

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Prepared by:
Expanded Learning Division

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

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Local Educational Agency (LEA) Name: KIPP Comienza Community Prep

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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 Comienza Community Prep - Lower School**
2. **KIPP Comienza Community Prep - Upper School**

Purpose

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

Definitions

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

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“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>

County District School (CDS) Code:

19647330121707

List 3- 5 steps that are taken to recruit students

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

1. Interest forms are given to all students 1st-8th grade.

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2. The school newsletter provides a short reminder about the interest period for Expanded Learning Program.

3. The school's social media account publishes information about the Expanded Learning program to fill in families about the opportunity to join program.

2022-23 Program Goals

The program goals at KIPP Comienza Community Prep are as follow:

Academics

- Students will receive academic assistance to ensure the program is able to support homework and reading daily during the educational and literacy portion of the program.
- We highly encourage students' families to join in on D.E.A.R (drop everything and read) time in the program. Oftentimes you will see little brothers and sisters, parents, and grandparents sitting with the student as they read aloud.

Enrichment Experiences

- Students will participate in fun and engaging activities.
- Students learn and master skills during enrichments and have an opportunity to showcase their skills at the end of each session.

Safety

- Students feel emotionally and physically safe at the program.

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 Comienza 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 staff 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. The Expanded Learning Program will allocate time for participants to read daily. Through this daily practice, students will improve their reading skills and will excel in their academics.

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, Cooking, Photography, Track, Crafting & Art, Soccer, STEM,**

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Journalism, and Basketball.. 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.

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 times a year. Drills practiced included by 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

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equipped to lead emergency response for after-hours emergencies.

The program has established safety protocols to ensure student safety during daily programming and in the event of an emergency. The Expanded Learning manager trains all staff members in the different drills that are conducted throughout the year, including drills for fire, earthquake, lockdown, and reunification. The Expanded Learning staff then practice these drills and meet with the manager to discuss possible next steps.

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

The Instructors are trained on social emotional learning as well as skills to support students safety and development. Students and parents are given quarterly surveys which the program uses to assess where we stand in each of these areas. If one area is not providing the best quality, then the manager and the team create a plan to put into motion that will better support the needs of all students.

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.

At KIPP Comienza, we strive to help students achieve academically and developmentally. We have incorporated reading time everyday to continue improving student's reading levels and to help foster a love of reading. The After School Program offers enrichment activities that give students the opportunity to participate in a variety of clubs ranging from sports, culinary, dance and cheer, and technology based.

Describe the planned program activities and how they will:

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

The planned program activities are as follows:

- The soccer team meets to practice four times per week. The soccer team members take turns in leading a period of stretching, warm ups, and exercise to ensure all players are being active and cautious to stretch before each game. This allows the other team members to follow their peers while showing them honor and support. When this team competes at the end of the year, they are ONE. They work together, praise one another, and are fully committed to being a team. Students in soccer get equipment to practice their drills and agility. At the end of the school year, these soccer students

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participate in a friendly competition against local schools in a yearly tournament set up by the manager and staff.

- The photo journalism club learns about creative writing, plots, characters, and how to put a creative story together. Their goal is to publish their own small, individual books at the end of the year as well as learn to interview their peers and create a story based off of those interviews.
- The cheer team practices cheer drills, learns chants and routines. Their end of year goal is to take the cheer team to compete with other cheer teams.
- The STEM club is working with Kiwico kits and learning to follow step by step instructions on how to put projects together from multiple pieces. Their goal is to create 5 projects by the end of the year.
- The yearbook/newsletter club is learning all about journalism. They are focusing on their writing and in taking pictures of the after school program to create our family newsletters and eventually our program yearbook.
- The cooking class learns patience as they navigate the steps and process of cooking. Students learn how to properly hold and use a knife. Here they take their time learning new recipes, as well as the different spices and which work well together. In time, the students in the cooking class learn to prepare delicious snacks and meals that can easily be made at home.
- The running club is trained on resistance and endurance. The team meets twice a week to get ready for their 5k.
- The dance team practices routines and coordinance. They work together to look and move like a team. Their ultimate goal is to perform for families and teachers at a quarterly showcase.

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 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.

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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 is aligned with the regular school day. The staff and daytime staff communicate needs and work together to ensure all students are successful. Daytime grade level lead teachers share homework for the day/ week with Expanded Learning Instructors to ensure program staff are prepared to support students with questions. The enrichment clubs are completely different from those of daytime school and this allows the program to expand horizons for the students. Learning time in program is an extension of the daytime school.

Program enrichments offered in Expanded Learning program assist students in developing their critical thinking skills. Lessons conducted by Instructors require students to think critically and apply lessons to real life skills. All lessons will be comprehensive and include steps to building life skills. The program will also include an academic component where students will be required to complete their homework assignments before heading home. Expanded Learning Instructors will also help students with projects and studying for upcoming exams. This will ensure that students are receiving the assistance they need during program hours and ensure they are mastering the topics for exams or quizzes. The program is run in house which means all Expanded Learning staff are hired through KIPP SoCal Schools, this is vital for student success. The manager and Instructors collaborate with the Instructional Day Team in order to build program services that are aligned with student needs and include consistent expectations from students for a comprehensive experience.

