

KIPP Generations Academy

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Local Educational Agency (LEA) Name: KIPP Generations 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 Generations 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, 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 team members 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>

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.

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

The program has established safety protocols to ensure student safety during daily programming and in the event of an emergency. The Expanded Learning team is trained in the different drills that are conducted throughout the year, including drills for fire, earthquake, lockdown, and reunification. The Expanded Learning team then practices these drills and meets with the school liaison to discuss possible next steps.

When addressing student injuries, team members will follow established school protocols when dealing with accidents. In the event of any minor or major emergency, team members will immediately notify parents of the incident and inform the school administration needed to assist the student if still on campus.

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

Safety is a priority for our program. Every program is located on the school campus and students are able to walk safely to the program meeting area. There are team members at every program that are certified in infant, child and adult CPR and First Aid. Every program has an easily accessible list of all students with current emergency contacts through the registration process and via the KIPP SoCal Infinite Campus database. In addition to a safe environment, the team intentionally focuses on building and maintaining trusting, nurturing, and supportive relationships with students. We use positive reinforcement to help shape behaviors, and we implement restorative practices to help students learn from their choices.

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.

At KIPP Generations, we strive to help students achieve academically and developmentally. We have incorporated reading time to continue improving student’s reading levels and to help foster a love of reading. The After School Program offers enrichment activities that give students the opportunity to participate in a variety of enrichment clubs.

Students will be required to participate in activities that are engaging and involve collaborative skills, such as Dance class, Basketball, Football, Cooking, and Art enrichment classes. Students will experience different opportunities in these enrichment courses that will allow them to interact positively with one another, and we will foster a culture of positive feedback.

The program activities will also provide opportunities for students to be acknowledged and praised for their positive behavior, growth, and effort. The Expanded Learning Program Instructors are required to implement bi-weekly projects that help students connect their learning with engaging activities, real life solutions, and hands-on learning. The goal is for every enrichment to have a culminating event where students can show off the skills they have mastered during Expanded Learning Program hours.

Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Program enrichments offered in the Expanded Learning Program will assist students in developing their critical thinking skills. Lessons conducted by team members will require students to think critically and apply lessons to real life skills. All lessons will be comprehensive and include steps to building life skills. The program will also include an academic component where students will get support with their homework assignments before heading home.

The Expanded Learning Program will also help students with projects and studying for upcoming exams. This will ensure that students are receiving the assistance they need during program hours and that they are mastering the topics for exams or quizzes. With a comprehensive approach, students will have various support factors that will provide necessary and continuous services for their physical and emotional safety.

Youth Voice and Leadership

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

Student voice has a pivotal role in the development of the students. Using a student survey, the Expanded Learning Program encourages students to have a voice in selecting enrichment classes and providing feedback for sessions and activities. Enrichment classes are created based on student needs and interests (to reinforce instructional classes and introduce students to new activities/programs).

Students are asked to complete a program evaluation every quarter. This allows them to use their voice and advocate for their wants and needs from program team members. Students are able to give feedback on strengths as well as areas of growth for the program through these assessments and evaluations. All of the enrichment clubs are a mix of lower and upper grade students. Instructors carefully group students together to

ensure higher grade students are always available to support any lower grade students. This allows students to be leaders within their groups and gives them a sense of responsibility and accountability.

Students provide feedback through surveys twice a year. Surveys are anonymous and are used to help improve the quality of the team members and the program. The program will focus on giving more leadership opportunities to students, these opportunities could be to help other students with assignments, plan activities, lead site visits and help the manager when needed.

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.

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 program hours students will be served a healthy supper and snack that meet the current nutrition requirements established by local, state, and federal statutes and regulations. Aligned with the wellness policy, during the program 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 program hours students will engage in a wide range of activities including basketball, soccer, and dance to name a few.

The program offers nutritional snacks and supper daily, these snacks and supper are ordered by the school through a vendor called Our Little Helpers. All food ingredients are Nut-Free to prevent risks of allergic reactions. The program offers nutritious snacks such as fruits, whole grain snacks and 100% juice. All of these snacks follow the California Nutritional Guidelines.

Physical activities are also implemented in the program to ensure that we are aligned with organization goals. The program encourages students to live active lifestyles and eat nutritious meals. We also believe that keeping students active helps with increasing health benefits. The program encourages this behavior by having team members model healthy eating habits and activities, whenever possible, the team members participate in physical activities that are conducted to encourage more student participation.

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.

At KIPP SoCal, we believe in reflecting our communities, and are committed to diversity and investing in professional development. We are committed to creating an environment in which students experience values that embrace diversity and equity. The Expanded Learning Program creates an inclusive environment for students. The program gives students an opportunity to celebrate their cultures through music, dance, and traditions. Every culture and heritage is celebrated at KIPP Generations. Students and families always have

opportunities to share their traditions with the school.

Team Members will work with the Special Education Team at the school site to ensure that accommodations that the school day is doing for the student, reflect in the program. The team works with the school 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.

Program team members will collaborate with teachers to support students who require additional support. The program will be prepared to accommodate students who need additional support and implement activities that will allow all students to participate and engage in the program. The program will provide a variety of activities that all students can access; develop routines and procedures with all students in mind; partner with families to ensure we know student needs and provide appropriate support.

Quality Staff

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

The Boys & Girls Clubs of Carson ensures that team members meet the requirements established by KIPP SoCal Public Schools. The minimum requirements for this position parallel those of the job description for an "Instructional Aide." The applicant is required to have completed high school, pass a Department of Justice criminal background check and submit the results of a tuberculosis clearance prior to employment. Any volunteers, including parents, who will work with students in afterschool programs must complete the same background checks, health screenings and mandatory training requirements as program team members who directly supervise students meet the minimum qualifications for an instructional aide.

