

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Prepared by:
Expanded Learning Division

California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

**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 Promesa Prep

Contact Name: Albert Fernandez

Contact Email: afernandez@kippsocal.org

Contact Phone: (323) 395-8022

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 Promesa Prep

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])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an

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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:

19647330131797

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. Expanded Learning Announcement Letter sent on Parent Square and Class Dojo. |
| 2. Informational Letter with ASP logistics and details. |

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- | |
|--------------------------------------------------------------------------------------------------------------|
| 3. Interest forms are attached to information letters. |
| 4. Students who are considered homeless/foster care have priority for the program. |
| 5. Students with maximum availability are selected to enroll and then a lottery is held for remaining spots. |

2022-23 Program Goals

The program goals at KIPP Promesa Prep are as follow:
Academics <ul style="list-style-type: none"> Students will receive 1-5 30 minute academic sessions a week to help with homework, academics and reading during the educational and literacy portion of the program.
Enrichment Experiences <ul style="list-style-type: none"> Students will participate in fun and engaging activities.
Safety <ul style="list-style-type: none"> Students feel emotionally safe at the program.

Educational and Literacy Element

List all educational and literacy elements that the Expanded Learning Program offers, the frequency and purpose for all educational components that meet this program element
<p>Every Monday, Tuesday, Wednesday, Thursday and Friday at KIPP Promesa Prep students participate in thirty five minutes of study hall, which is built into the schedule. During Study Halls, Expanded Learning Program instructors work with students to work/complete homework, study for upcoming assessments, and work on projects. This academic time allows staff to help students focus on specific math and reading skills. We aim for all participants to finish all homework assignments and reading by the end of the program. The Expanded Learning Program will allocate a 30 minute reading block on Mondays and any day that students have early dismissal. The Expanded Learning Program will allocate time for participants to read Tuesday-Friday as well so that participants can read at least 5 times a week. Through this daily practice, students will improve their reading skills and reading level.</p>

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
<p>We offer many educational enrichment opportunities depending on what students' interests are. Examples of enrichment clubs include: Dance Team, Cheerleading, Dance, Cultural Art, Photography, Crafting, Art and Media Literacy, Soccer, Journalism, Basketball, and Service Learning. In each of the enrichment offerings, students will engage in learning that supports mastery.</p> <p>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)</p>

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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 Afterschool Program will be located on the school campus. The only time students will be off campus during program hours is for field trips or special events with other KIPP SoCal Expanded Learning Program. We will use lanyards and badges to be able to identify staff members. During the summer staff will receive safety and first aid training so that they know the procedures when accidents occur. Staff will use such reports when any incidents occur so that we can have paperwork of all incidents.

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

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throughout the duration of the program by sharing this information out on our monthly newsletters that will have schedules shared with everyone. We will also have a binder available that will have all this information needed that can be accessible to everyone. In this binder we will have rosters with student's names on them, emergency contact list, copy of all the schedules the program follows. We will have one binder in the office for anyone to access and one binder in the ELO managers work area so that ELO members can access and view when needed. Aside from having a binder we will have a folder on Google Drive that will be accessible to all just in case the binders can't be accessed.

Staff will be fully trained and will know what to do in case of any emergency. The program will conduct drills bi-monthly with the support of school administration. Practice drills will be held during program hours when confirmed by the Business Operations Manager (BOM). All Instructors will have emergency backpacks and folders stored in the classroom. The Expanded Learning Program Manager has access to the student information system where emergency information is stored. Staff members have a copy of their student rosters to ensure they know student location at all program hours.

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

The Expanded Learning Program at KIPP Promesa Prep will implement Positive Behavior Interventions and Supports (PBIS) and Calm Classroom techniques during program hours. This is an extension of the regular school day support that is offered to the students. The schedule will be designed to have activities occur in a safe space away from immediate danger. The program will work closely with school staff to ensure the program is aligned to their methods in: behavior management, development, social-emotional, and the physical needs of our students. The program will also use the same attention getters that the school uses to ensure the students have similar experiences in the Expanded Learning Program.

Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

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

The Expanded Learning Program Manager will communicate with Teachers and vice versa to work towards closing learning gaps in the regular instructional days. This will support with enhanced academic performance achievement and the positive development of our youth. The Expanded Learning Program Manager will work with Instructors to be able to provide services that will benefit students. Instructors can plan activities in their enrichment that will help students in their academic performance.