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

The program activities are planned based on community and school needs, it is a top priority for the program to bring extra curricular activities that the school cannot offer. The program will conduct a needs assessment that will be given out to families on a yearly basis to meet their needs. One of the needs at KIPP Comienza Community Prep is that an extended study hall is provided for students to complete their assignments. The program offers an extended study hall portion that provides an additional space for students to complete their homework assignments because parents are not able to help them at home.

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

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Our student council allows students to use their voice to make transformative change. Our student council is made up of one representative per grade level, which allows grades to be heard in the program. The student council is in charge of selecting the meals we serve, helps raise funds if needed, plans for social events within the program, and gets us involved with helping outside organizations who may be in need. Students are asked to complete a program evaluation every quarter. This allows them to use their voice and advocate for their wants and needs from program staff. Students are able to give feedback on strengths as well as areas of growth for the program through these assessments and evaluations. Students hold community circles in their classroom to ensure there is a space provided for topics that need to be discussed as a whole. These community circles are structured and guided by Instructors who create expectations and norms for a vulnerable and safe space for students to share. All of the enrichment clubs are a mix of lower and upper grade students. Instructors carefully group students together to ensure higher grade students are always available to support any lower grade students. This allows students to be leaders within their groups and gives them a sense of responsibility and accountability.

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

Students provide feedback through surveys twice a year. Surveys are anonymous and are used to help improve the quality of the staff and the program. The program will focus on giving more leadership opportunities to students, these opportunities could be to help other students with assignments, plan activities, lead site visits and help the manager when needed.

The student council brings any issues forward during council meetings and they are discussed, assessed, and solved with the help of staff.

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).

Students in lower grade levels are able to make choices when they vote for enrichment clubs each cycle. They are given the opportunity to choose a club of their choice regardless of the level of difficulty. Students in higher grades set the example for students in lower grades and help the Instructors by being extra support during program hours.

The program will provide opportunities for students to discuss community problems and needs, by adding this component to the program, students will be exposed to critical thinking.

Healthy Choices and Behaviors

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

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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, drill team to name a few.

Additional Healthy Practices & Program Activities

Students practice healthy nutrition in the Program. They are provided with a healthy snack and supper everyday. Students always have an opportunity to be active Expanded Learning through structured play, running clubs, and sports. The program is run in house which helps with following the same wellness plan that the school day has. All the healthy practices from the school day are incorporated into the Program.

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 snack and supper. We will also engage in daily developmentally appropriate physical activities such as structuring our sports. In the after school program we provide competitive sports and activities for our younger students such as guided workouts, dance parties, and age appropriate competitive sports. As a staff, we always participate in physical activity at school. We dress comfortably because we are always setting the example by engaging in physical activity/exercise. Our lunches/snacks follow all nutritional requirements and we always lead by example.

We plan to partner with the following wellness organizations:

- Girls on the Run
- Our Little Helpers

The program offers nutritional snacks daily, these snacks are ordered by the school through an outside vendor called Revolution Foods. All food ingredients are Nut-Free to prevent risks of allergic reactions. Physical activities are also implemented in the program to ensure that we aligned with organization goals. The program encourages students to live active lifestyles and eat nutritious meals. We also believe that keeping students active helps with increasing health benefits. The program encourages this behavior by having staff members model healthy eating habits and activities, whenever possible, the staff members participate in physical activities that are conducted to encourage more student participation.

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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 offers nutritious snacks such as fruits, whole grain snacks and 100% juice. All of these snacks follow the California Nutritional Guidelines.

Examples of snacks provided are whole wheat tortillas, oranges, 100% juice, milk, vegetables, crackers, and yogurt.

- 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.

The Expanded Learning Program creates an inclusive environment for students. The program gives students an opportunity to celebrate their cultures through music, dance, and traditions. Every culture and heritage is celebrated at KIPP Comienza. Students and families always have opportunities to share their traditions with the school. During Dia de los Muertos for example, families create an altar in the main hallway and all families are invited to share a picture of their loved ones who have passed on. This tradition allows students to make connections with their peers and feel seen and validated in school.

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.

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Program staff will collaborate with teachers and school staff assigned to cases with students who require such support. Program will be prepared to accommodate students who need additional support and implement activities that will allow all students to participate and engage in the program. The After School Program will provide a variety of activities that all students can access; develop routines and procedures with all students in mind; partner with families to ensure we know student needs and provide appropriate support.

