



CITRUS SPRINGS CHARTER SCHOOL

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

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Citrus Springs Charter School
Afterschool Program
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This Program Plan Template Guide is required by California Education Code (EC)
Section 46120(b)(2)

The Expanded Learning Opportunities Program (ELO-P) will bridge activities with the
Afterschool Safety and Education Program (ASES) to offer additional student support.

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Name of Local Educational Agency and Expanded Learning Opportunities Program

Local Educational Agency (LEA) Name: **Citrus Springs Charter School**

Name and Title: *Karen Arnett, Director of Teacher and Student Support*

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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.

Citrus Springs Charter School

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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 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

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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>.

1—Safe and Supportive Environment: The Expanded Learning Opportunities Program (ELO-P) provides a safe and nurturing environment that supports the developmental, social-emotional, and physical needs of all students.

All Afterschool Programs are located on Citrus Springs Charter School Academy Campuses.

The Afterschool Program staff has access to the Student Information System (OASIS) to maintain an easily accessible list of all participants with current emergency contacts, as well as identify the health and medical needs of participants.

Parents/Guardians of all students who attend the Afterschool Program, complete an Afterschool Program application electronically. The application provides parents with the opportunity to sign up for the Afterschool Program that best fits the needs of students and families.

All Afterschool Program employees wear a badge that easily identifies themselves to participants, families, and other stakeholders.

Afterschool Program staff maintain a student to staff ratio of 20 to 1 and a 10 to 1 ratio for Tk and Kindergarten students.

Each staff member is provided with a handheld radio in which they can communicate with each other on-site. The digital radios allow sites to communicate with other sites and directly to the Program Administration at the Afterschool Program office. All staff and student accidents/incidents are documented in writing and kept in the student file on campus. All student behavior issues are documented and shared with the regular day school

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administration. The Afterschool Program works in conjunction with Citrus Springs Student Services. The Student Service Department is composed of Child Welfare and Attendance, Mental Health, and counseling.

The Afterschool Program Team meets monthly to connect all Citrus Springs Charter School students to services, organizations, and other resources that provide support.

Professional Development is provided to program staff before the start of school and throughout the year. Staff are trained in Behavior Management, Restorative Practices, Social-Emotional Learning, Mindfulness, and Small Group Teaching and Tutoring Strategies. Staff receive training on safety procedures, safety drills, the ALICE Active Shooter Training Program, and Suicide Prevention. All staff are required to complete Vector Courses which includes mandated reporting, safety and sexual harassment training.

2—Active and Engaged Learning: Program design and activities reflect active, meaningful, and engaging learning methods that promote collaboration and expand student horizons.

ICAN skills are embedded within the program design to support the school GLOs; and create Independent Learners, Capable Communicators, Analytical Thinkers, and Noteworthy Citizens.

The Afterschool program schedule provides options and rotation for each student to engage in the activity of their choice. The schedule provides unstructured free choice time for a student to choose; art, makerspace, board games, and other opportunities for free play. There is time during the program for structured team building, SEL developing games to practice and learn skills for problem solving, collaboration, critical thinking, decision making, working together, social skills development, and relationship building skills.

Homework help in small groups or one on one tutoring is built into the program schedule as students alternate between choice activities and homework/intervention time to complete work, make up work and get help with academic skills as needed.

Intramural Sports leagues are implemented in the program. Students have the opportunity to participate in sport leagues such as: soccer, 3V3 basketball, flag football and volleyball. During the clubs, teams are selected and they are taught the rules and skills needed for the specified sport. Extended learning opportunities are

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available to students during Spring Break, and during summer time with ICAN!s camps.

I CAN!s camp provides academic and play opportunities to extend learning during non school days. The program is structured around the ICAN goals of the school and identified needs of the school and the surrounding community.

These needs are identified by conducting surveys and communicating with stakeholders. Homeless/Foster Youth are given priority participation.

Each supplemental day is a nine hour daily program and held on the school campus using ELO-Program funding. Students are provided meals. The summer supplemental program takes place in partnership with Citrus Springs spring and summer camps allowing students to connect with academics and enrichment activities in a nine hour day.

