

# EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Prepared by:  
Expanded Learning Division

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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 Corazon Academy**

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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 Corazon Academy Lower School**
2. **KIPP Corazon Academy Upper School**
- 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

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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>

County District School (CDS) Code:

**19647330135517**

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## 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 for the After School Program were given to all students that are enrolled in KIPP Corazón via Parentsqaure, mail and all call at the end of May and a deadline was given for all interest forms to be turned in.

2. Interest forms for the After School Program were mailed out to all future students of KIPP Corazón mid June via mail and all call and a deadline was given for all new family interest forms to be turned in.

3.KIPP Corazón lottery takes place mid July. All Families get notified by phone call, Parentsquare and mail about their status of enrollment in the After School Program.

4.

5.

## 2022-23 Program Goals

**The program goals at KIPP Corazon Academy are as follow:**

### Academics

- Students receive help with homework and reading daily during the educational and literacy portion of the program
  - Students will meet individualized reading goals, differentiated by both grade and independent reading level. These goals are determined and communicated in partnership with grade level teachers and leaders. Instructors will help with ensuring reading gets done during homework help.
  - Instructors will have a daily homework check sheet to track that all students are doing homework.

### Enrichment Experiences

- Students will learn and master skills during enrichments and have an opportunity to showcase their skills at the end of each session
  - Students have the opportunity to pick the enrichment that they would like to participate in every quarter with a whole program vote of their first, second and third choice.

### Safety

- Students will feel emotionally and physically safe at the program
  - Students will have a comment/concern drop box which will allow students to have the opportunity to express their feelings to Instructors and Coordinator. Coordinator has an open door with all students to have check-in's in a safe place.

## Educational and Literacy Element

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**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 through Friday at KIPP Corazón Academy, students will participate in 45 minutes of Study Hall, which is built into the schedule. During Study Halls, the After School Program Instructors work with students to complete homework, study for upcoming assessments, and work on projects. This academic time 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 After School Program will allocate 20 minutes for participants to read daily. Through this daily practice, students will improve their reading skills and reading level.

## **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: **Dance Team, Cheerleading, Music, Dance, Cultural Art, Photography, Crafting, Art and Crafts, Film and Movies, Soccer, DIY, Computer Science, Esports, Basketball, and Service Learning.** 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.**

The program is located on campus.

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**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 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. Families and school staff will receive a printed out copy of our program schedule that will include the location of enrichment and study hall at what times. Program staff will have a folder with a list of emergency contacts with their study hall class as well as enrichment class, list of all enrichments and their locations on school campus and full schedule of program with times and locations.

In order to provide a safe and supportive environment during the KIPP Corazón Academy after school program, we will align with school policies and procedures which include keeping the main entrance gate locked during all of after school program hours. Families will contact phone numbers posted on the gates that are designated for the program and will have to check in with a staff member before heading inside the campus. The After School Coordinator will also meet with the Business Operations Manager (BOM) to align safety and emergency drills to instructional day practices. This ensures that the after school students practice the same procedures and are aware of what to do in case of an emergency. The BOM and the Coordinator set up a meeting and schedule emergency drills together and add them to the master calendar. The After School Coordinator is also trained on emergency procedures by the Regional Business Operations Manager. These trainings are then adjusted to fit the emergency procedures of the school site.

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

After School Instructors will have prep time daily before students are released from school. Staff during prep time will be able to have a set plan ready to go when they pick up the after school students. Staff and students will know their set locations, Instructors will ensure to have sight of line proximity, and prepare spaces for students that will ensure physical safety. All program lessons will intentionally help students build life, physical and social skills that will prepare them for college and career choices. Program enrichments will be delivered

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based on student interest. We will ensure we incorporate social and emotional learning into the lesson plans. We will ensure we are providing and setting positive goals, feel and show empathy for others, establish and maintain positive relationships in and out of school, make responsible decisions and understand and manage emotions. It is crucial for the after school program to continue KIPP SoCal's model of the whole child approach where the schools not only concentrate on academics but help students with building character traits that will help them be successful in life.

## 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 program will evaluate the schedules, study hall, enrichment activities, and staffing to improve the programming content and quality based on the selected outcome measures. The necessary adjustment will be made to ensure student academic success of our students is met.

The After School Program understands the theories and research around making learning fun and exciting for children. In order to expand what scholars learn during their instructional day, we have academic activities after the homework block. Although these activities may seem to be fun and games we ensure that students are learning through these activities. We have added enrichment clubs where students find a passion, and creative projects to the program. The after school program is aligned with the regular school day operationally, the Coordinator works closely with both Business Operation Managers, Administration and School Teachers to ensure the program is an extension of the school day.

**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.**

### Positive Youth Development

Program Instructors are scheduled to create weekly lesson plans that are very similar to the lesson plans the instructional day uses. Instructors are also partnered with School Day teachers to conduct enrichment lessons where after school staff can learn different student working styles they can bring to the after school hours. These requirements ensure that the After School team will have knowledge, support and capability of actively communicating with the Instructional day staff in order to create and provide lessons that are continuation of the instructional day.

