

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 Los Angeles College Preparatory School

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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 Los Angeles College Preparatory School**
2. **KIPP Endeavor College Preparatory**

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:

19-64733-0100867

List 3- 5 steps that are taken to recruit students

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

1. Flyers on social media
2. Parent square
3. Expanded Learning Program Newsletter
4. Lottery
5. Yearly Parent Academy
6. Recruitment at 5th grade promotion/ 5th grade family walk through

2022-23 Program Goals

The program goals at KIPP Los Angeles College Preparatory School are as follow:

Academics

- During the educational and literacy portion of the program. Students will receive 30 minute academic sessions Tuesday-Friday. This will include any academic class from ELA, Math, Science, Humanities and independent reading.
- Mondays will consist of an hour and fifteen for all components of the program. Academic support will focus on Math, Science, ELA, Humanities and Elective. An hour and fifteen minutes of Book club Reading with the entire class.

Enrichment Experiences

- Students will participate in fun and engaging activities such as: Spanish, Lego robotics and Coding, arts and crafts advance, arts and crafts beginners, STEM.
- Students learn and master skills during enrichments and have an opportunity to showcase their skills at the end of each semester.

Safety

- Students feel emotionally safe in the program by ensuring students feel comfortable in confiding with a staff member in the after-school program. Constantly checking in with students (how was your day, weekend, we missed you).
- Students also feel comfortable in asking for help and voicing what they would like to see in their program.
- Students feel emotionally and physically safe at the program. This information will be measured through a survey our students will be given at the end of the school year.

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 Tuesday, Wednesday, Thursday and Friday at KIPP Los Angeles College Preparatory School, students participate in 30 minutes of academic support, which is built into the schedule. During academic support, Expanded Learning Program instructors work with students to complete homework, study for upcoming assessments, and work on projects. This academic block allows staff to help students focus on specific math

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and reading skills. We aim for all participants to finish all homework assignments and reading by the end of the program. Our Expanded Learning Program will allocate time for participants to read daily ranging from 30 minutes to 60 minutes. Through this daily practice and consistency, students will increase their reading skills. This year we have implemented a book club every Monday. Students will read as a class with a book of their choice for an hour and fifteen. This helps students stay engaged and really interact with their instructor. Additionally, help their Accelerated Reader score increase.

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: **Creative Poetry, Dance Team, Cheerleading, Music, Dance, Cultural Art, Photography, Crafting, Art and Media Literacy, Soccer, 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, however during distance learning the program is taking place virtually. Our live sessions play a huge part since we are aware of their surroundings but encourage our students in wanting to turn on their camera and allow them to be themselves. Parents understand that recorded sessions are for the safety of their child. For example, Cooking class most students are new to chopping, slicing or even turning on a stove and being able to see and walk the students through step by step and if a student does injury or worst case scenario happens we can help in many different aspects; contacting parent as soon as an injury

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happens, creating a second home for students, etc. Supporting parents with the correct information, resources and opportunities.

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 by receiving a schedule quarterly along with the courses/clubs being provided. All staff members will have a rosters to ensure the attendance of each individual. All staff have access to Infinite Campus, registration forms and emergency contact for each student. Students and families will be able to identify expanded learning staff by their staff shirts, badge and lanyards.

The Expanded Learning Program at KIPP Los Angeles College Preparatory School is an in-house, on-campus program. The Expanded Learning Program Manager with KIPP Los Angeles College Preparatory School administrators to plan out the drill procedures, such as Earthquake, Fire and Lockdown drills. In order to carry out a safe and successful drill, the Expanded Learning Manager and administrator create a step-by-step agenda with clear instructions and messages to say over the walkie-talkie. Before the implementation of the drill on the day of the program, the Manager runs through a practice drill with instructors. This practice drill informs the instructors of the safety expectations, exit routes, and importance of urgency during the drills. On the day of the real drill, the Program executes a coordinated effort with administration and available instructional day time teachers to be present during the drills. This collaborative effort will ensure the safety procedures are completed with compliance and urgency.

