning In After School & Summer Principles, and have a closure to wrap-up their enrichment. The instructors will revise the work of the students to check for understanding and have an independent practice or assessment.

The Instructors take part in Professional Development during the Summer before school starts, where they practice creating and executing lesson plans and activities that are active and engaging. Their peers as well as the Expanded Learning Manager, provide feedback as they participate in the Lessons and Activities.

Students who are actively engaged were able to better understand the objective of the lessons and make connections to their own life, as well as the following lessons in their enrichments.

Describe the planned program activities and how they will:

Expanded Learning Opportunities Program Plan Guide

- a. Provide positive youth development.
- b. Provide hands-on, project-based learning that will result in culminating products or events.

The activities in the Expanded Learning Program are geared to include **collaboration** amongst peers and to have the students actively engaged for the duration set aside for the activity. The Expanded Learning Manager meets with the instructors to see what area of expertise the Instructors may have, and utilize that prior knowledge to lead the enrichments. For example, enrichments such as Art, Cooking, Traveling, Theater, and Film clubs, utilize visual illustration, kinesthetic, and auditory instruction. In addition, Enrichments such as Basketball, Soccer, Cheer, and Dance, require kinesthetic and auditory instruction. Through these athletic enrichments, our students also practice self control and self discipline. The instructors for our athletic enrichments provide real world examples of opportunities and consequences through the lens of their enrichments. These connections have motivated our students to continue to pursue their passions or explore new ones. The Instructors utilize scaffolding to ensure the students have knowledge of the activity at hand prior to the day of instruction. The goal of the Instructor is to have a foundation for the students and build and guide the students during instruction.

The Expanded Learning Program has two showcases, one at the end of every semester, where the students share what they have learned in their enrichments. The program creates a gallery walk for the Art, Crafting, Photography, and Tinker enrichments. The projects show progress or their favorite pieces. The cooking enrichment provides snacks and beverages for their peers and families in attendance.

We also have the soccer, cheer, and dance teams compete against other schools in the KIPP SoCal region. The Expanded learning program partners with SHARP International to take the Cheer and Dance students to Cheer and Dance Camps to learn new techniques and materials, and later on to Cheer and Dance competitions. The Cheer and Dance students participate in the East LA Christmas parade and give the students the opportunity to perform outside of their school setting.

If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

To ensure our summer program is based on school needs, the School Leader and Expanded Learning Manager will work together to develop summer programming. The primary focus of summer programming will be countering summer slide (learning loss) and ensuring that students continue to learn throughout the summer break. Students will read for 30 minutes each day to maintain or increase their reading levels, just as they do in after school during the school year. Students will also be able to participate in summer enrichment similar or identical to those offered during the school year as well as present what they've learned at the end of summer student showcase.

Students will also be able to participate in new activities as part of summer programming, including weekly field trips to outdoor activities such as hiking, kayaking, swimming, and rock climbing. These activities would allow students to experience the outdoors and explore new forms of physical activity.

Finally, we expect summer programming to improve student outcomes by increasing retention of Expanded Learning staff. Currently, our program loses approximately 50% of its staff every year because of the Summer

Expanded Learning Opportunities Program Plan Guide

employment gap. Because we have not been able to provide employment for our Instructors through the summer months, many have found other opportunities and not returned for the next school year. The ability to guarantee work during summer break will help us retain quality staff from one school year to the next, resulting in an experienced staff even better equipped to meet our students' needs.

Skill Building

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

Describe how the program's enrichment activities are contributing to student success

The Expanded Learning Program provides enrichments and study hall sessions and activities that make contributions to the students academic and social-emotional achievements. The Instructors provide instruction and the foundation to enhance the knowledge of the students. The enrichments that we provide are geared to having students engage with their peers and they learn how to cooperate and work with a team. Also, the enrichments offer students with a goal and are given guidance on how to further excel in their goals. The enrichments are geared and cater towards the interest of the students, and the students choose which enrichments they want to participate in for a quarter of the school year. Safety of the students is a high priority, and all of the enrichments are set to ensure the safety of the students.

All of the enrichments in the Expanded Learning Program allow the students to practice **collaborating** and **communicating** with their peers. Whether the students are working on different plays or formations in their athletic enrichments, or working in groups to understand how to recreate an art piece and taking inspiration from one another in creating their masterpieces, the students practice using specific vocabulary or terms that pertain to group setting or their specific enrichment activity. All of our enrichments encourage our students to flex their **creative** muscles when it comes to problem solving utilizing the information that their instructor has given them or their prior knowledge and their life experiences. The instructors continue to expand on their creativity by providing different examples of skills in arts, engineering, and performance arts, and encouraging them to replicate the examples before creating their own. During their showcases and end of the semester award presentations, students practice standing and **speaking in front of an audience**, which eventually becomes easier for the students as the year goes on.

