

# EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Prepared by:  
Expanded Learning Division

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

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

# Expanded Learning Opportunities Program Plan Guide



**Local Educational Agency (LEA) Name:** KIPP Sol Academy

**Contact Name:** Janeethe Yarahuan

**Contact Email:** [jyarahuan@kippsocal.org](mailto:jyarahuan@kippsocal.org)

**Contact Phone:** (323) 204-2694

**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 Sol 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 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,

# Expanded Learning Opportunities Program Plan Guide

play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

## Instructions

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

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

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

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

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

County District School (CDS) Code:

19-64733-0125641

### List 3- 5 steps that are taken to recruit students

**Information/interest forms will be given to parents about our Expanded Learning Program in various ways including, but not limited to:**

1. Program Flyers and Interest Forms are given to incoming 5th graders during their home visit informing them of the Expanded Learning Program Interest Period.
2. A Parentsquare message is sent out to all families 2 weeks prior to the interest period.

# Expanded Learning Opportunities Program Plan Guide

3. A Robocall is sent out to all families 1 day before the interest period.
4. Recruitment flyers are posted in the classroom during the month of May.
5. ParentSquare messages will be sent out to families during the week of interest period as a reminder for families that are interested to fill out the interest form.

## 2022-23 Program Goals

**The program goals at KIPP Sol Academy are as follow:**

### Academics

- Students will receive 1-2 30 minute academic sessions a week to help with homework, academics and reading during the educational and literacy portion of the program.
- Students will receive academic support in academics to ensure that they are exceeding in their academics with their instructor and receive help with any academic work and independent classwork.

### Enrichment Experiences

- Students will participate in fun and engaging activities.
- Students learn and master skills during enrichments and have an opportunity to showcase their skills at the end of each quarter to parents, friends, teachers, and a community.
- Students will be exposed to different types of enrichments throughout the school year to ensure the Expanded Learning Program at KIPP Sol Academy is expanding the student horizon.

### Safety

- Students feel emotionally and physically safe at the program. Program has developed safety protocols during daily programming and in the event of an emergency.
- The Expanded Learning Program staff is trained on Emergency Preparedness.
- Expanded Learning Program staff is trained on restorative justice to ensure safety emotionally and physically to the students while providing a supportive environment.

## Educational and Literacy Element

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

Every Monday, Tuesday, Wednesday, Thursday and Friday at KIPP Sol Academy students participate in one hour of Study Hall, which is built into the schedule. During Study Halls, Expanded Learning Instructors work with students to complete homework, study for upcoming assessments, and work on projects. This academic hour allows staff to help students focus on specific math and reading skills. We aim for all participants to finish all homework assignments and reading by the end of the program.

The Expanded Learning Program will allocate 15 minutes for participants to read daily. Through this daily practice, students will improve their reading skills.

## Educational Enrichment Element

# Expanded Learning Opportunities Program Plan Guide

**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.**

KIPP Sol's Expanded Learning Program is located in the same facility the students use during the day, no transportation is necessary for the students. Students are dismissed by general education teachers when school ends to the designated program classrooms where Expanded Learning team members wait for them. We also provide an emotionally safe environment for the students. Students practice character traits throughout the program such as zest, self-control, gratitude, grit, curiosity, optimism, social intelligence and love that helps students be aware of the motives and feelings of other people and oneself.

**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.

## Expanded Learning Opportunities Program Plan Guide

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

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

Additionally, at our program, staff, students, families and school staff will know where students are located throughout the duration of the program by ensuring to keep an accurate sign in sheet for Instructors to take attendance. After taking attendance the Expanded Learning Instructors will send down to the main office and this will help determine who was present.

The program has established safety protocols to ensure student safety during daily programming and in the event of an emergency. There is a clear line of communication between the day time staff and Expanded Learning team members to report on all the health issues happening with students. The Expanded Learning team members follow up appropriately and communicate with parents at the end of the day. We have a secure building in which the manager ensures the building is locked and the only door open is the door where parents come in. In order to get into the building, parents are required to buzz into the system and are only permitted to come in by an Expanded Learning team member. Parents are required to show valid ID and this is referenced on emergency documentation collected before the start of the programming.