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

The need for the Expanded Learning Program homework support is significant for new students who

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are exposed to rigorous academia. Many of KIPP Los Angeles College Preparatory School incoming 5th graders perform below grade level at the time of enrollment. Our Expanded Learning Program offers students an allocated time and place in which they can do their homework and have staff help them with any questions they have. Additionally, the school is located in an urban neighborhood in the Boyle Heights community east of downtown Los Angeles. The population served has a great need for after school care, and this program provides a safe Expanded Learning program environment for students with closed gates and locked entrances. Furthermore, the program coordinates with the Business Operations Manager and school administration to plan successful safety drills. This collaborative teamwork helps build a safe environment for the in-house program and students. Our program ensures that we have at least two Expanded Learning Program staff on site that are CPR certified. The Expanded Learning Manager has incident command assignments set for each staff member to ensure the safety of all of our participants. As a result, the students and staff are safeguarded from the surrounding outside elements.

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.

Our team at KIPP LA Prep strives to provide students with the best help we can provide in all aspects of our programming ranging from homework, enrichment activities and physical activity. About half of our student population is below reading level, so reading time is incorporated everyday to continue improving student's reading levels. Our After School Program offers enrichment activities that give students the opportunity to participate in new and different activities ranging from physical to visual performing arts to even technology-based activities such as robotics. These various enrichments provide students with a platform to stay actively engaged in the activities. Our strong enrichment programs also foster youth development by teaching them lifelong skills that they will be able to apply both in and out of school such as; collaboration with teams, communication skills, and the mastery of specific skills used in their activities

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.**

- **Arts and Crafts** students will engage in daily crafts and art projects. Ms. Muller is introducing techniques when holding certain materials, Muller has also planned on teaching DIY and seeing how creative her students can be and expressing that art can be anything. Muller will make sure that her class is also creating holiday crafts and paintings. Art and craft will end with their own art showcase.

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- **Robotics** will have a range of robots that students are able to complete on their own and will also incorporate the use of iPads to code some robots and experience the control and outcome of coding . The hope is that students get to participate in robotics competitions and can showcase all the robots to their families and peers
- **STEM** students are learning the basic fundamentals of Science, Technology, Engineering and Mathematics. Students will receive baking soda, alka-seltzers and other materials in order to practice and learn fun science experiments. Rotobic and Engineering kits to touch base on the technology and engineering bases. Students will also get
- **SPANISH** over 90% of our students at Prep are of Hispanic/latino race. Students have shared that the language barrier makes it difficult to have conversations with their parents and families. This made our enrichment popular and allows students to learn the very basics and be able to communicate with family members. Students will learn how to read, write and speak spanish. Students will read “Tequila Worm”, students will learn backgrounds of foods, culture as well as sharing some traditions.
- **Cheerleading:** Students will be learning the fundamentals of cheerleading and gradually increasing their level of difficulty throughout the semester and years. Students will learn discipline as well as how to balance being a student athlete. Coach Leo will provide the following areas for this sport; Conditioning, stunting, tumbling, dance choreography, prep rallies, Parades, competitions and lastly school spirit.
- **Dance:** over 90% of our students at Prep are of Hispanic/latino race. Students have shared their interest in learning all latin dances in order to feel connected to their culture and traditions. Students are learning dances from Bachata, cumbia, salas, merengue, reggaeton, folklorico and Wepa. Instructors continue to provide quality programing as well as making it easy, fun and engaging to dance Latin fundamentals skills that our students feel connected to and can share the same traditions with others.
- **4th Annual Winter Showcase:** All ELO-P students will be able to share some hidden and non-hidden talents. Expanded Learning Manager, Assistant, and Instructors are in charge of planning with admin to ensure that we have a plan A, B and C. Instructors will provide different booths that students would love to have for their families, community and teachers. For example: Photo-booth students will be in charge of creating a back-drop design and a frame for families to take pictures with. Families will be able to see their child shine bright and enjoy what the ELO-P program looks like from the beginning of the school year until the end.