Our Coding, Journalism, Tinker, and Cooking enrichments have the students use their math, reading, and comprehension skills from the instructional day to problem solve, and work on projects and recipes.

The cooking enrichment not only gives the students the possibility to create delicious recipes, but students are also exposed to healthier alternatives to their favorite snacks, and taught how to grow and maintain their own gardens.

The Expanded Learning enrichments and study hall activities help the students gain a global awareness through fun activities. Students are exposed to different cultures and traditions through the different holidays that we celebrate as a program, and when the students spend the month of May learning about different

Expanded Learning Opportunities Program Plan Guide

countries and the life of students their age from around the world. The instructors provide statistics and facts that connect with the students and their community, but still involve their interests and chosen enrichments.

Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program

Many of the families who form part of KIPP Academy of Innovation depend on having a safe and supportive environment for their students while they are at work or coming home from work. Some of our families come from a limited educational background or are not fluent in English and depend on the support from the Expanded Learning Program to help their students with homework.

To meet these demands the program runs from the end of the school day until 6:30pm every day. On days when there is no after school, we make the parents aware, so that they can plan accordingly. We also provide a study hall where students can have time to work on their homework and ask questions. There is also a daily option for students who want or need to extend their homework support.

During study hall, the Instructors engage the students in conversations about current real world topics and how they may or may not have an effect on the students. This allows for the students themselves to not only express themselves or engage in dialogue, but it allows them to feel comfortable talking to their instructors. The instructors then are able to have stronger relationships with the students.

Youth Voice and Leadership

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

Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests

The program will ask for feedback from students, families, and teachers. The Expanded Learning Manager will distribute middle of the year and end of the year evaluations to students and parents in order to see if the program is doing effectively, and what aspects of the program need to be revisited to enhance the overall program that we have to offer to the community. The evaluation forms help guide the training, curriculum, and projects based on what has had the most positive impact on the students so we continue to provide that particular service to the students. Also, if there is something that the students or parents are not satisfied with the Expanded Learning Program, the training will be geared to enhancing and building upon the dissatisfaction that came from the community.

Expanded Learning instructors are trained in setting and upholding expectations for the students across the whole program, their individual study hall, and enrichment classes. Once these parameters are in place, the instructors are able to allow the students to make decisions in their classes, whether it be suggestions about activities in study hall, study hall classroom culture (like giving their study hall a name), suggestions for enrichment such as recipes, uniform design, art projects, global topics or problems, music selections for practice, music selections for competition routines, and celebratory ideas. Each enrichment has at least one

Expanded Learning Opportunities Program Plan Guide

leadership role, like an assistant chef or team captains. Students in these positions practice leading parts of the enrichment clubs such as setting up for the day, practicing drills, prereading recipes, making sure that all of their peers have the needed supplies, initiating the clean up of activities, and holding their peers accountable for their actions. The goal for the enrichments is that it is owned by both the instructors and the students.

The Expanded Learning Manager asks the students to vote on the monthly supper menu options for the following month. The students base their answers on their taste and the popularity of the food items. This has ensured that more students consume supper and snacks during the Expanded Learning Program.

Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership

Our objective for the Expanded Learning Program is to ensure that the students feel comfortable to talk to all of the instructors and Expanded Learning Program Manager. Every Monday there is a team building block of the day where the study halls and their instructors either participate in games, or community circles that help create relationships amongst the students and between the students and instructors. The students are able to suggest the game or provide topics for conversation during the community circles.

We always provide an option of a myriad of enrichments that are based on the interests of the students. The Expanded Learning Program changes enrichments quarterly and we then have different enrichments that are provided to the students based on their interest. We have a total of 140 students, with a 20-1 instructor to student ratio. This means that we provide up to seven different enrichments, per day. We have a list of seven possible enrichments on an interest form and we have the students provide the program with their first and second choice of club for the enrichment that they want to participate in a given quarter.

When students show a high interest for an enrichment that our instructors do not have enough prior knowledge about, the program finds training for the instructor or works closely with students to create a once a week enrichment club that is created by the students with the advice of an instructor.

Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).