### Hands-on, Project-Based Learning

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Students will be required to participate in activities that are engaging and involve collaborative skills such as drill team/cheer, soccer, sports club, art, dance, science and a variety of other enrichments. Students will experience different opportunities in these enrichment courses that will allow them to interact positively amongst one another and we will foster a culture of positive feedback. The program activities will also provide opportunities for students to be acknowledged and praised for their positive behavior, growth and effort. The goal is for every enrichment to have a culminating event where students can show off the skills they have mastered during after school hours such as a showcase to show friends, families and peers.

## **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 indoor and outdoor activities such as hiking, learning about and watching different animals, swimming, rock climbing and how science in the real world works. Some of 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.

## **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**

Program enrichments offered in after school will assist students in developing their critical thinking skills. Lessons conducted by Instructors will 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. After School Instructors will also help students with projects and studying for upcoming exams.



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This will ensure that students are receiving the assistance they need during after school hours and ensure they are mastering the topics for exams or quizzes. The program is run in house which means all After School staff is hired through KIPP SoCal Schools, this is vital for student success. Coordinator 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. With a comprehensive approach, students will have various support factors that will provide necessary and continuous services for their physical and emotional safety.

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

Program enrichments offered in the After School Program were determined by what is not offered in the community and also what interest the students have the most. Our program enrichments that we offer will assist students in developing their skill building such as skills in computers, film making, art, dance and more. Lessons conducted by Instructors will require students to think critically and apply the lessons to their real life. All lessons will be comprehensive and include steps to building life skills. The program will also include an academic component where students will have time to work on their homework and reading. If students do not or have finished homework early, Instructor will have academic activities and games for students to do and learn from that will help in school subjects. Most students will be able to complete homework but if not completed, students must finish homework at home. If students have projects and/ or exams coming up, Instructors will allow students to work on these together. This will ensure that students are receiving the assistance they need during after school hours and that they are mastering the topics for exams or quizzes. Coordinator and Instructors collaborate with the Instructional Day Team in order to build program services that are aligned with student needs with a comprehensive approach, students will have various support factors that will provide necessary and continuous services. Instructors will send a weekly email to find out from grade level teachers of any homework, projects and/or assessments and quizzes for the week or upcoming.

## **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**

After School Instructors will distribute surveys to all involved stakeholders every fall and spring to determine any areas of growth that KIPP Corazón Academy After School Program needs to work on. These stakeholders include but are not limited to students, families, instructional day staff, community members, regional office staff, etc. We truly believe that students' vote is very important and the program should remain as interesting and engaging as possible. So we will look through these assessments to build out the professional development for future training. The After School Coordinator will perform observations of the quality of

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service during the program and determine areas of growth along with interviewing students about their experiences. Based on observations and interviews, training will be based on data gathered.

**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**

## Student Voice

The goal for the program is for students to participate in Student led club panel where the students go through a process of applying to be on the panel for student clubs and are elected onto the panel by their peers. Elected members will hold Monthly Meetings, every 2nd Monday, with their classes and present information to the After School Coordinator at Monthly Leadership Meetings every 3rd Monday. These students will be able to talk to their peers and build an enrichment club program that is of interest to them. Students also take student surveys every quarter, 4 times a school year, to help us better the program and offer clubs and activities that fit the students interest and academic support needed.

**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).**

All students will have the opportunity to choose the enrichment club they want to participate in by having a choice sheet with the name of every club that is being offered. Students learn about the clubs that will be offered and then take the opportunity to select a club that is of their interest. We believe that by allowing students to choose their own enrichment club, students can find a passion that develops skills that can lead to pursuing their careers.

For Upper school we will have a Debate Team where they will get to debate different topics and address real world problems in and outside their communities. The debate team will have a program debate in front of their program peers Monthly every 4th Friday. To prepare, the Debate Team will meet every Friday before the debate. The debate will be for change within the after school program. This gives the students a voice for change or no change in the program.

## **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.

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

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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

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.

We also have physical activities 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.

**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 having a healthy cooking enrichment and showing them that eating healthy foods can be fun and delicious. We will also engage in daily developmentally appropriate physical activities such as structuring our sports by teaching students how to properly play some sports games and providing activities for our younger students such as relay racing or track and field activities. As a staff, we need to set an example to students and follow along with what we are teaching them about a healthy lifestyle.

The program will offer a:

- Structured play time that will allow all students to be active in some way.
- Sports program that will encourage students to be active and engage in time outdoors.
- Dance will support the development of motor skills and encourage self expression through dance.
- 

Program Staff will coordinate with Credentialed Physical Education Teachers in order to develop activities that are highly interactive, these activities will engage students daily and will encourage students to live healthy lifestyles outside of school. All physical activities will be tailored according to the different age groups so that all students feel comfortable enough to participate and be successful. Students will also receive lessons which will inform them on the nutritional value of ingredients and food they consume.

