

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Prepared by:
Expanded Learning Division

California Department of Education
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**This Program Plan Template Guide is required by
California *Education Code (EC)* Section 46120(b)(2)**

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Local Educational Agency (LEA) Name: Kipp Scholar Academy

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Kipp Scholar Academy

Purpose

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

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning

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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:

19-64733-0125625

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. A Flyer for After School Program posted on Parent Square Portal for all students that are enrolled at KIPP Scholar Academy (KSA) in April/May
2. School Parent square and coordinator phone is used for way of communication
3. Interest Forms are passed out in May and a set deadline is given for all Interest Forms to be turned in
4. Instructors are able to recruit during lunch time if after school is in need of a higher ADA
5. KSA's student lottery takes place in June. All parents receive a phone call making them aware of the status of their enrollment.

2022-23 Program Goals

The program goals at KIPP Scholar Academy are as follow:

Academics

- Students will receive daily help with homework, academics and reading during the educational and literacy portion of the program.
- Instructors track every student's behavior and homework completion on Google Sheets.
- Instructors assist students with homework help and work closely with daytime teachers to ensure we are giving the students the alignment they need to succeed.

Enrichment Experiences

- Students will participate in fun and engaging activities.
- Students learn and master skills during enrichment and have an opportunity to showcase their skills at the end of each session.
- Instructors get an opportunity to teach the students what they're passionate about.
- Students receive opportunities to feel heard through enrichments in community circles.
- Students partake in an environment that has been described as joyful, full of energy and excitement.
- Students feel joyful and excited to be part of after school enrichment.

Safety

- Students feel emotionally safe at the program.
- Instructors never leave students unattended.
- All Students who participate after school have at least one adult they can confide in.

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

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Every Monday, Tuesday, Wednesday, Thursday, and Friday at KIPP Scholar students participate in a 30 minute homework session and reading time. During Study Halls, After School Program Instructors work with students on homework assignments, study for upcoming tests and assessments, and work on projects. This study hall time allows for staff to help students focused in the area of math and literacy. We aim for all participants to finish all homework assignments and reading by the end of the program.

The After School Program will allocate 30 min for participants to read daily. Through this daily practice, students will improve their reading skills and overall 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, Cosmetology, Gaming, Carpentry, pottery, casting, sculpting, Martial Arts, STEM, Science lab, Fly Project, Cheerleading, Music, Dance, Cultural Art, Photography, Fit Club, Crafting, Fashion, Art and Media Literacy, Soccer, Golf, Debate Club, Debutant, Robotics, Theater, Djing, Volleyball, Journalism, Basketball, brothers crusade, concerned black men and other student building organizationations as well as community Service Learning.** In each of the enrichment offerings, students will engage in learning that supports mastery.

It is an expectation for all of our KIPP SoCal Expanded Learning Programs to have Instructors complete lesson plans, it helps align and integrate the program with the school day and LIAS (Learning in After School) principles. To provide quality enrichment that follows the LIAS principles of expanded learning a thought out plan for each day of enrichment is expected. Instructors will submit lesson plans weekly to their Expanded Learning Manager for review.

Students have the opportunity to participate in the enrichment club of their choice. Enrichment clubs run quarterly, the length of the sessions allow students to build and master skills in their chosen enrichment. Students will then have an opportunity to showcase to families, peers and teachers what they have been working for for the entirety of the session.

Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

If the program will be located off campus, describe how students will travel safely to and from the program site.

The program will be located on campus.

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Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

We know emergencies can occur at any time of day and want to make sure that ELO teams are trained and equipped to handle any type of emergency, especially since ELO managers are the lead on-site personnel when these after-hours emergencies occur.