3—Skill Building: The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery.

Educational Enrichment:

The Afterschool Program opportunities are aligned with 21st century skills such as collaboration, digital literacy, critical thinking, and problem-solving. Students have a choice and voice in some of the learning and play opportunities available. All activities lead to building the ICAN skills to create; Independent Learners, Capable Communicators, Analytical Thinkers, and Noteworthy Citizens. This is done through opportunities for unstructured and structured play as well as academic and SEL lessons embedded throughout the program. Intramural sports are an option and include learning rules and skills needed to play basketball, soccer, flag football and volleyball. There are weekly inter school tournaments and games throughout the year. All structured play activities are research based which improves the overall health and wellness of students.

Academic Enrichment:

Language Learning skills are supported by using multiple curriculum literacy based programs. Scholastic Reading and Reader's Theater programs intentionally promote fluency-building strategies. Reciprocal Teaching strategies (predicting, clarifying, questioning, and summarizing/retelling) are utilized to promote comprehension and

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vocabulary development. Language arts activities are structured and designed to appeal to and motivate all students. Learning experiences are promoted to foster creativity through connecting reading experiences with writing, art, drama, social studies, and science.

Students will be encouraged to apply their own knowledge to the math and reading concepts that are presented to them. As they select answers, the future problems they respond to will become easier or harder to support their overall understanding. We use technology based programs to support students in addition to providing targeted social emotional support as well as group and/or one on one academic support as needed.

Program staff is specifically trained to support all students in an academic setting. Growth reports are also provided to parents, teachers, and school administrators upon request.

Academic Achievement for English Learners is supported by school implementation and emphasis on collaborative conversations & group activities. Program staff is trained by VPs or PACs on strategies, such as questioning techniques, for promoting language skills. The Afterschool Program plan provides training opportunities and on-site coaching according to program goals, curricula, employee needs and requested areas of support. PLAY Coordinators and PACs are the onsite support to provide additional training and resources to staff based on need.

4—Youth Voice and Leadership: ELO-Program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.

The Afterschool Program surveys students, regular day school teachers, administration, and parents to obtain information regarding students' academic needs, areas of interest, and general feedback about the program.

The Afterschool Program Leadership teams that consist of Program Administration, Program PACs, Play Coordinators, Site Facilitators, and Site coordinators meet monthly to collaborate about student leadership opportunities. Administrators and Site Leads meet with regular day administration regularly to gain additional input on how the program can use what students are learning in the regular day to guide the planning of training, curricula, and projects.

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Staff have the opportunity to attend district wide trainings that focus on current curricula and behavior management systems. The Afterschool Program staff ask for verbal feedback from the program students and adapt activities accordingly to engage students. Development of student leadership and youth voice is strongly promoted.

The Afterschool Program believes that learning experiences are more powerful when tied to positive youth development and real life situations. The purpose of the program is to provide opportunities for youth to build developmental assets. Students participate in quality collaborative hands-on experiences that engage, challenge, and encourage them to work together as they plan, conduct, and evaluate. Through the implementation of student voice, choice and leadership practices, students learn to communicate clearly, effectively, and utilize critical thinking skills to understand problems and take academic risks to persevere and to solve the problem. Students develop a strong sense of belonging for their school and the community.

Peer Tutoring: Older students help and tutor in younger grades homework time.

Implementing these practices and strategies creates a safe, engaging school community where students have a strong sense of belonging as they use their voice and choice to take ownership of their learning.

5—Healthy Choices and Behaviors: The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle.

The purpose of the Afterschool Program is to incorporate healthy nutritional practices into the daily program through implementing different curricula and activities that support healthy eating and physical activity.

The Afterschool Program is committed to establishing healthy practices that align with the school wellness plan. The program promotes nutrition education with monthly topics and lessons. A healthy snack is provided daily. Students are encouraged to drink water, eat healthy, and be active. The Afterschool Program understands the importance of providing a healthy snack and meets the requirement to abide by California Education Code (EC) Section 49431.7. Through Federal USDA Food Programs, students who attend will receive a snack.