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.

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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.

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

Our Expanded Learning program focuses on fostering intellectual habits and cultivating character strengths in the students to ensure students are advancing and succeeding in their academic experience. Program enrichments offered in the Expanded Learning Program will assist students in developing their critical thinking skills. Lessons conducted by instructors will encourage students to think critically and apply what they have learned to real life skills. Our lessons will be comprehensive and include steps to ensure our students understand each step and the overall goal of our lessons. Students are also given a platform to ask questions and get further clarification on what it is they are working on and why they are working on those activities. The program will also include an academic component where students will be encouraged to complete their homework assignments before the end of the program. 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 Expanded Learning Manager, Assistant, and Instructors collaborate with the Instructional Day Team in order to build program services that are aligned with student needs and include consistent expectations, performance updates and areas of growth for students for a comprehensive experience. Having consistent informed and involved staff with our 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

The planned program activities not only foster skill building and mastery but these planned activities are based on the community needs for a program because students are held to high expectations in the academic field. Thus, we host an Extended Study Hall portion that provides an additional space for students to complete their homework assignments. This engages the stakeholders, who include the parents and students, with a

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peace of mind, knowing the core school priorities are completed.

Youth Voice and Leadership

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

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

The Expanded Learning Program ensures that the students are receiving the tools needed to develop and apply their leadership skills. Students are empowered to voice their ideas, concerns and preferences amongst their peers and with instructors. We welcome and encourage feedback from our students and families through one on one conversations, end of semester surveys and through community circle conversations. The Expanded Learning Manager, Expanded Learning Assistant, and Instructors take in feedback from our participants and have open discussions to ensure we improve our program to meet students' needs and interests. Furthermore, the data collected from the online enrichment selection forms can be analyzed to identify trends and patterns of student groups and the synergy of why particular students stay together. This evaluation highlights the students' interests of staying together and enjoying the enrichment space together, thus making the After School program a holistic space for them to feel safe and comfortable.

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 have an opportunity to share their view points and give suggestions for the program to improve. Instructors are encouraged and are provided a safe space for students to express their concerns, ideas and points of view. Staff receive training and work closely with counselors as well as getting first aid, CPR and AED certified. This ensures and helps our students and families that their child is in good hands. Our data and feedback help our program understand what our students need and want in our programs. Our surveys are the best platform that also allows students to be 100% honest and discret in sharing our areas of strength and the areas that need some improvement. In all our clubs, academic classes and sports enrichments students will have the space to help lead their teammates, classmates or even lead a class lesson. During our activities and debriefs, staff will give students the opportunity to share what they enjoyed about the activity, what they would change about it and what they learned.

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 through a computerized enrichment selection form

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online. Additionally, higher grade levels exercise the equal level of access to computerized programs, such as filling out enrichment selections, surveys, and other academia online research. This is a great strategy for them to take ownership of signing up for what they are interested in. Students in higher grades will actively exercise their leadership skills by being the upperclassmen within the enrichment groups. For example, in Cheerleading, the 8th grade upperclassmen become the mentors to the lowerclassmen where they show the movements, chats, stretches and lead small groups in routines.

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.

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

KIPP LA Prep has implemented healthy practices and program activities to ensure that our students are eating healthy and also attaining physical activity on a daily basis. Our program offers healthy snacks and meals while also ensuring that students are not consuming junk food. We not only advocate for healthy eating but we also educate students on alternative and healthier food. KIPP LA Prep also offers daily physical activity through organized clubs, outdoor time or group games to ensure that students have at least 30 minutes of physical activity.

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 important meals and balancing it with a physical aspect. We will also engage in daily developmentally appropriate physical activities such as structuring our sports by conditioning and providing activities for our younger students such as mathematical sports games.

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For example, as staff, we provided meal recipes for parents who were concerned about their children who participated in our basketball team. A mother observed her son losing weight and always being hungry. We taught and provided both students and parents different foods/ meals options that were highly commended for students to intake while participating in a sport where conditioning was intense. We also reminded parents about students going through the puberty phase and reassured them of this being normal.