The Expanded Learning Program is designed to have Study Hall classrooms based off of their grade level. However, with the enrichment, students in lower grades have the same and equal opportunity to participate in and lead the enrichments clubs of the older students. When deciding on enrichment, we take the input from all the grade levels and we do the best to have the instructors lead the enrichments based on prior knowledge that the instructors have about a given enrichment.

Healthy Choices and Behaviors

Expanded Learning Opportunities Program Plan Guide

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.

Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

KIPP SoCal Public Schools' wellness policy outlines our approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity throughout the school day. KIPP SoCal participates in USDA child nutrition programs and during ELO-P hours of programming students will be served a healthy breakfast/lunch/supper/snack (whichever meal(s) are applicable for program hours) that meet the current nutrition requirements established by local, state, and federal statutes and regulations. Aligned with the wellness policy, during the ELO-P hours we will limit the sale of any foods and limit the use of unhealthy food for celebrations and rewards. To support consistent physical activity throughout the school day, during ELO-P hours students will engage in a wide range of activities including basketball, soccer, yoga, dance, and cheer to name a few.

Additional Healthy Practices & Program Activities

The Expanded Learning Program closely aligns with the healthy practices already laid out during a regular school day. The students know that we do not allow any junk food or unhealthy beverages while they are participating in the program. The students are allowed to carry a bottle of water or a healthy snack that is provided by the program. The Expanded Learning Program follows the No Peanut Policy, in which no student, parent, or school employee is allowed to have any peanut based meal or snack on campus. Also, we promote healthy practices by having enrichments that require physical activity. The enrichments that we have to offer are Dance, Dodgeball, Cheer, Kickball, Soccer, and Basketball. We alternate these enrichments on a daily basis and provide different enrichments on a quarterly basis so the students are engaged in physical activity on a daily basis.

The Expanded Learning Instructors participate in the program nutritional challenges, such bringing a water bottle every Water Wednesday to promote hydration, sharing their personal record for mile times and P.E. exercise repetitions. Having the instructors participate and engage in these activities encourages the students to also participate and gives the activities a sense of community.

Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.

On a daily basis, we will incorporate a variety of healthy nutritional practices with the students such as healthy snack consumption and a healthy "at-home-recipe of the week," provided by our cooking enrichment. We will also engage in daily developmentally appropriate physical activities such as structuring our sports by grade and skill level, and providing activities for our younger students such as "wiggle breaks". As a staff, we understand the importance of movement and its contribution to the social and emotional well being of our students. The program manager conducts training for the Instructors where they learn how physical activities contribute to

Expanded Learning Opportunities Program Plan Guide

improved academic performance, but also how movement can be a form of expression for students who may be reacting to an environmental, social, mental, or emotional trigger, and does not yet know how to communicate their needs.

We plan to partner with the following wellness organization:

- Power Up Fitness

The Expanded Learning Program will incorporate healthy nutritional practices by having the students select healthy meal choices for the program. The meal components consist of milk, fruit, and a healthy entree. These meals are healthy meals and snacks that are provided through outside vendors. The vendors are Revolution Foods and Our Little Helpers. Nutritious snacks and meals follow the California Nutritional Guidelines that are served in the Expanded Learning Program

Give 3-5 examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your expanded learning program.

The program is partnered with Revolution Foods and Our Little Helpers to provide healthy snacks and suppers, below are examples of some of the snacks provided:

- Nonfat and 2% Milk
- Fruits & Vegetables
- Proteins in a healthy entree such as Chicken Taco Trio, Chicken Pesto Pasta Salad, Guacamole and Cheddar Nacho Kit, and Green Chile and Cheese Tamale
- Southwest Veggie Wrap
- Strawberry Granola Yogurt
- Chicken Salad Sandwich
- Veggie Chef Salad

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.

Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

At KIPP SoCal, we believe in reflecting our communities, and are committed to diversity and investing in professional development. 80% of our family and 66% of our leadership team identify as people of color, 79% of our leadership identify as female, and 82% of our leaders are developed from within our own organization.

Expanded Learning Opportunities Program Plan Guide

In terms of verbal communication, the Expanded Learning Program is predominantly hispanic. We ensure that we have at least one staff on campus that is bilingual in order to be able to properly communicate with students that are English Learners and Parents that are not fluent in English. The Expanded Learning Program puts on a “Dia de los Muertos” or “Day of the Dead” event. Where students learn about what the holiday is about. There are activities surrounding the idea of family and remembrance.

Students get the chance to explore other cultures and their own through pottery in the art enrichment, cooking, and Traveling Activity. Through these enrichment clubs and activities, students learn about where techniques, styles, traditions, and recipes originate from. They get to explore the similarities and differences across cultures and countries, and the lives of students their age.

Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.

Team Members will work with the Special Education Team to ensure that accommodations that the school day is doing for the student, reflect in the program. The Manager works closely with the team to ensure that we are providing all the necessary support for the student to fully engage in the program. The program will also work with administration to provide the necessary support to English Learners, by either translating projects into their native language or providing one on one support where needed.

The Expanded Learning Program provides support for students that fall in the Special Needs and English Learners category. We provide modified games for the students to participate in the Expanded Learning enrichments. For example, the Cheer and Dance enrichments welcome the female and male students, and students that are restricted with physical abilities. The Cheer and Dance instructors have different components and have some of the students engaging in stunting and motions of a Cheer/Dance routine. Where students that are unable to conduct in stunting are placed in a different position to be able to have the physical capabilities to engage in motions. We also try to always encourage a quiet atmosphere during the Study Halls, the Instructors align dismissal for water, bathrooms, and questions from the regular school program. The instructors utilize the American Sign Language (ASL) that is utilized by teachers on a regular school day. Such sign languages include; dismissal for the bathroom, water break, and asking a question by utilizing their hands.

Quality Staff

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

Describe how the program’s administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.

All Program Instructors are required to submit verification of at least 60 units of college courses completed,

Expanded Learning Opportunities Program Plan Guide

copy of Bachelor's Degree, or pass the Proficiency Test in order to be employed by the organization. This ensures that they are able to provide academic support to the students.

Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.

Applicants will be screened by the regional talent acquisition team, where they will determine if applicants meet the qualifications for a phone screen interview. A phone screen interview will help determine if a candidate has basic knowledge, experience and interest in the position. If the candidate passes the phone interview, candidates will then be invited to an in-person interview with the Expanded Learning Manager and School Team. Candidates will be asked questions related directly to the culture of the school and their experience in giving quality service. The program aims to hire individuals that are interested in pursuing a career in education. Once offered a position, candidates must provide a copy of their FBI/DOJ live scan fingerprint card, results to a current TB test, and proof of vaccination or an approved exemption.

Describe the type and schedule for the continuous professional development that will be provided to staff.

Program Managers will create a training schedule that reflects the needs of the school and program. Training starts as early as the summer before the program starts. The various types of training that occur throughout the year are listed below:

- Classroom Management
- Lesson Plan Development and Facilitation
- Enrichment Engagement
- Attendance Procedures
- Meal compliance
- Event Planning
- Emergency Preparedness
- School Culture
- Relationship Building
- Professionalism

Staff will attend weekly team meetings and several days of training throughout the school year. It is crucial for the success of the Expanded Learning program that staff members continue to receive feedback so they can grow and develop their skills. In addition, staff will attend bi-weekly one-on-ones with the Expanded Learning Manager to discuss performance and receive support during the program in accordance to goals discussed at the time of hire. Staff will also receive feedback on program observations, this will help the program get stronger.

Program Managers will also receive continuous professional development via the regional Expanded Learning team, school administration, operational leaders and human resources. Managers also are coached through program coaching/compliance visits. These visits will support their on the ground development and skill building.

Clear Vision, Mission, and Purpose

Expanded Learning Opportunities Program Plan Guide

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

Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

We prioritized the need for foster/homeless youth and students who can come to the program every day of the week. The resources for these students include supper, academic support and opportunities for enrichment activities. We provide the students an environment where they feel safe.

The Expanded Learning Manager works closely with different stakeholders to receive feedback on specific community needs. It is important that all stakeholders are involved when planning a program. Involving stakeholders such as school administrators, teachers, parents, staff and other community members helps build stronger relationships and goals that benefit the program participants. The School Leader observes the Expanded Learning program to make sure that our program is aligned with regular day school and helps create goals that will strengthen program operations and quality. The Expanded Learning Instructors give feedback to Manager about program improvements and the Manager works with the Program Manager to implement best practices and feedback. The program can only accomplish its mission and vision if the whole school community works together.

Describe 3-5 program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.

Based on the needs assessment we conducted, these are the program goals we have:

1. Students finish their homework before going home daily.
2. Students have a physically and emotionally safe place to go daily.
3. Students will participate in quality enrichment clubs.
4. Students' interests will determine which enrichments are offered each quarter.

The plan is to maintain a strong attendance by continuing to provide academic assistance, homework support, and a variety of enrichment activities. Students, staff, and family voice is important in retaining students in the program. Program goals will be evaluated on a quarterly basis and will be assessed by involving all participating stakeholders. The assessments will help the program improve their daily practices.