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Here is a sample menu:

1. Fruit Fruit Punch 6.75 oz. Grains Graham Crackers, Vanilla Bears,
2. Vegetable Juice Box, Paradise Punch, 6.75oz., IW
3. Fruit Fruit Juice, Very Berry Juice 6.75 oz. Grains Cereal Bar, Apple Cinnamon
4. Juice, Tropical Twist Fruitables 6.75 oz Grains Pretzels, Hartzels, .70oz

Implementation of physical fitness activities and opportunities in the Afterschool Program aligns with the goal of lowering obesity rates by increasing youth opportunities for exercise.

Physical Education is supported by unstructured and structured play and team building games that keep students active and moving. Students will also, using collaborative games, develop a variety of basic movements and manipulative skills so they will experience success and constant growth. Physical Education is differentiated so that all students learn to enjoy physical activity.

Program staff receive training and use resources from Play Works. Additionally, the school hosts sports clubs throughout the year to give additional opportunities for students to learn and master a sport which includes sports tournaments with neighboring schools.

The Afterschool Program team have been provided access to Play Works training, Random Acts of Kindness Zones of Regulation to support Social Emotional Learning which provides an understanding of how to interact with students to create a welcoming environment so they feel safe, and a sense of belonging when they enter programs after school. Some of the training is inclusive to but not limited to classroom management, routines, kindness, etc.

6—Diversity, Access, and Equity: The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

The Afterschool Program actively recruits and hires staff that reflects the community of the students served. The program strives to create an environment that celebrates students' cultural backgrounds and to create an environment that promotes diversity.

Activities that are structured to be cultural and community relevant to encourage diverse participation. The Afterschool Program promotes diversity

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and inclusion by providing opportunities for students to celebrate their unique backgrounds. Program staff includes adults with backgrounds similar to the students. Staff will be provided with on-going training on equity and diversity to ensure the program creates an environment that promotes diversity and celebrates the students' cultural and unique backgrounds.

The program celebrates students' culture in a variety of ways. One of the most prominent ways is through the infusion of culturally rich experiences that highlight diversity through literature, stories and embracing students' diversity. To promote diversity, the program will expose students to cultures and heritages different from their own. The program will highlight cultural events such as Black History Month, Women's, History Month, etc. Programming and activities build student awareness and appreciation of the history, backgrounds, and cultures that are celebrated.

7—Quality Staff: The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs.

Staff recruitment is accomplished by use of the Citrus Springs Charter School job posting service. This service uses EdJoin.org. The Afterschool Program positions are posted through this online application process. The Assistant Classroom Educators (ACEs) are also given priority to increase weekly hours from 27 hours to full time of 40 hours offering shifts to work during The Afterschool Program. All staff hired by Citrus Springs Charter School meet the job requirements for an instructional Aide or Assistant Classroom Educator (ACE) position.

Ongoing staff development, which includes in-services in the areas of classroom management, effective teaching strategies, enrichment delivery models, bullying prevention, communication styles and annual sexual harassment training, will be provided through new hire trainings led by the program leads and on-site training where staff is in a classroom setting. These trainings are continuous throughout the school year. Staff development activities are developed by ongoing communication with program administration and Site Facilitators who determine needed areas jointly based on the identified needs of students, site observations and input from instructional day staff.

Data from State Tests, ELPAC, CAASPP, i-Ready Diagnostic, and District Benchmark Assessments is reviewed each fall to provide information for program planning, and professional development needs. A Professional Development Calendar is published annually and updated as needed to reflect the needs of staff. All staff are paid to attend

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professional development training.

The Afterschool Program staff takes part in continuous professional development throughout the year. At the beginning of the school year, all staff will take part in two full days and three blended professional development days.

Throughout the year, Site Leads will attend monthly meetings with Program Administrators where they will be introduced to new program goals, curriculum training, and/or resources. Site Leads (PACs or Play Coordinators) will then take the information back to their school sites and inform their team at their staff meetings. Site leads provide support and additional resources on implementation of staff professional development.

Online professional development will be provided to all staff throughout the year, as technical support is requested, and/or new information is being introduced.