We plan to partner with the following wellness organizations:

- Family Dental
- Eye Optometry

KIPP LA Prep provides each student access to natural, enjoyable, and nutritious supper each day. Our Little Helpers is the supper vendor that ensures every student in the program is provided with a balanced and nutritious meal that includes all the essential food groups. Snacks are additionally provided on Mondays when we have early dismissal days and on minimum days. These nutritious snacks served at the program help instill a healthier and well-balanced lifestyle for all of our participants. These nutritious snacks and meals offered by the program follow the California Nutritional Guidelines that are served to the students.

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

- Southwest Veggie Wrap
- Strawberry Granola Yogurt
- Chicken Salad Sandwich
- Veggie Chef Salad
- Teriyaki Chicken with rice and steamed Veggies

Examples of nutritious snacks or meals served at our Program that follow the California Nutritional Guidelines include: Apples, oranges, baby carrots, crackers, and yogurt.

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.

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The program creates an environment that promotes diversity through hiring a diverse staff, ranging from all backgrounds. Our program welcomes KIPP LA Prep participants of all backgrounds to our program. Students are also taught the importance of inclusion and how that applies to people's diverse backgrounds. Our staff gives students the opportunity to learn about different traditions, foods, stories and crafts that come from different cultures all over the world. Our program participants celebrate with the student body through various events and ideas facilitated by our staff at our Winter Showcase, Fun Friday's, and unique enrichment programs. Our team also continuously works in collaboration with the school departments, like the Special Education department, to devise accommodations within the classroom spaces for students. With this approach, we tailor to students with English Language learning backgrounds and students that require further accommodations. As a result, the program facilitates study halls with instructional accommodations, such as interval breaks, check-ins for understanding, amongst others.

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

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

The After School Program at KIPP LA Prep continuously reaches out to the in-house resources, such as the Special Education Department and Counseling Department. Our program acknowledges that we serve a diversity in student's profiles and educational needs, whether they have a disability or a high IQ to excel in advanced Mathematics. As a result, we have already taken the efforts to complete Math HW keys to service the high academically challenged students. On the other end of the spectrum, we also service the students with disabilities, ELs and other students who have potential barriers. The first action step is to invite the Counselor to lead a Professional Development on the counseling strategies of how to best approach and address students with difficulties learning. Furthermore, the Special Education Lead Manager would lead a separate Professional Development on the different profiles and personalities of Special Education learners. By understanding the students, we implement the specific teaching strategies to ensure all the participants are acknowledged and felt supported despite potential barriers.

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

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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 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.

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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 data will be collected to evaluate whether program goals are being met.

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

1. Students who are in need of additional academic support will have access to Extended Study Hall.
2. Instructors will exert their classroom presence by setting clear expectations for Quiet Study Hall while encouraging students to ask questions should they need help.
3. The program emphasizes the component of mental health for instructors and students by leading enrichments that students enjoy doing and instructors enjoy leading.

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

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on site which allows for cohesion between the expanded day program and the instructional day. When creating the program's vision and goals, our Expanded Learning Manager is able to create events, clubs enrichments, professional developments, requesting supplies and ensuring that we are providing a quality program that includes equal learning concepts, skills and full knowledge for our community.

For example: Quality in skill and in learning concept should not be minimized due to the economic status of the community we are serving our students.

We coordinated with the instructional day teachers by retrieving math homework on a daily basis. This ensures that both instructors and day time teachers are updating each other on our students' progress. The program instructors have homework keys which are used to further assist the students in the Expanded Learning Program. Additionally, the program has invited stakeholders such as the instructional day teachers to lead Professional Developments whenever they are available and applicable to our program. This engagement with the day teachers builds a culture of academic-based community where both teachers and Expanded Learning instructors collaborate and utilize each side as a resource.

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 Associate 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.).

