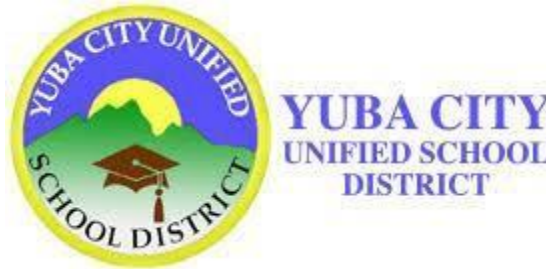


# **AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN**

**Updated November 2023**

Prepared by:

YUBA CITY UNIFIED SCHOOL DISTRICT



750 Palora Ave.  
Yuba City, CA 95991  
(530) 822-5200  
[www.ycusd.k12.ca.us](http://www.ycusd.k12.ca.us)

**This Program Plan Guide is required by California *Education Code* (EC) 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process. Revised November 2019**

**Yuba City Unified School District**  
**Program Plan for After School Education and Safety (ASES) Grant**  
**Renewal**

**Name of Grantee/Local Educational Agency (LEA):**Yuba City Unified School District

**Grant Identification Number:** 51-23932-7146-EZ

**District CDS Code:** 51071464

**LEA Program Administrator:**

Name and Title: Doreen Osumi – Superintendent  
Phone: (530) 822-5200 Email: [dosumi@ycusd.org](mailto:dosumi@ycusd.org)

**Grant Contact:**

Name and Title: Florentino Guzman – Assistant Superintendent of Educational Services  
Phone: (530) 822-7611 Email: [fguzman@ycusd.org](mailto:fguzman@ycusd.org)

**YCUSD District Coordinator of Expanded Learning Programs:**

Name and Title: Clark Bryant, Expanded Learning Administrator  
Phone: (530) 790-2637 Email: [cbryant@ycusd.org](mailto:cbryant@ycusd.org)

**YCUSD ASES Program Sites:**

<b>Site Name</b>	<b>Project Daily Attendance</b>
Andros Karperos Elementary School	120
April Lane Elementary School	83
Barry Elementary School	100
Bridge Street Elementary School	83
Butte Vista Elementary School	112
Gray Avenue Middle School	112
King Avenue Elementary School	83
Lincoln Elementary School	83
Lincrest Elementary School	98
Park Avenue Elementary School	83
Tierra Buena Elementary School	83

**YCUSD ASES Program Target Student Populations:**

<b>Target Population</b>	<b>Percentage of School Population</b>
Socio-Economically Disadvantaged	79 %
English Language Learners	23 %
Homeless	1 %
Foster Youth	0.5 %

## Purpose

The purpose of the program plan is to create an operational design of an after-school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

## 1—Safe and Supportive Environment

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

All YCUSD ASES Programs are run on district school sites.

- 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.

Mandatory District-wide trainings are done using Keenan Safe Schools Online Training. All expanded learning program staff are required to complete the following trainings annually:

- Active shooter-New hire
- Bloodborne Pathogen Exposure Prevention-New hire
- COVID 19 Employees Safety Training
- Mandated Report-Child Abuse and Neglect
- Sexual Harassment: Staff to Staff
- YCUSD Sexual Harassment Policy
- Back Injury and Lifting-Suggested
- Coronavirus Awareness-Suggested
- Coronavirus Managing Stress and Anxiety-Suggested
- Slips, Trips and Falls-Suggested
- CPR/First Aid

Safety training is provided using ICS4Schools and includes sessions focused on Fire, Earthquake, Active Shooter, and Lockdown drills.

All Expanded Learning Program (EXLP) staff are also required to complete and maintain CPR and First Aid certification. Expanded learning program staff can participate in CPR and First Aid training that are provided annually by YCUSD in conjunction with The Red Cross or can complete their certifications through outside providers.

All YCUSD school sites have Emergency Handbooks and School Site Evacuation maps. ASES Program coordinators work with their site principal to ensure that expanded learning programs safely protocols and procedures align with regular day safety logistics. They collaborate monthly to arrange drills and practices that align with regular day drills and to coordinate important safety logistics for EXLP staff and students.