Students and families will be given a Middle of the Year, and End of the Year survey, where the questions are geared to the different stakeholders regarding their own experience of the program whether as a participant or as a parent/guardian. Students receive an additional survey where they are asked about their interests, concerns, ideas, and any questions they may have regarding their time in the program. This first survey allows the Expanded Learning team to adjust and create activities and lesson plans that meet the students where they are at the beginning of the year.

Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other

Expanded Learning Opportunities Program Plan Guide

community partners) in the creation of the program’s mission, vision, goals, and expected outcomes based on the needs of the specific community.

Our program is led by the Expanded Learning Manager and that person is managed by a school administrator on site which allows for cohesion between the expanded day program and the instructional day. When creating the program’s vision and goals, our Expanded Learning Manager is able to create a mission that supports and is aligned with that of the school. This once again allows for an almost seamless transition from the instructional day to the Expanded Learning part of the day. The Program manager is able to recruit and train instructors based on not only the needs of the program, but that of the school community. Such as the recruitment of instructors who can create and execute a coding enrichment, science enrichment, and tinker enrichment, which all support and expand on Innovation’s Coding and Robotics Class during the instructional day. The program also is able to fuel the school’s value of Curiosity through the varying enrichments offered throughout the school year.

Our program takes pride in the ability to collaborate with different members of the school. The Expanded Learning Manager meets with the School Leader and will discuss different observations made by the Principal. Also, the School Leader conducted an assessment with all school leaders and identified a need for an Expanded Learning Program. Furthermore, the Principal met with the school day team and decided what the program should entail, what type of staff that needed to be hired, and what type of activities should be run in the program. The foundation of the program is to ensure academic growth, enriching experiences, and safety. The parents are engaged with the program by providing feedback through surveys and conferences with the School Leader and Program Manager. The Program Manager communicates with parents and vice versa the Program Manager to the parents, and the parents can conveniently contact the Program Manager through Parent Square, with any concerns relating to the program.

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.

Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

The Expanded Learning team will communicate with the KIPP SoCal Success Team for support in collecting data, making necessary reports, and providing supplemental academic support. School Leaders will offer support in developing the Expanded Learning Program through various avenues. School Leaders will also assign a school administrator to be the direct manager of the Expanded Learning Manager in order to achieve even stronger cohesion between the expanded learning program and the instructional day. Furthermore, the Director of Expanded Learning at a regional level will be partnering with other local agencies including other expanded learning providers, the LA County Office of Education’s Expanded Learning Division and other state agencies to constantly improve the program quality of each school program and obtain additional resources for our staff’s professional development. Thankfully, all these partnerships have already been in place for many

Expanded Learning Opportunities Program Plan Guide

years and as we move into growing our expanded learning services in each school, we will be able to easily leverage these collaborative partnerships in order to provide our students and staff with the best opportunities. Furthermore, the Expanded Learning Manager develops their own partnerships with local organizations/vendors to provide services to their students and this allows for tailoring to happen based on student interests each semester.

List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

The Expanded Learning Program Manager works with the School Leader and School Business Operations Manager to implement the same systems of behavior response that is used during the school instructional day. The school Business Operations Manager trains the ELO-Program Manager for school drills, facility usage, and helps with ordering the supplies requested for the program. The Expanded Learning Program also works with Revolution Foods and Our Little Helpers to provide supper and snacks for our students during the program. A monthly menu is offered to the students and families in advance to support meal planning and choices. The Expanded Learning Program works with Century Soccer Uniforms to provide the uniforms and necessary equipment for our soccer teams. The Program also works with SHARP International to provide competition and performance opportunities for our Cheer and Dance Teams. The Program also works with Power Up Fitness as a physical activity resource, that provides movement based challenges that incorporate math and reading, and make strength and conditioning fun!

Identify any potential collaboration and partnerships that would be of benefit to the expanded Learning program and describe your efforts to include them.

Our program looks forward to growing its partnership with SHARP International to host cheer and dance camps where participating students would get the opportunity to learn or perfect their skills through various workshops like toubling, stunting, and picking up choreography.

The program is partnering with Move This World, to gain more Social and Emotional Learning resources and activities to incorporate into our weekly schedule.

The program would benefit from having a consistent basketball, dance, and cheer uniform vendor. The Program manager is currently working on partnering up with organizations in the community to provide uniforms for these enrichment classes.

Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Describe what measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instruction day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities. Explain how the measures are coherent with the instructional day and the goals of the program.