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

All Expanded Learning team members are trained on emergency procedures. We ensure that at least two members in the team are CPR certified. The program staff is trained by the School Business Operation Manager in Emergency Preparedness. We have a drill once a month to assure that we are practicing drills with the students and the staff. Some of the drills are earthquake/ great shake fire, lockdown. The Expanded Learning Manager ensures that there is a rescue team in place in case of a major earthquake, fire, or active shooter. KIPP Sol Expanded Learning Manager maintains an easily accessible binder with all the student emergency contact on site.

All Expanded Learning team members are trained on classroom management and restorative justice, which has provided a program in which students are clear of the rules and expectations and remain safe. Program Staff sets high clear expectations for behavior and achievements, by praising students accomplishments and positive behavior, when students are engaging in unsafe or challenging behavior, staff calmly intervenes and

# Expanded Learning Opportunities Program Plan Guide

helps to ease the student. All program lessons will intentionally help students build life, physical and social skills that will prepare them for College and Career choices. Program enrichments will be delivered based on student interest and social and emotional learning. We will ensure that the lesson plans are providing and setting positive goals, feel and show empathy for others, establish and maintain positive relationships in and out of school, make responsible decisions and understand and manage emotions. It is crucial for the Expanded Learning program to continue KIPP SoCal's model of the whole child approach where the schools not only concentrate on building academic skills but life skills and character traits. Instructors are also taking professional developments in social and emotional learning to be able to better provide a safe and supportive environment for the 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.**

Expanded Learning Instructors will participate in several school wide professional development in the beginning of the school year to ensure the same culture during the program. Participating in school wide professional development will help align with the Expanded Learning program. For example knowing each student's school schedule and having access to their teachers google classroom for the instructors to better support the students.

**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.**

Students will be offered several enrichments, where they will get the opportunity to do different types of activities. The range of enrichment activities include hands-on to project-based, and students have a large selection of enrichments to pick from. Some examples of this programming include:

- In coding, students will learn how to use a program called Scratch. Scratch allows students to learn basic computer science skills such as functions, conditionals, and even debugging. In scratch, students are able to combine multiple coding blocks to create a program for the computer to run a game, an animation, a story, a riddle, etc. Students get to do a new project every week. Students can save their projects in their accounts and access them later. In girls who code enrichment, the girls will be able to understand how impactful women are in tech, specifically in coding. The girls will be able to learn computer science basics through programs such as Scratch and Codepen. The girls will be able to

## Expanded Learning Opportunities Program Plan Guide

empower one another, build a community, and become socially just. The girls will also become familiar with remarkable women in tech that have changed/impacted technology/computer science.

- The purpose of the physical activities enrichments is to help the students build endurance and strength through different exercise routines. They will run daily, complete dynamic stretches and implement at least 5 exercises per session. Students will then be allowed to work independently for the remaining time of enrichment within a sport, Basketball, Golf, Volleyball, or Soccer. In football enrichment students will be learning the sport of football. Staff will go over the rules, moves, and concept of the sport. Students will learn the offense and defense. For example, learning how to throw the football. Golf enrichment the students will learn the concept, rules, and techniques on the game of golf. Students will learn how to swing the golf clubs, putt, and learn the rules and regulations of the 18 holes on the golf course. Staff will teach the students the differences of each club and what their uses are for.
- The dance drill team enrichment is a group of dancers who perform group routines in unison. Student's will promote school spirit, develop physical coordination and dance technique as well as build confidence and self-esteem. The team will learn routines that will be performed for their field days. This Quarter the team will be preparing for the competition season that will start in February.
- Girl Scout students work in groups to bring awareness to real event issues, such as the importance of voting, importance on education, self love, and recycling.
- In the Art enrichment, students will learn how to do projects where they are recreating them by doing the projects themselves. Students will learn how to repurpose ordinary items into a project that they will be able to get a different use out of. Students will also learn different art techniques and will be able to create artwork with different paints and materials. Students will also be creating science projects where students will learn science terminology and science experiments. Students in Bridge Building will be able to share with their students their bridge, and explore how much weight their bridge can sustain before breaking.
- In Science, students will be doing hands-on projects as they are learning about molecules, density, surface tension, ect. Students will be creating projects like oobleck, DIY lava lamps and will further their understanding in science in a fun and creative way.
- The KIPP Sol photography enrichment is designed to give students an overview of photography. This particular enrichment introduces some significant Expanded Learning Program Acts of photography. Through activities, projects, and lessons students will get a stronger sense of what photography is about. Students will learn basic skills such as editing, lighting, portraits, visual literacy, creativity, and camera antonyms.
- In leadership, students were able to develop leadership skills through learning the responsibilities and planning activities for the program.
- In Culture Awareness students will learn how culture has a major role in shaping one's identity and it is something that everyone has. The cultural awareness class will focus on enhancing students' cultural sensitivity and consideration to all backgrounds. It will do so through the teaching of music, language, textiles, cuisine, and dances from different countries.