8—Clear Vision, Mission, and Purpose: The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement.

The purpose of the Afterschool Program, with the support of the community, is to provide a safe and fun environment in which students receive academic support, and participate in new enrichment opportunities; all while promoting character development and healthy habits through play opportunities.

The program engages stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) through many different avenues throughout the school year.

Surveys will be administered to parents, students, staff and school staff allowing the opportunity to provide feedback pertaining to the quality of the program. The data will be compiled to show areas needing improvement as well as areas of strength. An Improvement plan will be developed through a meeting with collaborative members. The school will participate in planning and programmatic changes. The School will be responsible for ensuring adequate facilities and collaboration/coordination of regular day and Afterschool programs and communicating school expectations with administrators to facilitate solutions to potential issues.

The Afterschool Program will work with sites to provide input on schedules, student

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needs, and program development to cultivate alignment between the instructional day and afterschool program.

Site Facilitator and Program Leads meet monthly, with school administration to collaborate on behalf of the students who attend the program.

9—Collaborative Partnerships: The program collaborates with community partners in order to provide vital support to students and families.

The Afterschool Program has a partnership with the site administrator and scheduled meetings are held a few times a year. Through this partnership, discussions take place to best support The Afterschool Program as it relates to space/location of various activities and ways to increase participation and improve the Afterschool Program to be inclusive to support students as a collective team. Concerns are discussed and a tailored plan is developed that will be supportive for students and all staff members involved.

Parents, site administrators, teachers, counselors, and the Afterschool Program team collaborate as partners in support of students behavior from the regular school day and vice versa. Administrators provide staff and facilities to support The Afterschool Program.

The Afterschool Program pays teachers a stipend to provide various enrichment activities such as Intramural Sports, Performing Arts, STEM/STEAM activities, Makerspace and Leadership.

Academic partners (currently i-Ready, Lexia and DreamBox) provide ongoing training and support through various methods to ensure The Afterschool Program team receive the support needed to assist our students with targeted strategies to help student academic growth. The Assessment and Accountability department creates reports to compare data of The Afterschool Program students over time to effectively measure overall results for participating students.

The Technology Department provides support to ensure the The Afterschool Program team is connected to Parent Square, and various technology programs to complete daily tasks. They join vendor meetings to support the coding efforts to ensure students are grouped for reporting purposes.

The Child Nutrition Services provides snacks to students in the The Afterschool Program. These snacks are often prepared in house and students provide feedback to assist creating a palatable menu for all students in the The Afterschool Program.

When families sign up they receive correspondence via emails and Parent Square.

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Site Facilitators and Site Coordinators meet regularly with the PACs and Play Coordinator to review strengths and weaknesses of site programs to strengthen programs through the Plan, Do, Study, Act improvement cycles focused on data, effectiveness and student need.

10—Continuous Quality Improvement: The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact.

In an effort to continuously monitor the effectiveness and quality of The Afterschool Program, the school surveys the staff, students, site teachers, site administration and parents to find the program strengths and areas of improvement for the following year. These areas will be addressed by the staff and training conducted to improve our program for the upcoming year. Each site completes a continuous quality improvement plan. The plan consists of:

Data Analysis and Reflection: The school analyzes the data for any clear trends, programs strengths, areas that require improvement, and which areas can be addressed immediately.

Planning: The school has specific objectives to address each priority. The plan includes specific and concrete activities for each objective. It includes specific individuals responsible for carrying out the activity, a concrete timeline for completing the activity, estimated costs associated with completing the activity.

Improvement: The School will continuously monitor their progress in implementing the Plan. Questions asked for improvement: Is the plan being implemented with integrity? Is the school meeting its benchmarks? Is the program effective in improving student growth measures? Is it leading to marked improvement in the resources and services that are being delivered to students?

11—Program Management: The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.

Fiscal accounting and reporting requirements are accomplished by developing a fiscally prudent grant budget for The Afterschool Program which include the 15 percent limit for administrative costs and the at least one-third requirement of matching funds as well as in-direct costs for ASES. This budget is developed for the design, implementation and maintenance of the program. A fiscal technician meets regularly with program administrators to monitor and adjust the budget to meet

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program and site needs.