Expanded Learning Opportunities Program Plan Guide

Evaluating Effectiveness

We will evaluate the program each cycle and adjust any program components as needed. Also, surveys will be done by students regularly to evaluate satisfaction and student surveys will also be administered. Surveys for families will be sent every quarter to evaluate satisfaction. The measure of our program success will be based upon student and family survey results.

We will be gathering qualitative feedback by gathering responses on the questions below:

Students

- I like the after school program
- I like my study hall teacher
- My After School Teachers make me feel safe
- If you answered yes, what teacher/s makes you feel safe?
- Have you learned something new this year at the After School Program?
- What is your favorite part of the After School Program and why?
- What makes the After School Program fun?
- One idea to make the After School Program better is:

Families

- My child enjoys attending the After School Program
- I like the services my child is receiving in the After School Program
- Please give us a reason for your answer above
- I am satisfied with the overall communication from the After School Team Members
- I am satisfied with the amount of academic support my child is receiving
- What is one way that after school has supported you or your child during this year?
- I am satisfied with the After School Program
- I would recommend the After School Program to other families
- Let us know if you have any other thoughts or comments to share!

Our program goals and next steps for 2022-23 will be determined based on the regional surveys we are providing families and students. It is our hope that by working to meet program goals and that we will ultimately be meeting the needs of our students and families during the Expanded Learning Program.

Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the Quality Standards for Expanded Learning in California. Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please use the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

The role of the Expanded Learning Manager is to assess the program, plan frequently and make improvements to the program every semester. The Manager will collaborate with school administration and instructors frequently to make the necessary adjustments to the program. Once the assessment has been conducted, the Manager will continue to work with school staff to have a plan of action for the program based on the assessments to meet specific goals. The Manager builds a quality improvement in the month of July and chooses 1-2 quality standards to focus on for the school year. The region focuses on quality staff due to the high volume of turn over that occurs in the program. Focusing on that quality standards helps us strengthen

Expanded Learning Opportunities Program Plan Guide

the operations of the program. Once the quality standards are chosen, and the Manager starts assessing, the Manager submits quarterly continuous quality improvement updates to the Regional Team, the regional team reviews to ensure that the program is on track to meet their goals for the year. The program will also receive a few coaching visits and peer reviews throughout the year that helps with meeting all requirements and to ensure program quality. The Manager shares all progress with their team and works on a plan to make any necessary improvements.

Program Management

Describe the plan for program management.

Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.

Our program has a system in place to ensure that we are spending funding wisely. The Expanded Learning Manager purchases supplies and materials that will be utilized by the students and staff. The purchases must be necessary to enhance the program. Such purchases include; books, chromebooks, uniforms, and art supplies. The purpose of the purchasing is to ensure that the purchases are going to enhance the academic ability of the students. The structure of the program is to ensure that there is not a misappropriation of spending. the instructors identify the needs of the classroom. The instructors then relay this information to the program Expanded Learning Manager that will determine if there is a need for the purchase and the amount of the purchase. The Expanded Learning Manager will write up a purchase request that is given to the Operations Manager. The Operations Manager will determine if the purchase is justified and then it is given to the KIPP SoCal Fiscal Department that will make the final review. We have monthly Expanded Learning Manager meetings with the Regional team to oversee compliance.

Provide the program organizational structure including succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

The program will have a total of nine part time Instructors that are in charge of study halls and enrichments. The program has two instructors for the 5th grade, two instructors for 6th grade, two instructors for 7th grade, and one instructor for 8th grade. The Expanded Learning Manager monitors the instructors and provides feedback and guidance. The Expanded Learning Manager is monitored by the school Business and Operations Manager and meets on a weekly basis. The meetings are then followed up with emails to review what already has been discussed in the meetings.

Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

The Program Plan will be under constant review to ensure the enrichment and social needs of the students are

Expanded Learning Opportunities Program Plan Guide

being continuously met. Each semester, the schedule will be adjusted to fit the needs of the staff and change of athletic seasons. The Program Plan will be updated at a minimum on a yearly basis. The program plan is reviewed and updated for staff changes at the end of the school year. The Expanded Learning Manager will meet with instructors, the school leader, and office administration to see how we can further enhance the program. The Program Manager also includes student and parent feedback to see which areas are strong and which areas are in need of improvement for the following school year.