ASES Program coordinators and expanding learning program staff work with YCUSD District nurses and their site health aides to address specific health issues/needs for students participating in the ASES Program.

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

ASES Program sites establish classroom agreements, rules, and expectations that align with regular day practices. This includes extension of the Positive Behavior Interventions and Supports (PBIS) program during the instructional day. Parents are notified of the program expectations at the beginning of each school year and are kept informed through regular communication with ASES Program site coordinators throughout the school year. ASES staff also work with site administrators to create active Catapult accounts.

ASES Program site coordinators and expanded learning program line staff annually participate in professional learning opportunities. These trainings are often focused on social emotional learning principles and mindfulness activities, as well as many other topics related to the social- emotional and other needs of students participating in ASES Programs. In the past year, professional development was provided on Classroom Management, Student Engagement, De-escalation Strategies, PBIS Strategies, and suicide assessment protocols with District staff.

ASES Program coordinators and expanded learning program line staff utilize information gained from their participation in these sessions to ensure a safe and supportive environment for students participating in ASES Programs.

## 2—Active and Engaged Learning

- 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.

Alignment of the regular school day and ASES programs is evident across all eleven YCUSD ASES Program campuses as evidenced by: 1) instructional content and sharing of instructional resources, 2) tracking student participation and transitions, 3) sharing classrooms and other areas, 4) reinforcing the same rules, classroom management, and common courtesies, 5) identifying ways to overcome obstacles, 6) refining systems to make them compatible. This alignment has resulted in an expanded learning program that is well coordinated with the regular school day program and a policy that students must attend the regular school day to attend expanded learning programs on any given day.

Program goals are implemented by expanded learning program staff at each YCUSD ASES Program site to maintain program consistency and quality across the district. Specific enrichment and recreational activities vary by site to best meet the needs of each site's specific student population and include: tutoring/mentoring systems, service learning opportunities, gardening classes, Family Literacy opportunities, and collaborations with community agencies.

**Homework/Academic Intervention/Tutoring:** This time of the expanded learning program day is a priority above all other activities. Homework Support classes offer quiet, safe environments for students to complete their homework in a timely manner with staff who can both assist students and check for accuracy. Appropriate time and support are provided at all sites to increase homework completion rates. As students complete their homework this time is also used for daily reading and other literacy activities. Some students attend parallel intervention sessions at this time. Research-based academic interventions in reading and math are provided by site certificated teaching staff to those students with deficits in reading and math. Every effort is made to ensure homework completion by these students when they return to the expanded learning program from their intervention classes. Tutoring support in multiple languages is available.

**Enrichment Activities:** Expanded learning program staff focus on making connections to the regular school day curriculum, introducing

students to new ideas, and developing the talents and interests of each student. Enrichment activities encourage exploration and learning in creative ways. The activities are based on students' needs and interests. Activities include science, arts, crafts, music, career awareness, technology, and community service learning. Parent and student annual Expanded Learning Program survey results are used to identify new enrichment activities that could be added at each site. Staff is trained through CalFresh, 4H, among other community partners.

**Recreation/Physical Activities:** Students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills and recreational and physical activities. Most sites currently use SPARK and Skillastics curriculum for physical education activities as well as offering: soccer, volleyball, and dance. Parent and student Annual Expanded Learning Program survey results are also used to determine new recreation activities/sports that could be added at each site. Our partnership with Girls on the Run also supports the social-emotional learning and physical activities of our students.

- Describe the planned program activities and how they will:

- a. Provide positive youth development.

ASES program staff treat students in a fair and impartial manner by modeling the appropriate behaviors of mentors and teachers when leading instruction and activities with students. Student behavior is monitored to ensure that all students are safe, treated with respect, and valued for their individuality. YCUSD ASES sites have simple, clearly defined rules that align with the regular day but are flexible and accessible to ensure inclusion for all students participating in ASES programs. Rules and expectations are outlined in the registration packets that go home to parents and are reviewed and modeled with students in expanded learning program classes throughout the school year. "Positive discipline" and each site's Positive Behavior Interventions and Supports (PBIS) protocols are used to re-direct students to avoid disruptive behavior and increase responsible choices and student cooperation.

- b. Provide hands-on, project-based learning that will result in culminating products or events.