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, 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 and 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

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- Professionalism

Team Members will attend weekly team meetings and several days of professional development throughout the school year. It is crucial for the success of the program that team members continue to receive feedback so they can grow and develop their skills. Feedback is given through multiple avenues, like on the ground observations, meetings, and one on one check-ins. In addition, team members will attend bi-weekly one-on-ones with the Expanded Learning Manager to discuss performance, programmatic goals and receive support during the program in accordance to goals discussed at the time of hire. Team Members will also receive a rating 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

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.

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

1. Students requiring additional support have access to an extended study hall.
2. Instructors reach out to regular day time teachers to check in on the progress of students.
3. Instructors reassess and implement additional resources for students.

At least twice per year, we will engage with all our stakeholders (students, families, school leaders) via surveys to evaluate whether our program goals are being met.

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 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 share this vision with their manager on the leadership team, who in turn shares that vision with the school. The ELOP manager is shared on all communication/newsletters to staff and families and is allowed time to add any important or exciting information on the Expanded Learning portion of that communication. All staff, including the leadership team and families are invited to join the showcases, celebrations, and competitions we hold for students.

Expanded Learning staff members reach out to daytime teachers for a copy of the daily homework. This ensures that both Instructors and day time teachers are aligned with homework support. Day time teachers are observed by afters school program instructors to ensure our teachings/best practices are as aligned as possible and that we are allowing students to make connections between both daytime and program.

The manager works closely with different stakeholders to receive feedback on specific community needs. It is important that all stakeholders are involved when planning for the 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 the 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 the 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.

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

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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 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 Program partners with the following organizations:

- Our Little Helpers is a supper provider that funds the supper program. One representative meets with the manager once a week to go over any issues, collect attendance records, provide materials needed, and discuss any menu items or changes needed to be made.
- Girls on the Run is a running club that empowers girls through fostering a love for running and discussing ways to cope with age appropriate issues.
- FIYA is a non profit organization that serves as a governing body to improve interscholastic sports competitions and opportunities amongst elementary and middle schools in Los Angeles County. The creation of FIYA fulfills a vision that elementary schools with a well-balanced athletic program will produce better educated youth for society.

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

The program is seeking to collaborate with:

- Other KIPP SoCal Public School After School Programs to plan regional events
- Big Brothers Big Sisters of America
- City Year
- Mentor

Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

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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.

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

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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 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.

In an effort to carry out this vision, we utilize the state grant funding to hire a full time manager in an effort to ensure all documents and attendance are within compliance, that events are planned for, etc. Furthermore, the program funding is used to hire part time staff that is committed, passionate and patient with students. The funds are also utilized to purchase materials and supplies that carry out a list of well-rounded enrichment clubs. The program funding is also used to fund field trips that are both academically aligned and that expand horizons.

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.

Expanded Learning Program Supervisor: A School Administrator (School Leader) oversees the entire program and ensures program efficiency and student safety. The Expanded Learning Program Supervisor directly manages the ELOP manager.

ELOP manager: The ELOP manager manages the day-to-day operations of the Expanded Learning Program program. The manager is responsible for hiring, training, retaining, and terminating all Expanded Learning Program staff. S/he also plans and executes programming, handles parent and community matters, and keeps the program compliant to grant guidelines. The manager meets individually with each Expanded Learning Program Instructors bi-weekly. This serves as a time for the manager to discuss goals, review lesson plans, and coach teachers. The Expanded Learning Program manager meets with the entire staff once a week to share upcoming events, maintain program compliance, and create team bonds that will in turn benefit students.

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Expanded Learning Program Instructors: These individuals are responsible for the students and oversee grades 1-8. Each Instructor is responsible for supporting a certain grade to help students with homework. Additionally, Instructors teach an enrichment block, also known as a “club” that they are passionate about. Program review happens weekly during the Expanded Learning Program manager One on One’s (O3). The Expanded Learning Program Supervisor (Administrator) works jointly with the Expanded Learning Program manager to meet the mission of the program. During O3 meetings, Administrators push on program quality through Student Survey Feedback and make adjustments to the program as necessary. The manager also ensures the program meets compliance around attendance, supper, and following dismissal protocols.

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 being continuously met. Each semester, the schedule will be adjusted to fit the needs of staff and students. The Program Plan will be updated at a minimum on a yearly basis based on school needs.

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 COMIENZA COMMUNITY PREP 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 Comienza Community Prep 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

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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
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 Comienza Community Prep 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

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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 Comienza Community Prep 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

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

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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.

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.

TK and Kindergarten students in the program will be in groups of 10:1 ratio at all times. The instructors with this age group are hired and trained for this specific group of students and alongside the ELOP manager, they

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will create a version of the program that fits the needs of that group. These students are encouraged to take more breaks during program can be long and tiresome.

The schedule for this age group is modified to fit the needs of the students. The instructors assigned to this group is allowed to change the curriculum and schedule to best support the needs of students in TK and kindergarten. For example, this group of students may choose to take a brain break before starting on homework or joining the rest of the program outside for clubs or structured play.

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

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.

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Start Time	End Time	Content Area/Activity
7:30am	8:0am	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
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

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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!