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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.**

- A. Program enrichments offered in Expanded Learning Will assist students in developing critical thinking skills. Lessons conducted by Instructors will require students to think critically and apply lessons to real life skills which will provide positive youth development.
- B. We offer many educational enrichment opportunities depending on what students' interests are. Some of the enrichments will include fine arts, sports activities, and service-learning. The program offers art, photography, DIY, and sports. Our showcase that takes place at the end of the quarter will display their new knowledge learned that quarter. These enrichments are hands-on, project-based and all will result in a product or culminating event. Students will be able to demonstrate all the different art mediums they learned to use, photography knowledge they learned, and sports they learned about as well.

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

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

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

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

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

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The Expanded Learning Program Manager and Instructors collaborate with the Instructional Team in order to build program services that are aligned with student needs and include consistent expectations from students for a comprehensive experience. Staff will focus on building lessons that allow students to use critical thinking and collaboration with peers to execute the overall goal of the lesson. The enrichment opportunities will incorporate the following values Love, Grit, Integrity and Reflection. As well as our PBIS rules of being Respectful, Safe and Responsible. If students are engaged in the Expanded Learning Program, they are most likely to come to school and encourage parents to bring them as well.

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

Through the daily practice of the academic hours, students will improve their reading skills and reach reading goals, which are strictly aligned with instructional day goals. The Expanded Learning Program will also incorporate tutoring and academic intervention. During tutoring and intervention, students will receive help on concepts they have not mastered yet. Once the program identifies students that need tutoring and intervention, staff members will be able to better help students in the areas they need more help in. The Expanded Learning Program will collaborate with Admin and the students regular day teachers to determine literacy or mathematical gaps with their students. This communication will support in dictating specialized HW support or additional time during study hall. The overall goal of the Expanded Learning Program and regular school day is to find these gaps and make necessary adjustments to best support our students.

Youth Voice and Leadership

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

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

Student feedback coupled with evaluation and assessments will dictate the enrichments given in the Expanded Learning Program. Instructors will get to know what interest the students have and what kind of activities can be done so that students are more engaged. Expanded Learning Program Manager will collaborate with instructional teachers on student performance. The Expanded Learning Program Manager will have designated office hours to collaborate with General Education teachers and learn more about student strengths and areas of growth to guide the program plan.

The Expanded Learning Program Manager will send out a student survey in the middle of the year to assess where the program is and develop professional development based on that. It is crucial that the program has enough data to assess the areas of growth to make improvements and meet students' needs and interest

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

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opportunities for student leadership

At the beginning of the year, students will be able to share with instructors what enrichments they would like to be offered during the program. Students will be able to have different roles throughout the quarter that will allow them to have some type of leadership role. The program will also implement a student council/ student voice group where we can plan for more leadership opportunities. Students are also able to express how they feel about their enrichments and have the opportunity to give feedback to the Expanded Learning Program staff.

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

Students in lower grades will get to choose what type of activities they want to do every quarter. When we take part in school wide events they will have opportunities to create something to add to the overall event. All students have an equal opportunity to participate in program activities. Higher grades will be aware of world/city issues and strategize ways of giving back or thinking through possible solutions to some of these issues. This will happen through whole group and community circle discussions with the Expanded Learning Program Manager, Assistant, Instructors and students. During the month of November students will have multiple opportunities to express gratitude towards family, friends, school, first responders etc. through different art projects and activities.

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

There are three school wide rules that will honor respect, safety and personal reflection. These rules will be

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reflected in the Expanded Learning Program as well. Meals provided during supper are minimally processed, created without food additives such as artificial colors and dyes, and do not include items such as high fructose corn syrup or imitation ingredients. There is no junk food policy which will be followed in the Expanded Learning Program. Students are not allowed to eat chips, candy, or unhealthy snack foods such as Twinkies or other snack cakes.

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

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

The program will offer a:

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

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

After School supper and snack will include fluid milk, meat or meat alternate, fruit, vegetables, or 100% juice and a grain or bread product.

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

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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.

Diversity will be celebrated daily through community circles, conversations, opportunities through enrichment activities, parent-instructor interactions and through special events. All students should feel comfortable to be themselves and feel free to share about our differences. The Expanded Learning Program will be aligned with the schools beliefs that everyone must be respected and celebrated for who we are. Expanded Learning Program students will participate in school wide cultural events as well.

Planned events throughout the year:

- LatinX
- Viva!: A Hispanic Heritage Month Celebration
- Day of Love: An African American Celebration
- AAPI Celebration
- Autism Awareness Month
- Pride Celebration

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.

