

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 PHILOSOPHERS 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 PHILOSOPHERS ACADEMY

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.

Expanded Learning Opportunities Program Plan Guide

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])

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

Instructions

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

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

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

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

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

Expanded Learning Opportunities Program Plan Guide

County District School (CDS) Code:

19647330125609

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. Registration form sign up link will be shared with all families of KPA After School Program students during July/August 2022.

2. Parent Square messages & alerts will be sent to the entire school about After School Program registration forms during the interest period in May 2022.

3. After School Program flyers were posted on Parent Square & school social media accounts.

4. After School Instructors and After School Coordinator are directly recruiting students by calling families & collaborating with school day teachers recommending students to program.

2022-23 Program Goals

The program goals at KIPP PHILOSOPHERS ACADEMY are as follow:

Academics

- Students receive help with homework and reading daily during the educational and literacy portion of the program.
- Instructors track & review posted assignments in Google classroom to ensure completion during their assigned weekly academic sessions.
- Instructors assist students with homework during study hall time or individual academic sessions on zoom and work closely with school teachers to ensure that the After School Program is giving the students the support they need to succeed.

Enrichment Experiences

- Students learn and master skills during enrichments and have an opportunity to showcase their skills at the end of each quarter to school staff, parents and students.
- Students are exposed to different types of enrichments throughout the whole entire year.

Safety

- Students feel emotionally and physically safe during remote learning programs. After School Coordinator has created systems to use during daily remote learning programming.
- The After School Instructors are trained for any Emergency Preparedness.
- After School Program staff is trained on restorative justice to ensure social & emotional safety.

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

Expanded Learning Opportunities Program Plan Guide

Every Monday, Tuesday, Wednesday, Thursday and Friday at KIPP Philosophers Academy students participate in at least 30 minutes of academic assistance, which is built into the schedule. During Study Halls, After School Program Instructors work with students to complete homework, study for upcoming assessments, and work on projects. This academic hour allows staff to help students focus on specific math and reading skills. We aim for all participants to finish all homework assignments and reading by the end of the program. The After School Program will allocate at least 20 minutes time for participants to read daily. Through this daily practice, students will improve their reading skills.

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: **Gardening, Dance Team, Cheerleading, Music, Dance, Cultural Art, Photography, Fitness Club, STEM, Crafting, Art and Media Literacy, Soccer, Journalism, Basketball, and Track & Field.** 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.

KIPP Philosophers Academy is located on the same campus the students use during the day, no transportation is necessary for the students. Students are dismissed by homeroom teachers when school ends and instructed to report to the blue table lunch area where After School Staff wait to receive them. During distance learning instructors screen guests in the waiting room to ensure it's only cleared staff or students joining the video call. Staff verify there is an adult present in the household during the time sessions take place.

Expanded Learning Opportunities Program Plan Guide

Staff are easily identified on campus by their staff work attire and staff badges when working on site. Staff members complete a safety and first aid training during the summer professional development week and how to effectively document student injuries on “ouch” reports.

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 but 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 utilizing constant radio communication throughout the program. In addition, the program has designated off limit areas to limit the space students should be in. For example the 3rd floor and valet stairwell are designated off limit areas to help the program be aware of student locations at all times. In addition, every staff member has a list of parent/ guardian contact names and numbers to effectively communicate student updates, health concerns or behavior incidents. These lists are kept in ASP instructor’s attendance clipboards for their specific grade level classes only, and the coordinator has a master list of all grade levels.

The program has established safety procedures to ensure that students are safe during the school day in the event of an emergency. There is constant communication between teachers and the leadership team and After School staff to report on all safety issues happening with students. The After School Staff follows up appropriately and communicates with parents at the end of each day. We have a secure building in which the coordinator ensures the building is locked and only one open door remains where parents may come in. In order to get into the building, parents are required to buzz into the system and are only permitted to come in by an After School Staff member. Parents are required to show valid ID and this is referenced on emergency documentation collected before the start of the programming

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

Expanded Learning Opportunities Program Plan Guide

Program has a structured schedule that has clear directions and expectations that are predictable for After School Instructors, teachers and students to understand. Daily schedule includes directions and expectations of transitions and time management. Instructors will be trained to problem solve with their students in order for relationships to remain strong during the after school hours. Staff will host weekly community circles and team challenges to build and encourage self awareness, self management and self control. All staff will be trained on classroom management, community circle and calm classroom during summer professional development and throughout the year. This will allow staff to be prepared to tackle any emotional or physical needs among their students. Staff will also receive training & information on resources offered by the school and review a staff directory of point person or specific student needs.

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.