**If applicable, explain how the planned program activities are based on the school and community needs for**



# Expanded Learning Opportunities Program Plan Guide

## **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**

Educational literacy will help ensure students are working on homework. Students during this time will be working on academics work, projects assignments, anything work to ensure students are completing homework assignments. Students during this time will also be given 15 minutes of silent reading time to ensure students are growing in literacy education and vocabulary. Students during this time will also have the opportunity to go to office hours to make up assignments or retake tests if the teacher offers office hours. The education enrichment activities will embrace students' passion, their rich exploration of extracurricular and enriching program options, their collaboration and relationship building in team-oriented activities, or through their engagement in field trips and off-site development. The combination of the opportunities and experiences we offer, in the context of a nurturing environment, will prepare children to compete and succeed as they pursue choice-filled lives in high school, college and beyond.

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

The planned program activities are based on KIPP Sol Academy needs as a community to ensure we are supporting the same mission here at KIPP SoCal Public Schools which ensure students are getting to college

# Expanded Learning Opportunities Program Plan Guide

and through college. Through the program, students are getting opportunities to embrace our mission to our students by exposing them to different career options, by providing students the opportunity to visit different colleges around the area.

## Youth Voice and Leadership

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

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

Students are given a survey at the end of the quarter which students provide feedback on what they enjoyed in their enrichment. In the survey, students are given an opportunity to voice what different types of enrichments they would like to see in their after. Students are likely to engage in the program when their ideas and contributions are included. Students gain experience, their input and contributions become increasingly sophisticated. Students serve as leaders and mentors to each other.

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

Students in this enrichment will lead activities such as bringing awareness to topics that affect their peers and their community. Students will have an opportunity to run community circles where students get an opportunity to share their view points and give suggestions for the program to grow. Instructors will encourage, and provide a safe place for students to express their concerns and interest.

**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 5th and 6th grade will be able to make choices when participating in the Expanded Learning Program by selecting the enrichment they would like to participate in during the program. Students will also have the opportunity to voice their opinions and thoughts at the end of each activity. The last part of the teacher's lesson is for the instructor to wrap their lesson plan and receive student's feedback. For older students they will actively leadership skills by supporting their Expanded Learning instructor to ensure we are taking students' interest into consideration.

## Healthy Choices and Behaviors

# Expanded Learning Opportunities Program Plan Guide

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

## **Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.**

KIPP SoCal Public Schools' wellness policy outlines our approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity throughout the school day. KIPP SoCal participates in USDA child nutrition programs and during ELO-P hours of programming students will be served a healthy breakfast/lunch/supper/snack (whichever meal(s) are applicable for program hours) that meet the current nutrition requirements established by local, state, and federal statutes and regulations. Aligned with the wellness policy, during the ELO-P hours we will limit the sale of any foods and limit the use of unhealthy food for celebrations and rewards. To support consistent physical activity throughout the school day, during ELO-P hours students will engage in a wide range of activities including basketball, soccer, yoga, dance, drill team to name a few.