In YCUSD ASES programs, our students build self-confidence by participating in hands-on, project-based learning activities which introduce students to new ideas and develop the talents and interests of each student. Project based learning activities invite



students to explore and learn in creative ways. The activities are based on students' individual needs and interests. Some examples include:

- Art Classes
  - Cooking and Nutrition Classes
  - KidzScience Kits
  - Readers Theatre
  - Skillastics
  - 4H Robotics and Nutrition Activities
  - Cubelets, Scribblers and Bee Bots/Blue Bots Robotics Programs
  - SPARK
  - KidzMath
  - Gardening Programs
  - Dancing
  - Girls on the Run
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

YCUSD does not provide ASES funded summer supplemental programming but does access the Expanded Learning Opportunities funding to offer summer enrichment.

### 3—Skill Building

- Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.

Alignment of the regular school day and ASES programs is evident across all eleven campuses as evidenced by: 1) instructional content and sharing of instructional resources, 2) tracking student participation and transitions, 3) sharing classrooms and other areas, 4) reinforcing the same rules, classroom management, and common courtesies, 5) identifying ways to overcome obstacles, 6) refining systems to make them compatible. This alignment has resulted in an academic program that is well coordinated with the regular school day program and a policy that students must attend the regular day to attend the Expanded Learning Programs on any given day.

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

ASES program delivery is designed around a common vision to strengthen school and community coordination, communication, and implementation with enough flexibility to adapt to slight design variations at each ASES school site to best meet the needs of families and students. YCUSD ASES Programs strive to develop and maintain collaborative ties with community agencies. Collaborative partners include 4 H Program, , Yuba City Parks and Recreation Department, CalFresh, UC Cooperative Extension, River Valley High School Key Club, Girls on the Run, and Sutter County Office of Education.

District and site administrators and ASES program coordinators meet with partners at least once a year to share ideas, coordinate services, and plan additional offerings or services that could be provided. Partners provide presentations, special classes and activities, supplies, and staff development for YCUSD ASES Program staff.

#### 4—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 provide informal feedback to ASES Program Coordinators and Expanded Learning Program daily and have an opportunity to provide more formal feedback through annual surveys. Principals, ASES Program coordinators, and teachers review students' academic performance based on state standardized test scores, district benchmarks, and site assessments to determine student needs. ASES Program coordinators and expanded learning program staff also communicate with teachers on a regular basis to determine students' needs. As student needs and interests are determined, adjustments to homework and enrichment time are made.

Expanded learning program staff participate in site and district training as determined by students' needs and interests. Examples of staff professional learning opportunities including Positive Behavior Interventions and Supports (PBIS), Classroom Management strategies, STEAM, and enrichment program opportunities.

- 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.

YCUSD ASES Programs are designed to allow for student choice and voice for most enrichment activities, which includes youth leadership classes that allow students to select and create projects they are interested in, as well as other positive youth development choices for the program.

Annual student surveys are reviewed and requests/questions/concerns are addressed through collaboration with ASES site coordinators and additional training opportunities. In addition to these surveys, students are provided opportunities to make choices on a variety of activities available to them during the program.

- 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).

The annual survey is broken down into different age groups and staff and parents assist students who have difficulty reading so that their input is included.

All grade levels are able to vote on activities that interest them for each enrichment cycle.

Students in higher grades strengthen their leadership skills through participation in leadership classes, classroom meetings, and through project based and/or service learning projects. Opportunities for older students to teach younger students specific skills like art or dance are also available. Students collaborate to determine the needs of their school site and develop plans to address them. Sites have created classroom gardens, beautification projects, peer to peer tutoring, mentoring programs, etc. as a result of these meetings.

## 5—Healthy Choices and Behaviors

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

The health and safety of all students begins with a seamless transition from the regular school day to the expanded learning programs. Student attendance in expanded learning programs is tracked immediately at the end of the regular school day when the expanded learning programs start and is monitored throughout the expanded learning program sessions.

Expanded learning program staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Rules and expectations are outlined in the registration packets that go home to parents and are reviewed with students in expanded learning program classes. Many of our sites also have a Wellness Center that students can access during the after-school program, or they have created a space for students to relax or bring down their stress levels if needed.

