

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 Pueblo Unido

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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 Pueblo Unido Lower School**
2. **KIPP Pueblo Unido Upper School**
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Purpose

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

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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>

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County District School (CDS) Code:

19647330139071

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. Send out flyers and interest forms to all students in lower and upper school.
2. Send out interest forms and information via Parent Square
3. Have students spread the word to their peers as an incentive
4. During dismissal, talk with non After School Program families and advise of the program.

2022-23 Program Goals

The program goals at KIPP SCHOOL NAME are as follow:

Academics

- Students will receive five 30 minute academic sessions a week to help with homework, academics and reading during the educational and literacy portion of the program so that students test above average on state standardized tests.

Enrichment Experiences

- Students will participate in fun and engaging activities that explore many different genres to broaden their view and perspective on life and culture.
- Enrichment activities will teach students many skills that will be displayed during a showcase to stakeholders.

Safety

- Students feel emotionally safe at the program, through staff supervision and support. Students are provided a safe space.
- Team members are trained on health and safety protocols continuously along with Emergency Preparedness.

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

Monday-Friday, students will participate in 45 minutes to 1 hour of academic support daily. Students will have an opportunity to work on homework, receive tutoring on any challenging subjects, or work on any special projects they need help on.

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On Mondays, students will participate in DEAR. They will drop everything and devote 15 minutes to reading a book and reflecting on what they have read. This will improve students' performance with reading comprehension and literacy.

Educational Enrichment Element

List all educational enrichments that the Expanded Learning Program offers, the frequency and purpose for all educational components that meet this program element

We offer many educational enrichment opportunities depending on what students' interests are. Examples of enrichment clubs include: **Creative Poetry, Dance Team, Cheerleading, Music, Dance, Cultural Art, Photography, Fit Club, 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.

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.

N/A

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.

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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.

At KIPP Pueblo Unido the safety of our students and staff is our number one priority. We have a clear emergency plan in place to ensure all school staff know what to do. On a monthly basis we practice emergency drills in partnership with the prop 39 school where we are located. Additionally, we have monthly safety meetings where we review plans in place to make them as safe as possible.

Our school procedures are also created with school safety in mind and are updated as needed to ensure we can continue to have safe school procedures throughout our time on site for our students, families and staff. All this happens during both the school day and with our after school program as well.

Our staff is part of weekly training to better support the team and be able to respond to different safety concerns that may arise with our school leader and business operations manager.

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

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

Active and Engaged Learning

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

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

The After School Program aligns closely with the school day to ensure educational literacy and enrichment

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activities are present so they may enhance academic performance achievement and positive youth development. Here at KIPP Pueblo Unido we know that our school values family time and community involvement. Our lesson plans will include and be centered around this idea. We will continuously evaluate the core of the program biweekly as we create lesson plans to improve content and quality as well as make sure it focuses on our values and mission. Students will have the opportunity to have fun and engage in hands-on activities while learning and growing into mature individuals.

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. Positive Youth Development

Students will use their voice and minds to answer questions and explore certain curiosities that they may which will challenge their understanding and expand their minds through daily enrichments. Students will be able to choose and select enrichments based on their interest or what they would want to explore.

b. Hands on, Project Based Learning

Students will have the opportunity to choose from such enrichments like basketball, yoga, soccer, arts and craft, coding, stem, cooking, etc. that will provide them with hands-on experience as well as present an opportunity for project based learning. Students will not just engage in activities for no reason but rather for an opportunity to learn, grow and explore. They will take leadership of their learning with guidance from their after school instructors.

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

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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

Student improvement and student success is an important aspect of the program. That is why we have implemented educational literacy during our academic block that will foster students' opportunity to expand their academic learning in a structured way through tutoring, and whole group assignments. Their academics will be an expansion of targeted grade based requirements along with school based requirements. Just as educational literacy will speak to those needs, so will educational enrichment activities during our enrichment block. The educational enrichment activities will give students an opportunity to learn in a non structured class way but rather a hands on approach and project based learning. Students will learn how to think through questions in a realistic way and solve problems based on relatable experiences all while enjoying everyday enrichments such as sports and arts.