During summer after school Instructors go through 5 days of professional development with an after school manager/coordinator, a day and a half with school day staff and half a day with all after school Instructors in KIPPSoCal. The After School Coordinator also trains Instructors on a variety of topics such as classroom management, lesson planning, emergency preparedness, behavior systems, Continuous Quality Program Improvement and Learning in AfterSchool and Summer Projects (LIAS). The School Leader and after school coordinator work closely during the summer to ensure the first 6 weeks of the program are a strong start that will allow the school year to be successful.

The program uses student feedback throughout the year to establish popular enrichment activities that promote active and engaged learning. The use of student surveys and direct feedback from community circle conversations with students provides an opportunity for the student voice to be heard.

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.**

Enrichments provided:

Dance: In Dance students will learn hip hop, modern dance and afro fusion dance moves. Students will participate in competitions and showcase their routines to families, students and staff in our quarterly showcase events.

Soccer: In Soccer students will be able to strengthen their abilities through different exercise routines. Soccer

Expanded Learning Opportunities Program Plan Guide

will be participating in local competitions with other local schools and also participate in our regional after school tournaments.

Cooking: In Cooking students will learn new recipes and be given the opportunity to go home and cook the meals for their families. They will learn about eating healthy and the importance of it. Students will also be able to compete in cook offs with other schools.

Photography: Students have the opportunity to take pictures of events, students at work or anything they feel is worth capturing. They will unite with the school day staff and collaborate on yearbooks and showcasing anything great that has happened in the After School Program.

Basketball: This is a year round enrichment that will be run all year. Students get to practice and strengthen their skills and the coach gets to add on new students that have the heart to learn about basketball. The basketball team will participate in FIYA and compete against other KIPPSoCal After School Programs.

Track and Field: Students will get to practice and improve their skills in various track events that include individual and team races. Field events such as shot put, javelin throw and long jump offer a non-traditional competitive event to the students so they can immerse themselves in a team dynamic. The school will participate in FIYA track meets throughout the year when in season.

Student Council: This year KIPP Philosophers Academy is devoted to building a student led program. Analyzing that first it needs to start with a strong student body team and run by them. This year one instructor will focus on creating the enrichment and building it with students that want to make a difference in the After School Program.

Volleyball: This is a year round enrichment that will be run all year. Students get to practice and strengthen their skills and the coach gets to add on new students that have the heart to learn about volleyball. Volleyball team will participate in FIYA.

KIPP Fit: In KIPP Fit students will be given an opportunity to take care of their mental, physical and emotional health.

DIY: In DIY students will learn how to do more advanced at age appropriate projects that test their abilities to think outside the box and develop problem solving skills.

Art: In Art students will be given the opportunity to get creative and paint their feelings. Students will learn different methods and techniques to express themselves and put it into art. They will exhibit their art in art galleries and have an opportunity to speak of it.

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

Expanded Learning Opportunities Program Plan Guide

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

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

Finally, we expect summer programming to improve student outcomes by increasing retention of Expanded Learning staff. Currently, our program loses approximately 50% of its staff every year because of the summer employment gap. Because we have not been able to provide employment for our Instructors through the summer months, many have found other opportunities and not returned for the next school year. The ability to guarantee work during summer break will help us retain quality staff from one school year to the next, resulting in an experienced staff even better equipped to meet our students' needs.

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

This year the Expanded Learning Manager has implemented community circle time on Monday's where students and staff are able to work on how to work effectively and build on trust.

Students are given surveys at the beginning of the school year and asked what types of enrichment activities they want in the After School Program. This year the goal for after school is to send out a monthly newsletter to staff and families sharing what the students at KIPP Philosophers After School Program is doing.

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. 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. Manager and Instructors collaborate with the Instructional Day Team in order to build program services that are aligned with student needs and include consistent expectations from students for a comprehensive experience. With a comprehensive approach, students will have various support factors that will provide necessary and continuous services for their physical and emotional safety.

Expanded Learning Opportunities Program Plan Guide

The staff create 10 week enrichment plans for their specific offering to students and strategically scaffold the weekly lesson plans to help with skill building. A culminating event or performance is scheduled at the end of the 10 week time period to showcase the progress of the student skill development. This creates a goal oriented accountability piece for the student to continue the skill and tie a meaningful aspect to the skill.

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

After School Instructors select an enrichment they are passionate about running for 10 weeks for students. Students then get to vote and select what enrichment they want to commit to for those 10 weeks. If students are not interested in any enrichment or if attendance drops in one class, the instructor at this point needs to change the enrichment to something that students want.