As a result, next year, we will be taking the measures below to ensure safety procedures are aligned:

- Require ELO teams to conduct nine emergency drills times a year. Drills practiced included by not limited to Fire, Earthquake, and Lockdown.
- Require the ELO manager to draft a safety plan appendix to be included in the site's comprehensive safety plan.
- All ELO team members are required to complete the 45-minute active shooter e-learning module designed by ALICE.
- All ELO team members are required to attend an in-person emergency prep training twice a year (August and January) on their sites' specific procedures.
- ELO managers will be provided with a 4-hour Incident Commander (ICS) training to ensure they are equipped to lead emergency response for after-hours emergencies.

Additionally, at our program, staff, students, families and school staff will know where students are located throughout the duration of the program. Program will have a structured schedule that has clear directions that are predictable for both Instructors and students to understand. Schedule will also include directions and expectations of transitions, as well as keeping transitions to a minimum.

The After School Program shares the school's mission to prepare students with the academic skills, intellectual habits, and character traits that are necessary for success in high school, college, and the competitive world beyond. The two also share the same values: grit, love, scholarship, and integrity. This mission and set of values are evident throughout the program in, for example, the enrichment courses that are offered to all students.

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

Instructors will be trained to problem solve with their students in order for relationships to stay strong during after school hours. Instructors will be equipped with social emotional learning tools for each classroom. Students will also be encouraged to have self-awareness, the ability to understand one's emotions and how they influence behavior, self-management, which is the ability to calm your own self down when upset, to set goals and work toward them, and to manage and control emotions and the ability to communicate well, to listen and respond appropriately, and to negotiate conflict

Active and Engaged Learning

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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 has a system in place for the benefit of overall program success and student advancement and engagement. At the beginning of every school year, Instructors go through a series of professional development with day time staff in order to better align ourselves as a community. Coordinator and School Leader work closely to ensure the first 6 weeks of the program are a strong start that will allow the school year to be successful. Coordinator also trains Instructors on a variety of topics such as classroom management, lesson planning, emergency preparedness, behavior systems, CQI and LIAS.

To ensure maximum student engagement after school focuses on running a program that provides the following criteria:

- Hands-on- all students will have live and tangible engagement throughout enrichments . Through field trips, projects, showcases, campus events.
- Explorative - the after school enrichments will create a space for students to have a vast engagement into all subjects.
- Mind Opening - the after school program will provide an equitable space that gives room for student awareness and enlightenment of subject matter through cultural, climatic, and collegiate engaging activities.
- Partnership- the after school program will actively use outside vendors, professionals contractors, organizations to create a bridge of outside resources to enhance students experience and exposure for enrichment success and continual student growth.
- Variety- After school ensures students have a wide selection of enrichments.

Describe the planned program activities and how they will:

- Provide positive youth development.**
- Provide hands-on, project-based learning that will result in culminating products or events.**

Enrichments provided are as follows:

- **Music and Chorus:** The major emphasis of this course is to provide students with a variety of musical experiences and activities, such as vocal warm-ups, vocal exercises and techniques that will help them master their voice. During the chorus enrichment students will be able to expand their vocal abilities and learn how to control each note they sing. With songs from today's famous artists to old time classics that they will be introduced in the enrichment. Students will even be able to write their own songs! The enrichment also develops the following skills: singing, listening, reading and writing music, and playing in the classroom. Students will also be exposed to other music forms such as band, Music productions and Djing.
- **Drumline:** Provides opportunities for growth in understanding the following musical elements: rhythm,

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melody, form, harmony, expression, articulation, and style. This enrichment also encourages interest in music from diverse cultures and historical periods. Students perform in ASP showcases and selected concerts.