The Afterschool Program uses an account supervisor from the Citrus Springs Charter School who is trained and aware of grant requirements and timelines. Additionally, grant Supervisors and clerical employees are trained in grant fiscal requirements and reporting.

The Afterschool Program utilizes the internal ESCAPE Program to format and track expenditures, and the ASES Grant is included in this process. The program participates in the semi-annual attendance report process, the annual audit process which includes attendance data and collects data for the Federal Programs Monitoring process and uses the After School Support and Information System. All records are maintained for five years.

The Afterschool Program In-kind local matching funds are collected monthly and recorded. Memorandums of Understandings are created and aligned to program needs specifically stating the roles and responsibilities of each agency. A summary of in-kind services, materials and resources is maintained by the program administrators and submitted for the annual audit.

Attendance is collected through OASIS, the school's SIS. Regularly scheduled attendance reports are verified and submitted per Charter School and State guidelines.

Early release procedures are established at all schools which accounts for all students needing to leave prior to their registered sign out time. Each early release requires a reason for leaving such as: transportation, family emergency, school event. Sites record the reason for each early release.

Program organizational structure is comprised of the following staff roles:

Program Director

Program Coordinators

Principal or Admin Designee

Play Coordinator (Site Coordinator)

PAC (Personalized Academic Coach)

Program Lead

Site Facilitators

ACEs (Assistant Classroom Educator) Afterschool Supervision and staff

The Afterschool Program holds an annual meeting to review and update the Program Plan. All stakeholders are invited to this meeting. The program also holds four other professional development days, for all staff, in order to provide training in classroom management, basic curriculum, social emotional learning and anything that will help support engaged learning.

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

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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.

The ELO-P funds will be used to combine with our Afterschool program, creating enrichment activities from various educational partners throughout the school year, such as: Citrus Springs Charter School credentialed teachers, intramural sports coaches, Play Coordinators. Youth who are both enrolled or not enrolled in the Afterschool program will have the opportunity to sign -up for the rotations for enrichment programs offered throughout the school year.

ELO-P funding will be used to develop an academic enrichment program for all students. This program is currently set to provide service to up to 1000 students. An The Afterschool Program team member will be specifically trained to motivate students to increase academic growth.

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?

The Transitional Kindergarten and Kindergarten programs will be staffed by our Afterschool Program staff members. A Play Coordinator will transition into the Lead position for the TK/K program. ACEs, Instructional Assistants, will work with the lead position to create and implement planned curriculum and activities. The TK/K program will maintain the pupil-to-staff ratio by a 2:20 ratio. Curriculum created for our TK/K program will reflect early childhood education and will include literacy enrichment and educational enrichment activities. STEAM and Scholastic Books curriculum will be provided as education enrichment activities that adapt to early childhood education. Play based learning is the focus for The Afterschool Program which is research based best practice for TK/Kindergarten students

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.

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Sample School Day Schedule TK/K

8:50am-12:50pm Regular TK School Day

12:50-2:45 Attend Afterschool Program (nutrition, exploration/free choice, literacy)

3:00-5:30pm Attend Afterschool Program Expanded Learning Program

Nutrition, PLAY; Unstructured Free Choice, Structured Social Emotional and Team Building Activities, Homework time, Outdoor Activities, Intramural Sports option

Sample School Day Schedule Kindergarten-6th grades

8:45am-2:45pm Regular School Day

3:00-5:45pm Attend Afterschool Program Expanded Learning Program

Nutrition, PLAY; Unstructured Free Choice, Structured Social Emotional and Team Building Activities, Homework time, Outdoor Activities, Intramural Sports option

Sample Summer or Intersession Program Day TK-6

8:45am- 5:45pm

Breakfast

Social Emotional Activity

Academic Enrichment (reading, writing, math)

Outdoor Activities

Lunch

Enrichment Activities (art, science, music, drama, dance)

Nutrition Snack

Outdoor Activities Free Choice/Exploration (art, building, technology, math and literacy activities, science, makerspace, board games)