

**REGION 9
2022-23**



**PROGRAM PLAN
For
Grantees**

1—Safe and Supportive Environment

Procedures will be in place to ensure that students are accounted for at all times. Safety procedures will include but are not limited to mandated reporting and threat assessment. All program staff will be recognizable and always wear school identification badges. The school sites will be fully secured during program hours with established single entry/exit access points for the morning and afternoon programs. Visitors must sign in at the front office after 8:00 a.m. and before 4:00 p.m. After 4:00 p.m., visitors will call the designated phone number for the program and will be met at the gate. Community enrichment providers must be live-scanned through AFCS before working with students.

Students will be signed in at the start of the program each day that they attend. All elementary students must be signed out to a parent/guardian or approved adult on their registration form to be dismissed from the program. Middle School students will follow the same procedures unless they have a written consent form, signed by their parent/guardian, on file for their child to walk home from the program.

Afterschool will be included in the school's safety plan, and staff will be trained on safety protocols before the start of the school year. An easily accessible list of emergency contacts for students will be maintained. The team will have immediate access to student emergency contacts. Program staff will monitor students when they need to leave the program location for reasons such as early dismissal and restroom breaks. The team will have two-way radios to ensure prompt communication as part of emergency and safety procedures.

Afterschool staff will be provided 3-5 professional development days before the school year starts, which will be held during program closures. Monthly meetings will discuss specific protocols and revisit safety procedures. When addressing student injuries, staff will have protocols when dealing with accidents. In any minor or major emergency, staff will immediately notify parents and involve the support staff needed to assist the student. The team will have access to the school's enrollment database to find additional contact information.

2—Active and Engaged Learning

All staff will provide 30 minutes of reading support every day. The team will use techniques aligned with the core-day classroom to assist students. A tutoring program will be established and offered three days a week. Students will receive tutoring services from Credentialed Teachers in various subject areas. Students will have access to technology during tutoring to assist with tutoring services. The program will provide opportunities that support and supplement the instructional day by incorporating the following:

Program Goals	Projected Activities
Academic Assistance	
<i>Homework Assistance</i>	Small Group Tutoring/ Supplementation of School Day Learning
<i>Extension of the regular school day</i>	activities that align with our school learning philosophy and also follow common core standards
<i>Instruction Support</i>	On-site educators / SDCOE & Children's Initiative Training
<i>Subject matter support</i>	Site Teachers / School District Support
Volunteers	Recruit volunteers for support
Staff Meetings	Program staff will attend PD meetings
Educational Enrichment	I-Ready/ Reading Eggs/Math Seeds Elementary Science Institute
<i>Fine Arts</i>	Food Art /Music /Art Clubs /Dance/ Robotics
<i>Physical Fitness</i>	SPARK / Dance / Karate/Sports Leagues/ Cheerleading/Tennis/ Skateboarding
<i>Health Promotion</i>	Health Education Classes/ AGI School Garden Curriculum/ Cookbook /Super Dentist
<i>Service Learning</i>	Recycling / Garden Projects

3—Skill Building

The program will provide opportunities for students to experience skill-building by implementing educational enrichment activities to improve academic achievement and overall student success.

The enrichment will be aligned with the subjects from the regular school day and use new lessons to help the students master skills and concepts. Having these experiences beyond the classroom will allow students to explore the world. Students participate in activities that are both engaging and educational. Staff includes math, language arts, science, and social studies concepts in the activities. The program allows students to be in a safe environment while their parents are working. It also allows students to uncover their hidden interests.

4—Youth Voice and Leadership:

The program will provide opportunities for students to engage in youth voice and leadership. This will be determined through the existing CQI efforts. Youth voice is an essential piece of program design and implementation. Students currently provide input and feedback regarding program design through participation in Arts in the Afternoon, where student surveys are conducted.

5—Healthy Choices and Behaviors

The program gets Snacks/suppers from SDUSD, which meet minimum California nutrition standards, and costs are reimbursed through the United States Department of Agriculture (USDA) reimbursable meal program.

It will ensure that all students have regular physical activity and healthy food choices. Physical fitness will be included to promote healthy physical activity. Elementary and Middle school students will have the opportunity to participate in physical fitness and sports club programs.

The program will provide students with a chance to engage in healthy choices and behaviors that align with the school's plan:

- Moderate to vigorous physical activity
- Nutrition education
- Social and Emotional Learning
- Healthy eating habits

6—Diversity, Access, and Equity

We will create an environment in which students embrace diversity and equity.

We will do this by providing multiple opportunities for students to share their backgrounds and learn about different cultures. For example, we will plan special classes that celebrate diversity. Dance classes where students learn dances of various cultures. Art and music classes where students learn about diverse visual and performing art and cooking classes where students learn to make or taste foods from all over the world.

- **Homework assistance and tutoring** – program staff and tutors will work with students in small learning groups to provide homework assistance and tutoring services.
- **Priority enrollment-** shall be given to students who identify as foster, homeless youth, English learners, and students who are eligible for free or reduced meals.

7—Quality Staff

The program will allow students to engage with quality staff through a hiring process considering experience, knowledge, interest, ability to create a safe environment, and diversity. Applicants are screened to see if minimum requirements are met. Applicants will show proof of minimum educational needs and successful paraeducator test completion. If selected, they must be fingerprinted before working with the students. Additionally, staff will be provided with training like behavior management and working with English learners and students with disabilities. The team must complete mandated reporter training annually and update CPR/first aid.