Recruitment and Retention

Quality team members are the key to successful programs. The Boys & Girls Clubs of Carson recruits team members by:

- Using social media, referrals, craigslist and local college/university job boards
- Potential team members are evaluated using a competency exam and in a formal job interview.
- Retention of qualified team members ensures continuity of programming and relationships building with school personnel, parents and students.

The Boys & Girls Clubs of Carson retains team members by:

- Providing a thorough orientation to ensure team members feel equipped to meet expectations
- Recognition through monthly newsletter and meetings
- Incentives from free tickets to sporting matches, concerts, and other events
- Potlucks, gatherings, and monthly meetings to gather and meet up and discuss site accomplishments

Professional Development

Ongoing professional development is essential to the success of any program. The Boys & Girls Clubs of Carson's after school program team members participate in a variety of professional development to ensure the effectiveness of the program. The following is a list of mandatory training sessions for Boys & Girls Clubs of Carson after school program team members.

- CPR/First Aid

- BGCC Orientation
- Child Abuse
- BGCA Webinars: Technology, Social media, Budgeting and Program planning
- LACOE trainings
- ASPIRE trainings
- BGCC Professional Association trainings
- BGCC Trainings
- EarthQuake and Fire Drills

Clear Vision, Mission, and Purpose

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

The program will work 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, and other community members helps build stronger relationships and goals that benefit the program participants. The School Leader observes the 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 program can only accomplish its mission and vision if the whole school community works together.

The Boys & Girls Clubs of Carson believes that to serve youth, it is important to understand not only their needs, but also the needs of their parents, family, and community as a whole. As such, the Boys & Girls Clubs of Carson uses a variety of methods to assess the needs and interests of the population. The Boys & Girls Clubs of Carson participates in all needs assessment activities conducted by the Los Angeles Unified School District’s Beyond the Bell Branch. In addition to the needs assessment activities conducted by LAUSD, the Club conducts the following activities.

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.

Expanded Learning team members can reach out to daytime teachers for a copy of the daily homework. This ensures that both Instructors and day time teachers are aligned with homework support. Day time teachers are observed by afterschool program team members to ensure our teachings/best practices are as aligned as possible and that we are allowing students to make connections between both daytime and program.

Collaborative Partnerships

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

KIPP Generations Academy has partnered with Boys and Girls Club of Carson for the purpose of implementing or continuing an Expanded Learning Opportunities Program (ELO-P). The goal of our collaboration in the project is to prepare students for success in life, including school, by developing and implementing effective after school programming that provide extended learning opportunities in alignment with the requirements of

the California Department of Expanded Learning Opportunities Program (ELO-P) funding. It is understood that this funding will act as a catalyst for a process that is being expanded throughout KIPP SoCal and refined and improved upon in future years. This agreement is in effect for one school year from July 15, 2023 to June 30, 2024.

KIPP Generations Academy has also partnered with Our Little Helpers, which is a Supper (meals) 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. OLH offers tasty and healthy meals and nutrition education to schools and programs across the country. The supper program is sponsored through Our Little Helpers in a partnership effort to provide supper in East and South Los Angeles.

Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The program will use data from multiple sources to assess its areas of growth and strengths in order to continuously improve program design and outcomes. 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 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.

Program Management

Describe the plan for program management.

In an effort to carry out this vision, the program funding is used to hire part time team members that are committed, passionate and patient with students. The funds are also utilized to purchase materials and supplies that carry out a list of well-rounded enrichment clubs. The program funding is also used to fund field trips that are both academically aligned and that expand horizons.

The program team members collect attendance sheets daily and are responsible for maintaining and submitting accurate attendance records to the Boys & Girls Clubs of Carson. All attendance sheets provide the following information: date, name of school, student's first name & last name, student ID #, grade, and grade. Middle school students may sign themselves out if they have parental permission on record.

Expanded Learning Program Liaison: A School Administrator, in this case, the Business Operations Manager works as the liaison between both parties. This will support alignment of program practices to school operations.

Program Coordinator: The Coordinator manages the day-to-day operations of the Expanded Learning Program program and is managed by the Boys and Girls Club, Director of School Services. The Coordinator plans and executes programming, handles parent and community matters, and keeps the program compliant to funding guidelines.

Program Instructors: These individuals are responsible for the students and oversee students. Each Instructor is responsible for supporting a certain grade to help students with homework. Additionally, Instructors teach an enrichment block.

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 Generations Academy only receives ELO-P funding and will aim to meet any requirements set forth in ELO-P.

Transitional Kindergarten and Kindergarten

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?

N/A - KIPP Generations Academy is a middle school and does not serve transitional kinder or kinder.

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.

Here is a sample schedule for the school day program.

Start Time	End Time	Content Area/Activity
7:45	8:00	Breakfast/Arrival
8:00	8:25	Advisory (ELD/Reading/Intervention)
8:25	8:27	Transition
8:27	9:27	PE
9:27	9:29	Transition
9:29	10:44	Math
10:44	10:46	Transition
10:46	11:16	Lunch and Recess
11:16	11:18	Transition
11:18	11:20	Calm Classroom
11:20	12:20	Ethnic Studies
12:20	12:40	ELA (Art embedded focus)
12:40	1:45	ELA
1:45	1:55	Snack
1:55	1:57	Calm Classroom
1:57	2:47	Science

2:47	3:22	Team and Family Culture Block/Enrichment
3:22	3:30	Transition to Homerooms
3:30	3:40	School Dismissal Transition to Sign Ins & Supper
4:00	4:40	Expanded Learning Program Study Hall
4:40	5:50	Expanded Learning Program Enrichment
5:50	6:00	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
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!