- **Dance:** This course is focused in the teaching of a variety of current dance moves and techniques in the styles of hip hop, jazz dance, modern dance, cheerleading and more. The purpose for dance is to expose students to a variety of cultures while promoting mastery of a skill with opportunities for student leadership. Students culminate this course with quarterly showcases and day school events.
- **Art:** This course allows for students self expression through the use of traditional and unconventional art techniques including pottery, casting, sculpting, Crafting. Students are taught art history, conventional art such as different forms of painting and drawing. They also work with unconventional materials such as wire, perler beads, chains, 3D printing pens and more. Other forms of art students will be exposed to are Cosmetology, Fashion and and digital Media such as Graphic Design, Photography, Students showcase their work in an annual after school student lead Art gallery .
- **Entrepreneurship:** Students are taught the ins and outs of starting a business, including branding, website design, business plans, and management. This course provides insight on different types of business, including providing services and the distributions of goods. They also learn about creating plans for the future and are helped to identify their strengths through Myers brigg tests, creating 5 year plans and more. students culminate this course through launching actual small businesses they are allowed to continue after the course.
- **Athletics:** This course surveys a variant of sport and fitness activities for students. Promoting health and wellness students are able to participate in a variety of athletic outlets including basketball, volleyball, dodgeball, soccer, golf, weight lifting, Martial Art, gaming and more. Students conclude this course through competing in sports scrimmages.
- **Theater:** This course surveys a variant of acting styles including stage play acting, on screen acting, and musical theater. Students receive daily practice in acting through warm up monologues and theater activities. they learn about staging, blocking, and different styles of expression. This course also offers opportunities for behind the scenes theater etiquette including set design, writing, casting and production. Theater students showcase enrichment during ASP Showcase as well as performing for day school events.
- **Cooking:** The purpose for this course is to provide basic training in kitchen etiquette while exposing students to a variety of cooking techniques. Students independently prepare healthy meals from many cultures. They complete dishes that are appetizers, main courses and desserts. cooking students have the opportunity to showcase their skills throughout the course by catering day school events as well as the ASP Showcases at the conclusion of course.
- **STEM/ Science Labs:** Students participate in various experiments focused in STEM. They complete hands-on projects including natural science chemical reaction experiments such as oobleck and volcanoes. They learn technology and Math focused science including: robotics and drones, 3D printing and coding. They also complete experiments focused in Physics with the use of marbles and dominoes. STEM students conclude enrichment through a STEM DAY Showcase where students participate in a large experiment combining all content learned during this course.
- **Brother Crusade Mentorship:** Students receive a personal mentor who helps navigate through daily obstacles. Students participate in an array of community events promoting leadership and community involvement.

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- **Fly Project** - Fly is an acronym for First Love Yourself is a project based enrichment that includes elements of scrapbooking, Creative Poetry and Journalism. Students participate in weekly community circles where they write poetry and journal entries focused on student empowerment and support. This enrichment will encourage cognitive reason and social emotional learning.

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

Students participate in enrichments that are structured with purposes of skill acquisition. All staff are experts in the subjects taught in enrichment to ensure that students are getting the best first hand experience. All enrichments are hands-on and project based. Lesson plans are shaped in accordance with 21st century skill criteria. Every lesson is compository, allowing students to practice skills learned through activities, group projects, and achieve mastery of a skill. Each enrichment is culminated through a showcase to display all knowledge learned.

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

Scholar's After School Program is an extension of the day. Students and daytime teachers collaborate with one another. The goal being After School feeling like an extension of day school. Study Hall is an opportunity for students to show mastery and to show what they're learning during their classroom time. Students are able to get additional feedback on their academic practices. Enrichments allow for students an opportunity to acquire skills in areas of great interest. It also creates an opportunity for students to learn about new areas and become familiar with the world around them and all it has to offer. Reaching out and helping the community is a big part of the After School Program as well. The program does this by researching the needs of the community and creating awareness towards their needs or struggles. After School teams up with Hashtag Lunchbag and The Red Sand Project.

- Hashtag Lunch bag feeds the homeless in the city of Los Angeles. Students make 150-200 lunch bags for the organization to distribute.
- The Red Sand Project creates Human Trafficking awareness.
- Love Day students wrote letters and gave small tokens to the elderly at the Mount Vernon convalescent home in our immediate community who were unable to have visitors during the pandemic on Valentines day.