The program approach to enrichments is to utilize instructor interest and hobbies that we can leverage into engaging enrichment activities for students. For example, an instructor's interest in art can be modified into a yearbook class with graphic design and photography components throughout the year. Students give feedback on the variety of mediums and materials they want to work with in specific enrichment classes like clay or pastels in the same art class. Then, the staff member creates or changes their 10 week plan according to the feedback received by students for that specific enrichment class. Staff also engage in student interests they can leverage into activities for events and Fun Friday activities such as water games, holiday themed activities and connecting excursion locations that fit the specific lesson topics such as museums and nature centers.

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

Students are given surveys mid year and at the end of the school year asking them for feedback. Students are asked a variety of questions such as what enrichments they would like to continue having or what is something they learned from the current enrichment they are in. Student feedback is very important to the program, this data is used to improve on student buy in and student consistency for our After School Program.

The program uses student feedback to create incentive systems to promote positive student behavior. Staff maneuver conversations with their class about schedules and program expectations to get ASP tickets. Students then can use these tickets on a weekly basis for our ASP store stocked with fun trinkets and healthy snacks to motivate good choices with our students. The incentive prizes are also recommended by the students to ensure proper incentive items that they want to work and earn for throughout the program.

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

Expanded Learning Opportunities Program Plan Guide

The After School Program Manager offers an open door policy to student suggestions and recommendations for program improvements. Usually during enrichment observations students will offer improvement suggestions and the manager will take notes to discuss with the facilitating staff member during our weekly check in meetings between instructor and manager. The coordinator is also accessible to students throughout the regular day during student lunch times and addresses any questions, comments or concerns by students about the program.

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 grades play a very important role in our After School Program. The program has a mentoring system where lower grades feel comfortable approaching another classmate for help or to collaborate together to do family events or culminating events. In addition, our mixture of grade levels for enrichment allows students an opportunity to network with each other & gives leadership opportunities to students by helping the instructor with added responsibilities. ex: sport team captains & art supply manager, etc

Students are given additional opportunities to exhibit responsible behaviors and promote leadership qualities. Students have the choice to earn additional incentive tickets by helping staff with regular tasks; pick up cones, fix tables, pick up trash, etc.. Students also help keep each other accountable by behaving in an appropriate manner during transitions with organized lines and quiet indoor voices while in the hallway. Students are responsible to collect all outdoor materials after playtime to ensure equipment use for the next day and simple tasks like designated backpacks help students find their belongings at time of dismissal or pick up.

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.

Expanded Learning Opportunities Program Plan Guide

Additional Healthy Practices & Program Activities

We offer a variety of sports after school. The program has soccer, football, basketball, cooking, KIPP Fit and dance. Our After School Program recruits students from the school and work together as a team. Both teachers and After School Staff collaborate together during school and after school to ensure healthy practices. The program also has a healthy snack/supper provider that assures that our students are eating the proper amount of nutrition. Students are encouraged to bring healthy snacks to school and after school. Teachers and after school Instructors collaborate and sign up students for FIYA and compete with other schools. The program also participates internally among other KIPP SoCal schools in traditional competitive sports such as basketball & futsal/soccer.

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 encouraging consistent water consumption by having water cups and bottles available. We will also engage in daily developmentally appropriate physical activities such as structuring our sports by grade levels to ensure safe play and adequate spacing for students to engage in physical activities. Various equipment will be used to create sections in the play area to allow student options for play, like basketball courts, tetherball and volleyball areas. The staff are responsible for selective areas with their designated grade levels where they ensure effective safe play by the students. Cones are sometimes used to section off areas for specific groups and rotation schedules are utilized to give all groups equal use of certain areas throughout the week to help with student supervision and location awareness.

We plan to partner with the following wellness organizations:

- FIYA: for traditional sport competition participation in sports like flag football, track, basketball, volleyball and soccer
- Power Up Fitness: purchased physical activity curriculum to be used in the program for sport conditioning and fitness throughout the school year

Students every day will receive a 5 course supper meal that includes fruit, vegetables, milk, grain, and protein which is distributed to them during the program, between the hours of 4:00pm-4:30pm. During remote learning students can pick up pre-packaged meal bags on designated pick up days like Tuesday & Thursday.

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

Expanded Learning Opportunities Program Plan Guide

- Whole Grain Goldfish Cheddar Crackers with Fresh Fruit.
- Cheese Pizza with Baby Carrots.
- Ham & Cheese Sub sandwich, baby carrots and fresh fruit.
- Chicken Caesar Wrap with caesar dressing and baby carrots.
- The Revolution Hot Dog, baby carrots and fresh fruit.

Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

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

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

The After School Staff is diverse and our students feel they have someone they can talk to if they have a problem. The program strives to hire people of color and individuals that look like the students to create a level of comfort. Our school is very diverse and supports all students with or without Individualized Education Plans (IEP's) or any special needs.

Students will participate in Cultural Awareness activities that will allow them to learn about their family heritage. Activities will then have several sessions where the instructor will deliver lessons based on their students' culture or other cultures. It is important for students to learn and respect different cultures and be more inclusive of their peers. Staff will collaborate with teachers and school staff assigned to cases with students who require such support. Program will be prepared to accommodate students who need additional support and implement activities that will allow all students to participate and engage in the program. The After School Program will provide a variety of activities that all students can access; develop routines and procedures with all students in mind; partner with families to ensure student needs are met and provide appropriate support.

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.

Expanded Learning Opportunities Program Plan Guide

The after school coordinator ensures the program and staff encourage literacy and reading into the program. Program schedule incorporates D.E.A.R (drop everything and read) as part of a whole program school initiative to give students an opportunity to read their favorite book or assigned readings from class. Lastly, students are given a time slot in the program during their remote learning day for scheduled independent reading that can be done on their own or with a staff on a zoom call to be accountable.

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

Expanded Learning Opportunities Program Plan Guide

- Professionalism

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

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

Clear Vision, Mission, and Purpose

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

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

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

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

Describe 3-5 program goals developed from the results of the needs assessment and how 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:

Expanded Learning Opportunities Program Plan Guide

1. Dance - Students wanted to have a dance instructor that would expand their inner talents.
2. Football - Students wanted to put a school football team and be able to compete among other local schools in competitive community league- FIYA & internal KIPP tournaments.
3. As a team at KIPP Philosophers. The program will be focusing on Safe & Supportive Environment and Quality Staff.
4. Student Body - Staff and Coordinator agreed that there are a lot of students at KIPP Philosophers that have leadership skills and have the capacity of being able to run a student run program.
5. Fun Fridays/Family Events - Students wanted for parents to be invited to their culminating events and also plan events.
6. Band and drumline- coordinator and school leader agreed to establish a music component at the school that will offer a drumline for school events showcases to represent the school

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

Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

Our program is led by the Expanded Learning Manager and that person is managed by a school administrator on site which allows for cohesion between the expanded day program and the instructional day. When creating the program's vision and goals, our Expanded Learning Manager is able to speak freely with the administration about program goals and direction. The two way communication also helps the manager receive constructive feedback about needed program improvements or new offerings. This process is superfluous throughout the year and helped by weekly check-ins to discuss operational and logistical aspects of the program to ensure a successful outcome.

Calendars have been created by the After School Coordinator with dates for specific events. At the end of each quarter there is a culminating event where each After School Instructor along with students are able to showcase what they created or learned in that enrichment. In addition, any completed student work or projects are displayed in the main hallway for students and staff to view. Photos of events and students in the program are highlighted in the monthly ASP bulletin for families and the regional team.

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.

Expanded Learning Opportunities Program Plan Guide

The Expanded Learning team will communicate with the KIPP SoCal Success Team for support in collecting data, making necessary reports, and providing supplemental academic support. School Leaders will offer support in developing the Expanded Learning Program through various avenues. School Leaders will also assign a school administrator to be the direct manager of the Expanded Learning Manager in order to achieve even stronger cohesion between the expanded learning program and the instructional day. Furthermore, the Director of Expanded Learning at a regional level will be partnering with other local agencies including other expanded learning providers, the LA County Office of Education's Expanded Learning Division and other state agencies to constantly improve the program quality of each school program and obtain additional resources for our staff's professional development. Thankfully, all these partnerships have already been in place for many years and as we move into growing our expanded learning services in each school, we will be able to easily leverage these collaborative partnerships in order to provide our students and staff with the best opportunities. Furthermore, the Expanded Learning Manager develops their own partnerships with local organizations/vendors to provide services to their students and this allows for tailoring to happen based on student interests each semester.

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

Collaborative members to our After School Program are:

Parents: Our parents participate in two surveys per year. One in December and the second one in May/June. This gives us feedback and suggestions for our After School Program.

School Staff: Teachers and Administrators help us align academics with homework and testing. Teachers inform Instructors daily on what students are or aren't submitting homework and what exactly the after school program can do to help them. Teachers welcome Instructors into their classrooms for observations.

Community/Donors: After School Coordinator reaches to local community members for sponsorship in school sports to any monthly parent events.

Our Little Helpers food services: Provides 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.

This year KIPP Philosophers will collaborate with Imagine Etiquette, an organization that provides leadership & life skills classes for the 21st century student. These lessons target instilling student confidence and positive self-esteem. Making parents aware of cyberbullying and teaching kids responsible social media etiquette.