All students are eligible to apply to the After School Program, including students with disabilities. There will be targeted tutoring groups when instructors notice students who need specialized support. The Expanded Learning Program Manager will also work with school administration to approach differentiated support for English language learners. Lessons will be modified to ensure all students have equitable access.

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

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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.

Clear Vision, Mission, and Purpose

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

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

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

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

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

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

- 1) The implementation of the ASP will produce higher attendance rates for students enrolled in the program. There are a limited amount of absences that are allowed for the Expanded Learning Program . Our hopes are that the demand to be in the Expanded Learning Program would transfer over to the regular school day and positively affect attendance rates.
- 2) There will be an increase in student achievement through extra curricular activities and leadership opportunities. The Expanded Learning Program is a place for students to explore their interests, explore topics that are new and relevant to them and ultimately they will feel a sense of ownership during the program. As a school we focus on building the “whole child” we want to be sure this is reflected in the Expanded Learning Program.
- 3) We are striving for literacy growth through the study hall and reading components of the program. There is time set aside for students to engage in reading. School wide the goal is to close the literacy Expanded Learning Program can support in decreasing that gap by having a designated reading block during the program.
- 4) We want students to feel safe and welcomed to the programs we provide. We want students to feel that when something is wrong or if they need someone to talk to they can count on any of our program staff to be able to feel safe.

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.

The Expanded Learning Program Manager will collaborate with teachers and track progress and support

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needed for students during the program hours.

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 work around the school's own vision and goals to be somewhat aligned. At the same time adding goals that we would want the program to achieve to better help students.

The Expanded Learning Program Manager has communicated with the School Leader in the creation of the program's mission, vision and goals. Throughout the year the Expanded Learning Program Manager will continue to collaborate and communicate with instructional day teachers, instructional staff, families, students, community members and program staff to establish the expected outcomes based on the needs of the community. Regular observations will be held to support the Expanded Learning Program instructors with their instruction and facilitating enrichments for the students. Quarterly surveys will be given to staff, parents and students to gauge where we are as a program to support the overall mission, vision and goals of the Expanded Learning Program .

Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

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

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

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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 will include the following:

- School Leader, who will be the direct link to the regular instructional day. The School Leader and Expanded Learning Program Manager will discuss best practices and assess the program to better suit the students. The school leader will be the direct support for ASP and the regular day teachers and classrooms. School leader is the manager for the Expanded Learning Program Manager. School leaders will give feedback to ensure the growth of the program and individuals involved with the program through regular one on one meetings and collaboration time.
- Special (SPED) Team will offer accommodations for students with special needs or Individualized Education Plan (IEP). The SPED Team will check in with the Manager and give updates regularly. Along with the School Leader, Administration will support behavior issues and behavior systems.
- Instructional Teachers and Expanded Learning Program Manager will communicate on academic and behavior situations that take place during the regular school day.
- 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 the program 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.

The Expanded Learning Program will partner with local agencies to provide experiences, donations and support for our students and families. Some examples of potential collaborations are:

- The Expanded Learning Program Manager will look for opportunities to partner with organizations for Dental Screenings for children. There are multiple resources who specialize in services in underserved communities.
- The Expanded Learning Program Manager will look for service learning opportunities for students to be a part of. Community clean ups, food drives any way of giving back that are family friendly. These opportunities will teach the students to become individuals who give back to their communities and help when given the opportunity.
- The Expanded Learning Program Manager will plan Holiday Parties with families to promote unity and give the opportunity for outside resources to be given to the students and families.

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)

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assess and improve the quality of academic enrichment opportunities. Explain how the measures are coherent with the instructional day and the goals of the program.

Evaluating Effectiveness

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

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

Students

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

Families

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

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

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

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

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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.

The program funding will allow for the students to partake in enrichment activities and allow for opportunities to reach mastery in new skills. Program funding is also important because it allows for having a full time Expanded Learning Program Manager . Having a full time Expanded Learning Program Manager will support the achievement of the individual program goals. Funding also allows for the hiring of instructors to facilitate groups of students from each grade level. Instructors will be able to provide an enrichment that they are passionate about and that students can benefit from. Funding will be used to purchase supplies needed for enrichments. This will allow for students to experience activities or enrichments that they haven't before. This will help expose students to other educational/fun activities that can help them in the future.