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

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- Southwest Veggie Wrap
- Strawberry Granola Yogurt
- Chicken Salad Sandwich
- Veggie Chef Salad

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/supper provided are whole wheat tortillas, oranges, 100% juice, milk and carrots.

## **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.

Students will participate in Cultural Awareness activities that will allow them to learn about their family heritage. This will also be aligned with the schools Cultural Awareness months. We will provide an expanded learning based on what they will be learning through these months. Activities will then have several sessions where the Instructor will deliver lessons based on their students' culture and other cultures. It is important for students to learn and respect different cultures and be more inclusive of their peers.

### **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.

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

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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
- 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

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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.**

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

1. Attendance to school will increase due to high quality programming
2. Attendance in program will increase due to high quality programming
3. 90% of students will finish their homework in the after school program even though the program is homework help not completion.

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The Coordinator and Manager will assess the data at the end of each year to ensure the program is on track to meet goals. With the help of after school getting them ready to meet these goals.

**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 extend the instructional day vision and implement it to the expanded day program. The KIPP Corazón Academy After-School Program manager meets with her school manager once a week to go over program needs, areas of growth for program and site coordinator and observations of the program and team. While meeting with the manager they also create a schedule and problem solve anything to do with the program and alignment of school. The after school manager will schedule meetings with school day members to determine different services that are delivered to the school and families. After School Staff will partner with the School Day Team to create opportunities and events for the students in order to ensure that the services needed are met. Enrichments will be based on pure student interest and the information will be collected by both After School and School Day members.

### **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 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

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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 After School Program looks to partner with the following organizations:

- Our Little Helpers is a supper provider that funds the supper program.
- FIYA is a league for youth athletics.
- Middle School Esports League a provider for Esports
- Lego Robotics

**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 will collaborate with school staff to ensure that the program benefits from school alignment and the program will collaborate with other KIPP SoCal After School Programs. The program will continue to seek other partnerships in the future and throughout each school year.

## 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.**

### 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:



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## 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 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.**

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The program's goal is to provide a safe and supportive environment that will encourage students to experience high quality learning which will support students at KIPP Corazón Academy in their college and career readiness path. Specifically, we place a special emphasis on academic support, homework help, and enrichment activities to students finding a passion. Any funding we receive impacts our after school greatly as it supports the vision. Such funding goes towards the purchase of program materials, field trips and transportation to soccer, cheer and/or any tournaments with other schools.

**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.**

After School Program Supervisor: A School Administrator oversees the entire program and ensures program efficiency and student safety. The After School Program Supervisor directly manages the After School Program Coordinator.

After School Program Coordinator: The After School Program Coordinator manages the day-to-day operations of the After School Program program. The Coordinator is responsible for hiring, training, retaining, and terminating all After School Program staff. S/he also plans and executes programming, handles parent and community matters, and keeps the After School Program program compliant to grant guidelines. The Coordinator meets individually with each After School Program Instructors bi-weekly. This serves as a time for the Coordinator to discuss goals, review lesson plans, and coach Instructors. The After School Program Coordinator meets with the entire staff once a week to share upcoming events, maintain program compliance, and build the team. The Coordinator also ensures the After School Program meets compliance around attendance, supper, and following dismissal protocols

After School Program Instructors: These individuals are responsible for the students. 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. After School Program review happens weekly during the After School Program Coordinator’s One on One’s (O3). The After School Program Supervisor (Administrator) works jointly with the After School Program Coordinator to meet the mission of the program.

**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 the staff and change of athletic seasons. The Program Plan will be updated at a minimum on a yearly basis if any changes are needed.

**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**

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**8483.7[a][7]).**

- **Attendance tracking, including sign-in and sign-out procedures.**

### Fiscal Accounting / Reporting

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

<b>Source</b>	<b>Category</b>	<b>In-Kind Amount</b>
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
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.

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## **Attendance Tracking**

KIPP Coazon Academy 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 Study Hall and then transition to Enrichment.

## ***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 Corazon Academy 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

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emergency card) many 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.

### **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 ensure that the expanded learning program runs as a single, comprehensive and compliant program.

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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.**

KIPP Corazon Academy Kindergarten ratio is 10:1. Kinder students will have the same program support as their older peers as in, Study Hall and Enrichments. Kindergarten will stay with the same instructor for study hall and only switch within other Kindergarten instructors for enrichment activities. This will help us with developmental skills and focus on just those development skills for kindergarteners. Instructors will meet with grade level leads in Kindergarten for curriculum practices to help with the needs of our younger age group.

### **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.

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**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	4:15pm	School Dismissal/ Supper
4:20pm	4:50pm	Study Hall
5:00pm	5:45pm	Enrichment
5:50pm	6:00pm	DEAR / Dismissal

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

Here is a sample schedule for the summer program.

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



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