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

- At Scholar, we encourage student voice and leadership. Our staff are trained to facilitate youth voice and recognized leadership potential. Students have an opportunity to voice their opinions and interests in many ways during the after school program. For example, students are offered a Student Council enrichment. During Student Council, students have a safe space to share their interests and their viewpoints. The after school community gets to decide who their President, Vice President, Treasurer and Secretary are by voting on Voting Day.
- To help plan and ensure program success students play an active part in the improvement of the program. Students are surveyed quarterly for the purpose of enrichment feedback. Students are also allowed to change enrichments based on students' needs and interests.

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

Community Circle is a practice and tool we encourage the students to use when they run into a conflict that

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affects other people. Students, first, get an opportunity to listen to the topic, process and share out when it's their turn.

These are opportunities that students have to express their concerns and viewpoints of the program:

- Student Council: Students recommend and vote on upcoming program activities and events
- Coordinator for the Day: Students are able to take the role of Coordinator and make decision along the Coordinator

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 be able to participate and choose the same enrichments as students in upper grades. The program believes in giving the same access to all participants. Students in Lower grades also have peer representation in the student council.

Below are some activities that the program will incorporate to expose students to real word problems:

- Hashtag Lunch Box: Students set up working stations and assign students to stations.
- Red Sand Project: Brings Human Trafficking Awareness to the community
- Anti-bullying Month: Students will participate in a LIGHTS ON/Anti-bullying festival, where every student that participates will pledge to stand up against bullying
- WE Day: or WE Movement is a celebration of young students, advocates and leaders that are impacting this world and making a difference in people's lives. KIPP Scholar students advocate for world hunger to end. They start by advocating, bringing awareness and feeding 200 Los Angeles residents. Students also bring human trafficking awareness to the community by partnering up with The Red Sand Project
- The Red Sand Project: Students take part in raising awareness for those affected by modern day slavery in the community. Students have a Red Sand Festival, where red sand is placed on the cracks of the sidewalk, representing all human trafficking victims.

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

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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

All students are provided with supper during after school hours. Supper contains 5 healthy components. Supper is provided by the Little Helpers. Aligned with that, students are provided with a cooking class that teaches you healthy choices, moderation, and your way around the kitchen. Aligned with cooking class is CrossFit and Sports for the physical aspect.

In addition, students and Instructors have positive, healthy relationships with their students. Students feel a sense of being heard. They know that suggestions will always be taken into consideration.

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 hand washing before meals and Healthy food options. We will also engage in daily developmentally appropriate physical activities such sports, dance and relay races and providing activities for our younger students such as basketball and dance. As a staff, we administer events that encourage physical activities and administer healthy snacks.

We plan to partner with the following wellness organizations:

OLH Our Little Helpers

Revolution Foods

Brothers Crusade

Concerned Black Men

And other Student and staff SEL and Cultured Developmental programs

Students receive an opportunity to join a cooking class provided by an Instructor. During this time students will learn about healthy behaviors, moderation, trying new foods as well as important health facts of some of the ingredients we use for the recipes. Students will learn cutting skills the first quarter and will transition to more advanced stages as time passes. Aligned with cooking class we will have a CrossFit class that will help with the active part of a healthy lifestyle. Life Skills will be a new enrichment that will expose the students with ways to successfully live in today's society. For example, students will learn how to apply for a job, interview and be part of a work team. Students will learn how to manage money, manage time, as well as learning effective communication skills.

Give 3-5 examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are

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served in your expanded learning program.

The program is partnered with Revolution Foods and the Little Helpers to provide healthy snacks and suppers, below are examples of some of the snacks provided:

- whole grain snacks and a variety of fruits
- dairy
- protein
- Southwest Veggie Wrap
- Strawberry Granola Yogurt
- Chicken Salad Sandwich
- Veggie Chef Salad

Diversity, Access, and Equity

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

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

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

Instructors join school wide professional development which gives them a sense of understanding and knowledge of the culture and school community. Students feel safe confiding in their Instructors. Students and Instructors have meaningful conversations. Students also feel a sense of being understood by the Instructors because many of them went through similar situations the students are going through now. Instructors also partake in summer professional development with the day time team population. This gives the Instructors a clear vision of what the schools needs and wants are. It also helps Instructors create bonds and support.