Describe the system in place to address the following program administration requirements:

- **Fiscal accounting and reporting requirements.**
- **Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).**
- **Attendance tracking, including sign-in and sign-out procedures.**

Fiscal Accounting / Reporting

KIPP Academy of Innovation is part of KIPP SoCal Public Schools, and the regional structure enables the school and its expanded learning program to focus on students. KIPP SoCal Public Schools Finance & Accounting department provides full fiscal accounting and reporting support. This team, specifically, the fiscal compliance contact, works closely with staff to ensure the smooth and timely handling of all accounting matters. Monthly reports are provided to School Leaders and Expanded Learning Managers, with quarterly and annual reporting to a variety of funding and oversight authorities. We maintain a board-approved set of fiscal policies and procedures, which governs virtually all aspects of the financial operations. The policies and procedures are revised as necessary to maintain compliant and appropriate practices.

In-Kind Matching Funds

KIPP **SCHOOL NAME** is committed to the expanded learning program and ensuring sustainability. In the most recent year, the in-kind match was:

Source	Category	In-Kind Amount
KIPP SoCal	Facilities	13,650.00
KIPP SoCal	Grants Manager- Staff	12,471.32
KIPP SoCal	HR Support – Staff	2,570.32
KIPP SoCal	Accounting Support	1,153.64
Federal Reimbursement	Snack Expense	14,311.92
KIPP SoCal	Materials & Supplies	2,103.02
KIPP SoCal	Services & Operating Exp	1,775.62

Expanded Learning Opportunities Program Plan Guide

KIPP SoCal	Classified Personnel Salaries	6,564.17
		54,600.00

Program is budgeted to consume variable costs from ASES, 21st Century and ELO-P funds. Remaining fixed costs, nutrition costs, administration and management will be drawn from general funds, local funds and other state and federal sources. KIPP SoCal afterschool program cost structure was budget with this cost structure for years and it will continue doing so for ELO program going forward.

Attendance Tracking

KIPP **SCHOOL NAME** has a well documented and established attendance tracking system. We utilize uniformed sign in sheets, early release forms and Infinite Campus to track all of the student information.

Student Sign-In:

Students transition from their last class of the day to the after school program and sign in on the sign-in sheet provided. Once students are signed in, they participate in enrichment and then transition to Study Hall.

Student Sign-Out

As students are picked up from the expanded learning program, they sign out by class with the appropriate staff member on the same sheet they signed in on. With the proper documentation, students are permitted to sign out and walk, ride a bike, or take the bus home.

Attendance Calculation and Monitoring

Our attendance goal is always 100%, and progress towards the goal is constantly monitored. the primary tool to monitor both calendar and school year attendance audits is the county provided attendance calculator. We have recreated this calculator in Google Sheets in order to increase transparency on the program attendance and to ensure multiple stakeholders have access to the most up today information. The attendance calculator is updated daily based on the attendance sheets.

Attendance Auditing

KIPP **SCHOOL NAME** benefits from a regional auditor who comes to the school on a monthly basis to audit attendance and ensure that the sign in sheets match what is reported on Infinite Campus and ultimately match what is reported to the California Department of Education. We ensure that we have the proper documentation for all attendance reported.

Early Release Policy

Expanded Learning Opportunities Program Plan Guide

Being present during the Expanded Learning Program from start to finish ensures your child will receive maximum exposure to the Expanded Learning Program academic and enrichment opportunities. All students are required to be present until at least 5:50pm. If any student is picked up prior to 5:50pm, a parent/guardian must sign an early release form.

State legislation governing expanded learning programs funded by After School Education and Safety Program and/or 21st century community learning centers mandates that such programs must operate from the end of the school day until 6:00pm. It is expected that all school students attend 5 days a week and stay for the full duration of the program. In the event that a parent/guardian may have the need to pick up his/her child before the end of the programs, the parent/guardian or authorized person (18 years or older who is on the student's emergency card) may pick up his/her under one of the following conditions on KIPP SoCal Schools Early Release Policy listed below:

- A. Attending a parallel program (Program in the school community, soccer, basketball, music lessons, religious education, etc.) as long as an agreement with the parent or guardian exists making this the child's enrichment component.
- B. During Standard Time, when the days are shorter and it gets dark early, a parent/guardian or authorized adult (18 years or older who is on the student's emergency card) may pick up his/her child under the following condition or child can walk home before it gets dark
- C. Family emergencies (such as a death in the immediate family, natural catastrophic incidents, etc).
- D. Medical appointments
- E. Conditions pertaining to student health and welfare
- F. Transportation Challenges
- G. Conditions regarding safety, as prescribed by the school safety plan, local district, or local government body.
- H. Violation of a rule that puts other youth at risk (Program staff will call parent/guardian)
- I. Court Order Mandate (Court Order documentation must be on file with the school.)