### Additional Healthy Practices & Program Activities

Students will have the ability to be physically active during the program. Students are offered enrichments that keep them physically active. Enrichments such as golf, football, basketball, soccer, dance are offered to the students to ensure that students are getting at least 30 minutes of physical activity. On Mondays we offer a Fitness Club to the students. In Fitness Club students learn how to properly stretch, and how to work on certain muscles. On Mondays we also offer Active Block to the students. During Active Block students have 1 hour and 10 minutes to be physically active, they have the option of soccer, basketball, handball, volleyball, jump rope, hula hoop and many other physical activities we offer to the students.

## **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 the wellness policy that KIPP Sol has for students. Also with the cooking class, students are provided with an opportunity to search different alternative healthy recipes. We will also engage in daily developmentally appropriate physical activities such as structuring our sports by allowing them to be physically active for at least 30 minutes. As a staff, we will respect the wellness policy and ensure we do not eat unhealthy snack or junk food in front of the students

We plan to partner with the following wellness organizations:

-Our Little Helpers

Students every day will receive a 5 course supper meal that include fruit, vegetables, milk, grain, and protein

## Expanded Learning Opportunities Program Plan Guide

which is distributed to them during program, between the hours of 3:45pm-4:10pm

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

Our program offers nutritious snacks or meals that follow the California Nutritional Guidelines. The following are examples of items we served:

- Honey Graham cracker/Sunbutter
- Chicken Wraps
- Cheese Crackers/ Apples
- Chicken Taco Trio/ Brown Rice/ Oranges/Milk/Fruit Juice
- Green Salad/ Grapes
- 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.

The program has created an environment that promotes diversity by adding different enrichments that fit all student's needs. We offer a variety of enrichments so 100% of students participate. Examples include - physical activities for students interested in sports or dance, performing arts for students interested in dance, art, music, theater, photography, etc. The program ensures that all participants have an enrichment to be involved in. During the Expanded Learning Program students have the opportunity to participate in community circles. We use community circles to build community. In a community circle, students discuss and share on topics relating to them, their identities, and their diverse needs. Topics of conversation range from interests to struggles and students have opportunities to make connections to one another. We also play games during this time where students learn more about one another, including different or similar personalities, working styles. They celebrate wins and discuss challenges and how to overcome them.

# Expanded Learning Opportunities Program Plan Guide

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

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

Expanded Learning Program staff will work really closely with the Special Education Team to ensure that accommodations that school is doing for the student the program is also doing for the student. All the accommodations are explained to the Manager, which is later explained to the Instructors. The Manager works really closely with the staff to assure that we are providing all the necessary support for the student to succeed in their academics. Expanded Learning Program staff assures to accommodate the students learning style so they will be engaged in their enrichments.

## 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, 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.**

# Expanded Learning Opportunities Program Plan Guide

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.**

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 Opportunities Program Plan Guide

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) One of the program goals is to ensure we were offering diverse enrichments that students have an opportunity or access to participate outside of school. We are offering diverse enrichments such as culture awareness and music and theater.
- 2) The program also identified that students lacked the necessary academic assistance to be successful in the instructional day so the program does a 15 minute silent reading, Expanded Learning program offers extended academic assistance and staff members check student grades to work closely to those students that are struggling in classes.
- 3) The last goal is around providing a safe and supportive environment to the students, it is really important for the students to feel safe in the program and feel they want to be there. The focus is to build relationships with students so they can engage in activities and feel supported through the process.