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

The After School Program provides all students with access to the program and activities. 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.

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With the help of the Special Education (SPED) team we will continue to serve the IEP (Individualized Education Program) students and English Learners. Continue to make them feel comfortable and mold activities to include them. SPED students will continue being successful during ASP by being part of the regular enrichment classes and Study Hall classes. Students will also learn about empathy and helping one another in order for the SPED students to feel like they have allies.

Quality Staff

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

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

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

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

Applicants will be screened by the regional talent acquisition team, where they will determine if applicants meet the qualifications for a phone screen interview. A phone screen interview will help determine if a candidate has basic knowledge, experience and interest in the position. If the candidate passes the phone interview, candidates will then be invited to an in-person interview with the Expanded Learning Manager and School Team. Candidates will be asked questions related directly to the culture of the school and their experience in giving quality service. The program aims to hire individuals that are interested in pursuing a career in education. Once offered a position, candidates must provide a copy of their FBI/DOJ live scan fingerprint card and results to a current TB test, and proof of vaccination or an approved exemption.

Describe the type and schedule for the continuous professional development that will be provided to staff.

Program Managers will create a training schedule that reflects the needs of the school and program. Training starts as early as the summer before the program starts. The various types of training that occur throughout the year are listed below:

- Classroom Management
- Lesson Plan Development and Facilitation
- Enrichment Engagement
- Attendance Procedures
- Meal compliance
- Event Planning
- Emergency Preparedness
- School Culture
- Relationship Building

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- Professionalism

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

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

Clear Vision, Mission, and Purpose

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

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

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

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

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

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

1. Instructors will find new ways to strategize inside their classrooms in order for every student to be served.
2. Instructors will receive an opportunity to observe daytime teachers, plan and learn strategies they can implement in their classrooms for classroom management.
3. Administration will observe program and connected with After School and the important indicators
4. In order to increase quality, Instructors are consistently implementing, assessing and planning.

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 refers to program data collected through student and parent assessments with partners with school leaders to ensure that vision is an extension of day school.

Principal Observations: the Program Leader schedules time to observe after school in order for the community to be aligned with day school. Daytime teachers also support by allowing After School Instructors to come in and observe the techniques and routines that work with that primary grade. Important stakeholders participating in the process to continue quality programming are parents, administration, teachers and the students. The parents participate in a survey, twice a school year in order for them to provide the program with their feedback and suggestions. Teachers help us align academics with support on homework and online testing. Teachers also allow Instructors to come into their classrooms during day school to supervise. In addition, Administration supports during after school hours with observations and feedback to improve ourselves.

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

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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.

Through continual feedback and with the input of our staff. Our program is seeking collaboration with different outlets such as

- FIYA: Foundation for Interscholastic Youth Athleticism, students will be able to participate in competitive sports such as football, soccer, basketball, etc.
- SHARP International: SHARP International is a high energy Competition and Camp Circuit, we hope to participate in a cheer or dance competition
- Community Health Centers
- Peer KIPP SoCal After School Programs, the program hopes to partner with other KIPP SoCal After School programs for friendly competitions, gatherings, and events
- Debbie Allen Dance Academy
- The National Funtology & Barbertology Society as a source for our cosmetology needs
- Extra Fun Jumpers for or main event vendor for student attractions
- A photobooth company to help with our photography student showcases and scrapbooking.

Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

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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 <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

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frequently to make the necessary adjustments to the program. Once the assessment has been conducted, the Manager will continue to work with school staff to have a plan of action for the program based on the assessments to meet specific goals. The Manager builds a quality improvement in the month of July and chooses 1-2 quality standards to focus on for the school year. The region focuses on quality staff due to the high volume of turn over that occurs in the program. Focusing on that quality standards helps us strengthen the operations of the program. Once the quality standards are chosen, and the Manager starts assessing, the Manager submits quarterly continuous quality improvement updates to the Regional Team, the regional team reviews to ensure that the program is on track to meet their goals for the year. The program will also receive a few coaching visits and peer reviews throughout the year that helps with meeting all requirements and to ensure program quality. The Manager shares all progress with their team and works on a plan to make any necessary improvements.

Program Management

Describe the plan for program management.

Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.

KIPP Scholar's vision is to provide students with an enriching, safe and nurturing program that offers academic support, and activities led by thoughtful, diverse and invested staff members. The program funding is used to hire part time staff and is utilized as a budget to purchase materials and supplies that carry out a well-rounded enrichment program. With a full staff team, we are able to execute the program vision for Study Hall and a fun enrichment program. The program funding is also used to fund field trips that are possible for students to be exposed to an expanded learning horizon. In an effort to carry out this vision, we also utilize the state grant funding to hire a full time Program manager and a program assistant in an effort to ensure all documents and attendance are within compliance.

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

The program organization structure follows a stringent managerial system where the Program Manager is managed by the School Leader. Immediately above They meet weekly to have one-on-one meetings on Tuesdays to discuss program plans and updates. The program has a total of 10 Instructors in charge of study halls and enrichments. The program has staff assigned to grade 5th to 8th grade which assist students with homework and projects. The ExL manager meets with staff daily, as well as weekly O3's. The ExL manager

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monitors the Instructors and provides feedback and guidance. The meetings are documented daily in a good Document to review what already has been discussed in the meetings.

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

The Program Plan will be under constant review to ensure the enrichment and social needs of the students are constantly being met. Each quarter, the schedule will be adjusted to fit the needs of the staff and change of athletic seasons. The program plan is reviewed and updated throughout the school year. The Program Manager will meet with Instructors daily , School Leader, and Administration weekly to communicate program changes and updates. Program manager sets scheduled observations with all stakeholders in order to see how we can further enhance and improve the program. The Program manager also includes students and parent’s feedback by conducting mid-year and end of year evaluations.

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

In-Kind Matching Funds

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

Source	Category	In-Kind Amount
KIPP SoCal	Facilities	13,650.00
KIPP SoCal	Grants Manager- Staff	12,471.32

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

Student Sign-In:

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

Student Sign-Out

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

Attendance Calculation and Monitoring

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

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Attendance Auditing

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

Early Release Policy

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

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

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

Program Review

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

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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.

N/A

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

Team Members are recruited through several job search engine sites, as well as promoting within the organization. Once advertised, applicants are filtered through our regional online system. Applicants are saved within the system for quick reference in the event that additional staff is needed. Applicants will be screened by the regional talent acquisition team, where they will determine if applicants meet the qualifications for a phone screen interview. A phone screen interview will help determine if a candidate has basic knowledge,

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experience and interest in the position. When screening for team members working with younger children, we will focus on hiring candidates with experience working with that age group, have these team members participate in any training that is offered for kindergarten teachers, the team members will also be able to learn how to implement a fun learning and age appropriate lessons that focus on “doing”. The program will ensure team members are supported by keeping no more than 10:1 ratios during all program hours with extra supervision from the Manager and Assistant.

Sample Program Schedule

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

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

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

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

Here is a sample schedule for the school day program.

Start Time	End Time	Content Area/Activity
7:30am	8:0am	Arrival and Breakfast
8:00am	9:00am	Welcome/ELA
9:00am	10:00am	Math
10:00am	11:00am	Science
11:00am	12:00am	History/Ethnic Studies
12:00pm	12:45pm	Lunch

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

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

Here is a sample schedule for the summer program.

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

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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!