Program Review

The Program Plan will be under constant review to ensure the enrichment and social needs of the students are being continuously met. Each semester, the schedule will be adjusted to fit the needs of the staff and change of athletic seasons. The Program Plan will be updated at a minimum on a yearly basis.

General Questions

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

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

Expanded Learning Opportunities Program Plan Guide

Describe how the funding from all grant providers will be used to create one comprehensive and universal Expanded Learning Program.

KIPP SoCal grant compliance policies and procedures for the Expanded Learning Program were established by comparing different grant's compliance elements and selecting the most stringent ones. Most of the time federal requirements were the most stringent which is what was selected as a final policy and procedure for program operations. We will run the same exercise with the addition of ELO-P funding to make ensure that the expanded learning program runs as a single, comprehensive and compliant program.

KIPP SoCal's Program Operations and Requirements will reflect the same as ASES/21st CCLC but less restrictive in the attendance policies and allowing flexibility to ensure all students have the opportunity to participate when needed.

Transitional Kindergarten and Kindergarten <<ONLY FOR ELEMENTARY SCHOOLS>>

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?

Describe how the proposed schedule, curriculum and program will accommodate the developmental needs of this younger age group.

N/A

Describe the plan for recruiting, preparing and supporting staff working with younger children

Team Members are recruited through several job search engine sites, as well as promoting within the organization. Once advertised, applicants are filtered through our regional online system. Applicants are saved within the system for quick reference in the event that additional staff is needed. Applicants will be screened by the regional talent acquisition team, where they will determine if applicants meet the qualifications for a phone screen interview. A phone screen interview will help determine if a candidate has basic knowledge, experience and interest in the position. When screening for team members working with younger children, we will focus on hiring candidates with experience working with that age group, have these team members participate in any training that is offered for kindergarten teachers, the team members will also be able to learn how to implement a fun learning and age appropriate lessons that focus on "doing". The program will ensure team members are supported by keeping no more than 10:1 ratios during all program hours with extra supervision from the Manager and Assistant.

Sample Program Schedule

Expanded Learning Opportunities Program Plan Guide

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.

Describe how all funding sources will be combined with the instructional day to create a minimum nine hours per day of programming.

The school will use the general purpose funding and other normal restricted funding sources to fund the instructional day which runs 7:45am-3:45pm (elementary schools) or 8:00am-4:00pm (middle school). Additionally, from school dismissal until 6:30pm, for the after school period, as well as summer school, will use a combination of ELO-P, ASES and/or 21st CCLC funding to exceed the nine hours per day of programming.

Provide a sample program schedule for a minimum nine-hour school day (instructional day plus Expanded Learning supports).

Here is a sample schedule for the school day program.

Start Time	End Time	Content Area/Activity
7:30am	8:00am	Arrival and Breakfast
8:00am	9:00am	Welcome/ELA
9:00am	10:00am	Math
10:00am	11:00am	Science
11:00am	12:00am	History/Ethnic Studies
12:00pm	12:45pm	Lunch
12:45pm	1:15pm	PE
1:15pm	1:45pm	English Language Development
1:45pm	2:45pm	Arts/Electives (access to at least 1; more preferable)
2:45pm	3:45pm	Community Building/Advisory
3:45pm	4:00pm	Clean up/Instructional Day Ends
4:00pm	4:30pm	School Dismissal/ Supper

Expanded Learning Opportunities Program Plan Guide

4:30pm	5:00pm	Study Hall
5:00pm	6:00pm	Enrichment
6:00pm	6:30pm	DEAR / Dismissal

Provide a sample program schedule for a minimum nine-hour summer or intersession day.

Here is a sample schedule for the summer program.

Start Time	End Time	Activity
8:00	8:45	Morning Arrival & Breakfast
8:45	9:00	Clean up/Transition
9:00	9:30	Community Competitions (All Participants)
9:30	9:40	Transition
9:40	11:00	Academics
11:00	11:30	Recess/Recreational Time outdoors
11:30	12:00	Reset Time
12:00	12:10	Transition
12:10	12:40	Lunch!
12:40	12:50	Clean up
12:50	1:00	Transition
1:00	2:20	Enrichment Rotation #1
2:20	2:30	Clean up
2:30	2:40	Transition
2:40	3:50	Enrichment Rotation #2
3:50	4:00	Clean up/Transition
4:00	4:30	Snack / Outdoor Fun!
4:30	5:00	Outdoor Fun & Dismissal!

Expanded Learning Opportunities Program Plan Guide