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 at KPP will have a program Manager that will be in charge of observing instructors during study hall and enrichment. The program manager will have weekly meetings with instructors individually to provide feedback and support in anything instructors need. The program manager will also be in charge of placing orders with the school's BOM for supplies that the program and instructors need. The program manager will also oversee the budget and make sure that the budget given to the program is being used properly. The program will also have a program assistant. The program assistant will be responsible for making sure that students are where they need to be, that supper is set up for instructors to pass out, and that students leaving the program are being dismissed at the correct gate. The program manager and program assistant will work together to make sure that the program is running according to schedule. The program will also have a floater, who will support in covering any instructors that are out for the day or if someone needs a restroom break. There is a 20-1 ratio and staff will be responsible for support with supper, homework, reading and an enrichment. Instructors are to communicate with the Expanded Learning Program Manager and Assistant with any questions, family concerns and needs for the day. Every Friday there will be staff meetings as well as

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monthly Professional Development training. Expanded Learning Program Manager and Instructor communication will take place via email and phone. Each staff member is assigned to a certain grade to be able to support students with homework more efficiently. Instructors are then responsible to lead their own enrichment where they will have a new set of students.

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.

There will be monthly check-ins with the After School Programs Manager. The School Leader and Expanded Learning Program Manager will assess data and review goals to keep our program on track. If there is a need to update program goals, they will ensure to keep all stakeholders involved. 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. At the beginning of the school year, the program's vision and goals will be shared with instructors so that all staff members can work towards the same goals. If there are any revisions at any time to the Program Plan, the manager will share the information with the team during one of the weekly meetings.

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

In-Kind Matching Funds

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

Source	Category	In-Kind Amount
KIPP SoCal	Facilities	13,650.00

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KIPP SoCal	Grants Manager- Staff	12,471.32
KIPP SoCal	HR Support – Staff	2,570.32
KIPP SoCal	Accounting Support	1,153.64
Federal Reimbursement	Snack Expense	14,311.92
KIPP SoCal	Materials & Supplies	2,103.02
KIPP SoCal	Services & Operating Exp	1,775.62
KIPP SoCal	Classified Personnel Salaries	6,564.17
		54,600.00

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

Attendance Tracking

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

Student Sign-In:

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

Student Sign-Out

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

Attendance Calculation and Monitoring

Our attendance goal is always 100%, and progress towards the goal is constantly monitored. The primary tool to monitor both calendar and school year attendance audits is the county provided attendance calculator. We have recreated this calculator in Google Sheets in order to increase transparency on the program attendance

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and to ensure multiple stakeholders have access to the most up today information. The attendance calculator is updated daily based on the attendance sheets.

Attendance Auditing

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

Early Release Policy

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

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

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

Program Review

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

General Questions

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

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

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

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

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

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

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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

The schedule for our TK and Kinder students will be a bit different from our regular schedule for 1st-4th grade students. Our schedule for our TK and Kinder students will include more breaks for students, especially on early release days. We will also allow time for creative play to be added to our schedule for some days. The instructors that will be assigned to TK and Kinder will be able to observe and partner up with TK and Kinder teachers and Instructional Aides to be able to learn from them and see what works best for those students.

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When providing enrichments, lesson plans will need to be modified to accommodate TK and Kinder students so that they are able to participate in the enrichments that are offered in the program. The number of TK and Kinder students that are added to the program will be lower so that we are able to keep the ratio of 10:1. If we have an instructor for that group we would be able to add 10 more students per instructor that is hired for TK and Kinder.

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

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

Sample Program Schedule

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

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

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

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

Here is a sample schedule for the school day program.

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Start Time	End Time	Content Area/Activity
7:20am	7:45am	Arrival and Breakfast
7:45am	8:00am	Welcome/Pump Up
8:00am	8:50am	Spanish
8:50am	9:10am	Community Circle
9:10am	9:40am	Reading
9:40am	11:20am	Literacy/SS
11:20am	11:40am	ELA Small Group
11:40am	12:30pm	PE
12:30pm	1:00pm	ELD Small Group
1:00pm	1:40pm	Lunch
1:40pm	3:00pm	Math/Number Corner
3:00pm	3:20pm	Shared Reading
3:20pm	3:25pm	Pack Up
3:25pm	3:40pm	Dismissal/Pick up students for ASP
3:30pm	4:00pm	Study Hall
4:00pm	4:25pm	Supper
4:30pm	5:30pm	Enrichment
5:30pm	5:45pm	Clean up for Dismissal
5:50pm	6:00pm	Dismissal
6:00pm	6:15pm	Clean Up

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

Here is a sample schedule for the summer program.

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Start Time	End Time	Activity
8:00	8:45	Morning Arrival & Breakfast
8:45	9:00	Clean up/Transition
9:00	9:30	Community Circle (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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