8—Clear Vision, Mission, and Purpose

America's Finest Charter School has established a collaboration system with Arts In the Afternoon to provide services that complement the instructional day. We work together to provide a safe, meaningful, expanded learning opportunities Program in San Diego County. *Our students need a safe haven after school. They also need academic enrichment in literacy and math. Based on crime reports and community safety data in the neighborhood of Chollas View, over 95% of our students are eligible for free and reduced lunch. Over 50% of our students are English Language learners. Our SBAC results for 2022 showed that around 30% of our students are at BASIC, and 70% nearly met the level of proficiency. We will measure our Academic Enrichment Program by student benchmark tests and SBAC testing based on student attendance. The Arts in the Afternoon program will be measured by students participating in parent surveys and students' interest in attending classes.*

9—Collaborative Partnerships

The San Diego County of Education supports America's Finest Charter School ASES program. Since we are a part of SDCOE, they assist with the program's operation, such as attendance, budget planning, and program requirements. We have meetings with our academic enrichment staff and our Arts in the Afternoon staff to discuss procedures and programs. The school Director and Program coordinator monitor the after-school program, ensuring students behave well in the classes. Teachers turn in lesson plans and review their material requests with the Program Coordinator.

10—Continuous Quality Improvement

America's Finest Charter School has an established continuous quality improvement process currently used at the site. School and community needs will be identified through review and information from various sources.

- Data Assessment and Action Plan Timeline: Upon completing information and data collection, April to August. October (of the following school year)
- Implementing the plan while reflecting on progress to improve program quality.
- Implementation Timeline: August (of the new school year) – A full summary of assessment results is completed and shared with the program site.

11—Program Management

The budget supports the purpose of the program by funding expenditures that are necessary for the operation of a quality program, such as

- Contracted services with the (After School Programs Coordinator) who is responsible for overall program oversight, continuous quality improvement, program assessment, program development and implementation, coordination of professional development opportunities, providing training and technical assistance, ensuring compliance with local, state, and federal requirements, information and data collection and reporting outcomes to stakeholders.
- Books and supplies, office and program materials and supplies, like STEM kits, printer cartridges, and copying necessary for the program's daily operations.
- Services and other operating expenditures mileage for personnel attending program meetings and conferences.
- Subcontracts and agreements to provide direct services to students and other contractors that offer academic support and enrichment services.
- Indirect – support general costs not directly attributed to the grant program, such as utilities, operations, supervision, and other available administrative support.

- ASES and the ELO-P should be considered a single, comprehensive program. The expectation is that the most stringent requirements are adopted for program guidance. The ELO-P funds will be combined with our ASES program, creating enrichment activities from various educational partners throughout the school year. There will be an opportunity to sign up for enrichment programs throughout the school year. For intersession and summer ELOP programs, students who are both enrolled or not enrolled in ASES can sign up for the enrichment programs offered.

Transitional Kindergarten and Kindergarten

The Arts in the Afternoon will maintain a ratio of 1 to 10. All staff must meet the minimum qualifications for instructional aide and will receive professional development, first aid, and CPR. TK and Kindergarten students who attend Arts in the Afternoon have a separate schedule with developmentally appropriate activities. We have hired instructional aides from the classroom to work with this group so that the kids are more familiar with the staff and the transition is smooth. We work closely with the Teachers during the regular school day to assist the student's needs. Our goal is to provide an enriched learning environment.

Program Plan Guide Transitional Kindergarten and Kindergarten

ELOP

7:00 am to 8 am Before School Program

School Day Schedule M,T,W,F

8:00 am- 8:30 am Walking Club

8:30-8:45 Breakfast

8:45-9:00 Morning Meeting

9:00 am- 11:00 am ELA Block

11:00 am- 12:00 pm Lunch/Recess

12:00 pm- 2:15 pm Math Block

2:15 pm -3:00 pm SEL

3:00 pm- 3:30 pm Intervention/Dismissal

3:30 pm to 6:10 pm ELOP

- Academic Enrichment
- Nutrition
- Outdoor activities (exercise and sports)
- Enrichment activities (art, science, music & movement)
- Exploration/ Free choice

ELOP

7:00 am to 8 am Before School Program

School Day Schedule Thursday Minimum day

8:00 am- 8:30 am Walking Club

8:30-8:45 Breakfast

8:45-9:00 Morning Meeting

9:00 am- 11:00 am ELA Block

11:00 am- 12:00 pm Lunch/Recess

12:00 pm- 1:20 pm Math Block

1:20 pm -1:30 pm Dismissal

1:30 pm to 6:10 pm ELOP

- Academic Enrichment
- Kids Pick (Clubs)
- Nutrition
- Outdoor activities (exercise and sports)
- Enrichment activities (art, science, music & movement)
- Exploration/ Free choice

Summer/ Intersession Schedule:

ELOP Expanded Learning Staff

7:30 am Outside Activities

8:30 Nutrition (Breakfast)

School Day Teachers

9:00-12 pm Academic Enrichment/Intervention

- Math

- Reading
- Writing
- Social-Emotional

12: 00 Nutrition (Lunch)

ELOP Expanded Learning Staff

12:30 Outside(Field Trip TBA)

1:00 Music and Movement

1:30 Enrichment

- Art
- STEM challenges
- Music
- Dance

2:30 Outside Activities

3:00 - 4:00 Free Choice/Exploration

Children have an opportunity to explore their interests (crafts, building blocks, art, technology, math manipulatives, literacy activities, science)

4:00 - 4:30 Sign out

12- Sustainability

The program is sustainable by hiring and retaining the best staff possible. The parents know and trust the team. We also hire artists and other top quality professionals in their field. Most parents work multiple jobs and count on the program to continue working. The middle school loves coming mainly because of the sports camaraderie and their relationships with the staff. We have had an ASES program for over ten years, which is one of the school's selling points. We also have a summer camp program and programs during vacation time. We have two buses that can transport the kids to different activities like sports as well as many field trips.