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

At KIPP Pueblo Unido we want to speak to the needs of all the students. The planned program activities we chose for the students are based on the services and needs of the community. Here at Pueblo Unido, students are exposed to music class during the day so the after school program wanted to bring other activities. Those activities are STEM, Arts and Sports that includes: Legos, Basketball, arts & Craft, Cooking, Soccer, Volleyball, Engineering and many more. These activities allow for students to have a broadened choice of enrichment which exposes students to a variety of things in which students can learn different skills.

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' responses and other factors will be used to guide training, curricula and projects aimed to meet students needs and interest. Our program is designed around students' needs and interests so through experience and responses training will be targeted to meet those needs and actions. Based on feedback and other evaluations we will target the program to speak to the needs of everyone, therefore training will be

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specific and guided by it.

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

At KIPP Pueblo Unido we have an open door policy. Students, staff, parents and all stakeholders are given an opportunity through quarterly surveys, parent night, and classroom discussions to state any concerns and feedback they may want to. Those responses will impact program practices and policies but most importantly allow students the opportunity for leadership.

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

All students will be given the opportunity to exercise their voices in a manner that speaks to their interest and desires of what they want to take from the program. More specifically students in lower grades will have a chance to decide which enrichments they will like to participate in during the school years. The most popular enrichments will be chosen for the student cohort and rotated on a biweekly basis. Students in upper grades will also have an opportunity to choose their enrichments but will have an opportunity to mix cohorts and rotate on a quarterly basis. Students in upper grades will also take the initiative to evaluate programs and how enrichments are enriching their lives and speak on areas of improvement for modification in the future.

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.

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Additional Healthy Practices & Program Activities

The program offers nutritional snacks daily, these snacks are ordered by the Our Little Helpers through an outside vendor called Revolution Foods. We are also located at a Prop 39 Site where our food is also provided by the Los Angeles Unified School District. All food ingredients are Nut-Free to prevent risks of allergic reactions. Along with nutritional meals we have also implemented healthy lifestyles through physical activities.

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 exercise and fitness goals. We will also engage in daily developmentally appropriate physical activities and provide activities for our younger students such as soccer, basketball, cheer and yoga.

Just as it is done during the school day, we here at the after school program will continue with healthy food options and physical activities. The program encourages students to live active lifestyles and eat nutritious meals. We also believe that keeping students active helps with increasing health benefits. The program encourages this behavior by having staff members model healthy eating habits and activities, whenever possible, the staff members participate in physical activities that are conducted to encourage more student participation.

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

The program offers nutritious snacks such as fruits, whole grain snacks and 100% juice. All of these snacks follow the California Nutritional Guidelines. Other examples of snacks provided are whole wheat tortillas, oranges, 100% juice, milk, vegetables, crackers, and yogurt.

Diversity, Access, and Equity

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

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

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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.

We here at KIPP Pueblo Unido aim to bring Cultural Awareness and inclusivity amongst all students, staff and stakeholders. We will recognize all cultures and study history from all kinds to promote acceptance and awareness so that we may foster youth who are guided on facts about culture. This way we will celebrate all students in an inclusive manner and shine light on all backgrounds and heritage.

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.

Here at KIPP Pueblo Unido we do not discriminate based on any factors including but not limited to physical disabilities, economic status, or English as a second language. Program staff will collaborate with teachers and school staff assigned to cases with students who require such support. Program will be prepared to accommodate students who need additional support and implement activities that will allow all students to participate and engage in the program. The After School Program will provide a variety of activities that all students can access; develop routines and procedures with all students in mind; partner with families to ensure we know student needs and provide appropriate support.

Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.

All Program Instructors are required to submit verification of at least 60 units of college courses completed, copy of Bachelor's Degree, or pass the Proficiency Test in order to be employed by the organization. This ensures that they are able to provide academic support to the students.

Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.

Applicants will be screened by the regional talent acquisition team, where they will determine if applicants meet the qualifications for a phone screen interview. A phone screen interview will help determine if a candidate has basic knowledge, experience and interest in the position. If the candidate passes the phone

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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.