Expanded Learning Opportunities Program Plan Guide

This year 2021-22 the program will be collaborating with FIYA, an external charter sport league. The After School Program will collaborate with the FIYA league by participating in their traditional sports offerings throughout the academic year. These sports include soccer and track/field.

In addition, the After School Program will also participate in tournaments provided by the organization internally throughout the year. These tournaments include futsal soccer, March Madness basketball & dance/showcase performance events.

All the above partnerships are important to the After School Program. After school Instructors working together with school day staff along with students demonstrated high expectations of us being a team. Students get the best of school wide enrichment and the After School Program.

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:

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

Expanded Learning Opportunities Program Plan Guide

- 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.

KIPP Philosophers After School Program is committed to providing students with fun and engaging enrichments. Instructors will be held responsible for creating lists of supplies and/or materials needed to execute his/her lesson for students. Instructors will be given a deadline for supplies/materials needed and the coordinator will then submit a form to the schools business operations manager. The After School Program is committed to also providing a quiet and safe place for students to work on homework. There are a variety of supplies available for students to get homework done in the program, such as chromebooks, books,

Expanded Learning Opportunities Program Plan Guide

dictionaries and pencils.

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 students at KIPP Philosophers are supervised by the after school Instructors. The after school Instructors are managed by the after school manager. The after school manager is managed by the school business operation manager and supported also by the Public Program Manager. The business operation manager is managed by the school leader. The after school manager and his manager meet bi-weekly in a check in meeting and weekly 03 meeting.

The After School Manager is a full time employee that oversees 8 Instructors. The School Success Team (Regional Office) supports the After School Program needs such as hiring, budgets, HR and anything else that is needed. Administrators and school leaders help with planning with behavior plans, student achievement and study safety. Support occurs through the day and carries over to the After School Program. During summer after school Instructors are trained by After School Coordinator and school leader.

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.

After School Manager conducts mid-year and end of year surveys to parents and students. Through this process families are able to write down any concerns, praises, suggestions on how to provide a safe place for their children. Senior Associate also conducts site visits and provides feedback for after school coordinator. 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 8483.7[a][7]).**
- **Attendance tracking, including sign-in and sign-out procedures.**

Fiscal Accounting / Reporting

KIPP PHILOSOPHERS 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

Expanded Learning Opportunities Program Plan Guide

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 PHILOSOPHERS 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.

Attendance Tracking

KIPP PHILOSOPHERS has a well documented and established attendance tracking system. We utilize uniformed sign in sheets, early release forms and use 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.

Expanded Learning Opportunities Program Plan Guide

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 to date information. The attendance calculator is updated daily based on the attendance sheets.

Attendance Auditing

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

Early Release Policy

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

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

- A. Attending a parallel program (Program in the school community, soccer, basketball, music lessons, religious education, etc.) as long as an agreement with the parent or guardian exists making this the child's enrichment component.
- B. During Standard Time, when the days are shorter and it gets dark early, a parent/guardian or authorized adult (18 years or older who is on the student's emergency card) may pick up his/her child under the following condition or child can walk home before it gets dark
- C. Family emergencies (such as a death in the immediate family, natural catastrophic incidents, etc).
- D. Medical appointments
- E. Conditions pertaining to student health and welfare

Expanded Learning Opportunities Program Plan Guide

- 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.

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.

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

N/A

Expanded Learning Opportunities Program Plan Guide

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

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

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

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

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

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

Here is a sample schedule for the school day program.

Start Time	End Time	Content Area/Activity
7:30am	8:0am	Arrival and Breakfast
8:00am	9:00am	Welcome/ELA
9:00am	10:00am	Math

Expanded Learning Opportunities Program Plan Guide

10:00am	11:00am	Science
11:00am	12:00am	History/Ethnic Studies
12:00pm	12:45pm	Lunch
12:45pm	1:15pm	PE
1:15pm	1:45pm	English Language Development
1:45pm	2:45pm	Arts/Electives (access to at least 1; more preferable)
2:45pm	3:45pm	Community Building/Advisory
3:45pm	4:00pm	Clean up/Instructional Day Ends
4:00pm	4:30pm	School Dismissal/ Supper
4:30pm	5:00pm	Study Hall
5:00pm	6:00pm	Enrichment
6:00pm	6:30pm	DEAR / Dismissal

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

Here is a sample schedule for the summer program.

Start Time	End Time	Activity
8:00	8:45	Morning Arrival & Breakfast
8:45	9:00	Clean up/Transition
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

Expanded Learning Opportunities Program Plan Guide

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!