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 the school dean bi-weekly to discuss program compliance, curriculum, and progress toward goals. The dean conducts a walkthrough of the program bi-monthly and provides feedback and support for the growth areas. Expanded Learning Instructors and Manager check-in with teachers about students' progress on homework and classwork as well as behavior. Parents are communicated through a family newsletter with updates and events. In this newsletter highlights and shout out are provided to show the parents the activities their students have been working on. One of the goals is for families to be invited to attend the quarterly showcase in person where students get to share with families end products or knowledge they have gained in their enrichment. Parents as Expanded Learning Team Members get to praise the students achievements and support the students academic success. Expanded Learning Instructors participate in supporting school and community

# Expanded Learning Opportunities Program Plan Guide

initiatives by being present or conducting a supporting role in events put on by the school and community. Surveys are given to families and students to receive their feedback on the program to help us meet our goal

## 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 program currently partners with Our Little helper, a supper organization that works with Revolution Foods to provide nutritious snacks to the participants. The program hopes to continue this partnership in the future because having this resource helps the students. Our Little Helpers Food Service Program provides meals and snacks to the students in the program 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.**

There are many potential collaborations and partnerships that the program would like students at KIPP Sol to collaborate with. Girl Scouts is definitely one of the programs that the program wants to bring back. Students



# Expanded Learning Opportunities Program Plan Guide

develop leadership skills, positive self sense, and support the community. In efforts to include Girl Scouts, the program Manager will contact Girl Scouts of Greater Los Angeles to work through a potential partnership in the future.

Another collaboration is FIYA, Foundation for Interscholastic Youth Athletics is an organization where students go on sports tournaments. This would benefit students' collaboration with other students outside of their school alongside with teaching them how to work as a team. In efforts to include FIYA the Manager will contact FIYA and register the school to participate.

A potential collaboration and partnership for this year will be working with KIPP Illuminar Academy (KIA), our feeder elementary school on our campus where the students will get the opportunity to become mentors to KIA elementary students. Students in the program will help younger students in grades 3rd and 4th grade with their homework, as well as helping the students become better readers.

## 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

# Expanded Learning Opportunities Program Plan Guide

- 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 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.**

All purchases for the program will be made to assist students to accomplish academic and enrichment goals. The program hires qualified staff that are passionate about what they teach to the students. One of the goals is to offer diverse enrichments so the program will purchase chromebooks, cameras, dance equipment, sports equipment, art supplies, performing arts materials, etc. The Manager orders the required supplies and

# Expanded Learning Opportunities Program Plan Guide

materials that will ensure the staff is successful and meet their enrichment goals. The program hires a full time Manager to ensure the program is compliant and it is running with all the required quality components.

**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.**

In order for the program to be successful, we have the following structure: Regional Office Team helps the Expanded Learning Manager with paperwork, compliance, feedback, monthly meetings and training and coaching visits, performance management and reviews. The School Leader manages the Expanded Learning Manager which helps with school alignment and being a manager of people. The Expanded Learning manages 8 Instructors, the Manager conducts staff meetings, observations, professional development and feedback to the Instructors. The instructors are in charge of homework assistance, enrichment, lesson plans, attendance. The program Manager will hire 7 Instructors to support students at KIPP Sol Academy.

**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 Sol 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 Sol Academy** is committed to the expanded learning program and ensuring sustainability. In the most

## Expanded Learning Opportunities Program Plan Guide

recent year, the in-kind match was:

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

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

### **Attendance Tracking**

**KIPP Sol 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.

# Expanded Learning Opportunities Program Plan Guide

## ***Attendance Calculation and Monitoring***

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

## ***Attendance Auditing***

**KIPP SOL 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.)

# Expanded Learning Opportunities Program Plan Guide

## Program Review

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

## General Questions

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

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

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

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

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

### *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

# Expanded Learning Opportunities Program Plan Guide

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

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

*Sample Program Schedule*

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

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

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

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

Here is a sample schedule for the school day program.

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

## Expanded Learning Opportunities Program Plan Guide

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

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

Here is a sample schedule for the summer program.

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



## Expanded Learning Opportunities Program Plan Guide

12:40	12:50	<b>Clean up</b>
12:50	1:00	<b>Transition</b>
1:00	2:20	<b>Enrichment Rotation #1</b>
2:20	2:30	<b>Clean up</b>
2:30	2:40	<b>Transition</b>
2:40	3:50	<b>Enrichment Rotation #2</b>
3:50	4:00	<b>Clean up/Transition</b>
4:00	4:30	<b>Snack / Outdoor Fun!</b>
4:30	5:00	<b>Outdoor Fun &amp; Dismissal!</b>