KIPP Los Angeles College Preparatory School Expanded Learning Program collaborates with the day time

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administration, families, students, and instructional day teachers to ensure that our program and its participants are set up for success. Collaborating with these members ensures that our entire program has clear communication for any events, drills, changes or ideas happening at our site or involving our program. This collaboration and information will help to create new goals for the upcoming years and help update the program plan as needed.

The program currently partners with Our Little Helpers food services which provide healthy and nutritious meals to our students. Our Little Helpers Food Service Program provides meals and snacks to after school students at no cost. Our Little Helpers is an innovative, collaborative meal service agency that proudly serves the children in under-served communities throughout Los Angeles County, Riverside County, San Bernardino County, Ventura County, and Orange County. Our Little Helpers, Inc. (OLH) has provided healthy meals to meet the daily nutritional needs of children in several communities since 2015.

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

KIPP LA Prep hopes to collaborate with FIYA for competitive sports, SHARP for Cheerleading and other KIPP SoCal Expanded Learning Programs for regional events.

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 instructional 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/implementatation.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 KIPP LA Prep Program vision is to provide a quiet academic support space where every student can focus on doing their academic homework or silent reading. In an effort to carry out this vision, we utilize the state grant funding to hire a full time Expanded Learning Manager in an effort to ensure all documents and attendance are within compliance. Furthermore, the program funding is used to hire part time staff and is utilized as a budget to purchase materials and supplies that carry out a well-rounded enrichment program. With a full staff team, we are able to execute the program vision for Study Hall and a fun enrichment program. The program funding is also used to fund field trips that are possible for students to be exposed to an expanded learning horizon.

Our vision for the program consists of providing quality academic sessions that follow certain expectations such as; help students understand the lesson, provide resources to increase their education stand point and also meet their class goals. In addition, implementing enrichments that can convert virtually and still serve our students with opportunities that will benefit them through and to college. Our program will continue to provide our students/families with materials and resources needed throughout the program with state funding and ensure the exposure of all types of learning 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.

The program organization structure follows a stringent managerial system where the Expanded Learning Manager is managed by the School Leader. They meet weekly to have one-on-one meetings on Tuesdays to discuss program plans and updates. The program has a total of nine instructors that are in charge of study halls and enrichments. The program has staff assigned grades 5th to 8th grade which assist students with homework and projects and lead enrichments. The Expanded Learning Manager monitors the instructors and provides feedback and guidance. The meetings are then followed up with emails to review what already has been discussed in the meetings

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

The Program Plan will be under constant review to ensure the academic 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 bi-yearly basis. We assess the program needs by administering a beginning and year-end student survey and an end-of-year parent survey. 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.

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 Los Angeles College Preparatory School 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 Los Angeles College Preparatory School is committed to the expanded learning program and ensuring sustainability. In the most recent year, the in-kind match was:

Source	Category	In-Kind Amount
KIPP SoCal	Facilities	13,650.00
KIPP SoCal	Grants Manager- Staff	12,471.32
KIPP SoCal	HR Support – Staff	2,570.32
KIPP SoCal	Accounting Support	1,153.64
Federal Reimbursement	Snack Expense	14,311.92
KIPP SoCal	Materials & Supplies	2,103.02
KIPP SoCal	Services & Operating Exp	1,775.62
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 budgeted with this cost structure for years and it will continue doing so for the ELO program going forward.

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Attendance Tracking

KIPP Los Angeles College Preparatory School has a well documented and established attendance tracking system. We utilize uniformed sign in sheets, early release forms and Infinite Campus to track all of the student information.

Student Sign-In:

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

Student Sign-Out

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

Attendance Calculation and Monitoring

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

Attendance Auditing

KIPP Los Angeles Preparatory School 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

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the end of the programs, the parent/guardian or authorized person (18 years or older who is on the student's emergency card) may pick up his/her under one of the following conditions on KIPP SoCal Schools Early Release Policy listed below:

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

Program Review

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

General Questions

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

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

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.

N/A

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

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

Sample Program Schedule

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.

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

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

Here is a sample schedule for the school day program.

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

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Here is a sample schedule for the summer program.

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

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