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.

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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. To introduce extracurricular activities to students in an environment where they are learning and having fun. Students will be given opportunities to showcase what they have learned in competitions as well as have the opportunity during quarterly surveys to choose their next enrichment.
2. Students will explore through research and guided instruction career and life goals that aligns with their career and educational goals for the future. Students are given the opportunity to state initial goals and build on them each quarter.
3. Students and staff will build partnerships within the community that allows for collaboration and community involvement. Students will decide what organizations are aligned with their vision so they are able to build relationships and give back to the community.

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 meet with her School Manager and School Leaders once a week to go over program needs, areas of growth for the program. While meeting with the Site Coordinator they also create a schedule and problem solve anything to do with the program and alignment of school. The After School manager will schedule meetings with school day members to determine different services that are delivered to the school and families. After School Staff will partner with the School Day Team to create opportunities and events for the students in order to ensure that the

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services needed are met. Enrichments will be based on pure student interest and the information will be collected by both After School and School Day members.

Collaborative Partnerships

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

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

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

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

The After School Program partners with the following organizations:

- Our Little Helpers is a supper provider that funds the supper program. 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.

The program will collaborate with other KIPP SoCal Public School After School Programs to plan regional events and seek to collaborate with other partnerships in the future.

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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
- 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

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<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.

At KIPP Pueblo Unido After School Program our vision is to **create a community safe space** that **challenges** students' curiosity, develop their talents and skills, and explore possibilities in a manner where every student's **fun** equates learning opportunities beyond the classroom. The program funding will help carry out our vision and mission because it will go directly to making sure safety is in place, academics are being met through curricula and that enrichment activities are providing the necessary materials and equipment for students to be exposed to the best and having opportunities for growth beyond the classroom.

Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

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

After School Program Manager (ExL Manager): The manager manages the day-to-day operations of the After School Program. The manager is responsible for hiring, training, retaining, and terminating all After School Program staff. The manager also plans and executes programming, handles parent and community matters, and keeps the After School Program compliant to grant guidelines. The Coordinator meets individually with each

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After School Program Teacher bi-weekly. This serves as a time for the manager to discuss goals, review lesson plans, and coach teachers. The After School Program manager meets with the entire staff once a week to share upcoming events, maintain program compliance, and build the team.

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

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

During our mid-year and the end of the year a survey form is passed out to all families and students. Through the survey we are able to review what our families need more assistance in to ensure their needs are being met. Parents have the opportunity to voice their needs and ensure students are getting the help they need.

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 Pueblo Unido 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 Pueblo Unido 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
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KIPP SoCal	Facilities	13,650.00
KIPP SoCal	Grants Manager- Staff	12,471.32
KIPP SoCal	HR Support – Staff	2,570.32
KIPP SoCal	Accounting Support	1,153.64
Federal Reimbursement	Snack Expense	14,311.92
KIPP SoCal	Materials & Supplies	2,103.02
KIPP SoCal	Services & Operating Exp	1,775.62
KIPP SoCal	Classified Personnel Salaries	6,564.17
		54,600.00

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

Attendance Tracking

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

Early Release Policy

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

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

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

Program Review

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

General Questions

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

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

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

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

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

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

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

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

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

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group.

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

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

Sample Program Schedule

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

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

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8:00am	9:00am	Welcome/ELA
9:00am	10:00am	Math
10:00am	11:00am	Science
11:00am	12:00am	History/Ethnic Studies
12:00pm	12:45pm	Lunch
12:45pm	1:15pm	PE
1:15pm	1:45pm	English Language Development
1:45pm	2:45pm	Arts/Electives (access to at least 1; more preferable)
2:45pm	3:45pm	Community Building/Advisory
3:45pm	4:00pm	Clean up/Instructional Day Ends
4:00pm	4:30pm	School Dismissal/ Supper
4:30pm	5:00pm	Study Hall
5:00pm	6:00pm	Enrichment
6:00pm	6:30pm	DEAR / Dismissal

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

Here is a sample schedule for the summer program.

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

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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!