- 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.






Nutritious snacks are provided daily for every student in attendance at expanded learning programs. The snacks are prepared based on CA state guidelines for child nutrition and under the direction of the YCUSD Food Services Director and site food services staff.

This year, our district engaged in a partnership with Girls on the Run to promote healthy SEL among our girls and healthy fitness choices.

- Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after-school program.

# Supper November 2023

# November

Monday	Tuesday	Wednesday	Thursday	Friday
	<b>VETERANS DAY</b>  HONORING ALL WHO SERVED	Fiesta Chicken Bowl (2 MMA) 1(WG) Steamed Corn 1/2c(V) Fruit Cup 1/2c (F) Milk 1c	Pan Cheese Lasagna (2 MMA) 1(WG) Garden Salad 1/2c(V) Bananas 1/2c (F) Milk 1c *Rice Crispy Treat	P.B.J Sandwich or Sun Butter Sandwich w/ Cheese 1(WG) 2(MMA) Baby Carrots 1/2c(V) Fresh Fruit 1/2c (F) Milk 1c
Chicken Tacos 2(MMA) 2(WG) Tortilla Chips 1(WG) Salsa Cup 1/2c (V) Fresh Fruit 1/2c (F) Milk 1c	Cereal 2(WG) Hard Boiled Egg + Yogurt 2(MMA) Tater Tots 1/2c(V) Applesauce 1/2c (F) Milk 1c	Popcorn Chicken (2 MMA) 1(WG) Potato Wedges 1/2c (V) Fresh Fruit 1/2c (F) Milk 1c	Cheese Pull A Part 2(MMA) 2(WG) Mixed Veggies 1/2c (V) Oranges 1/2c (F) Milk 1c	
Burrito (2 MMA) 2(WG) Green Salad 1/2c(V) Pineapple w/ Tajin 1/2c (F) Milk 1c	Corn Dog 2(MMA) 2(WG) Cheeze-it's 1(WG) Tater Tots 1/2c(V) Fresh Fruit 1/2c (F) Milk 1c	Walking Tacos 3(MMA) 1.5(WG) Garden Salad 1/2c(V) Bananas 1/2c (F) Milk 1c	Pepperoni Hot Pocket 3(MMA) 2(WG) Steamed Corn 1/2c(V) Fresh Fruit 1/2c (F) Milk 1c	Cereal 2(WG) Yogurt + Cheese Cubes (2 MMA) Cucumbers 1/2c(V) Fresh Fruit 1/2c (F) Milk 1c
20	21	22		
Wishing Everyone a Safe and Happy Holiday <b>THANKSGIVING BREAK</b>				
Chicken Tacos 2(MMA) 2(WG) Tortilla Chips 1(WG) Salsa Cup 1/2c (V) Fresh Fruit 1/2c (F) Milk 1c	Cereal 2(WG) Hard Boiled Egg + Yogurt 2(MMA) Tater Tots 1/2c(V) Applesauce 1/2c (F) Milk 1c	Popcorn Chicken (2 MMA) 1(WG) Potato Wedges 1/2c (V) Fresh Fruit 1/2c (F) Milk 1c	Cheese Pull A Part 2(MMA) 2(WG) Mixed Veggies 1/2c (V) Oranges 1/2c (F) Milk 1c	

Menus are subject to change.

This institution is an equal opportunity provider

## 6—Diversity, Access, and Equity

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

YCUSD ASES Programs are inclusive of a diverse student population. Expanded learning program staff also reflect diversity. Several staff speak more than one language. The ASES Programs promote cultural events such as Flag Day, Olympic Events, Cinco de Mayo and the celebration of other cultural holidays. All cultures are welcome and encouraged to share their holidays, foods, and traditions so students can learn from each other.

- 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.

YCUSD ASES Programs serve both as an academic safety net and a social springboard. All students are eligible to join the ASES program. Priority enrollment is given to Homeless, Foster, English Language Learners, and Economically Disadvantaged Students. YCUSD ASES Programs strive to meet the academic and emotional needs of all students including English learners, academically at-risk students, socioeconomically disadvantaged students, Homeless and Foster Youth, and students with disabilities, through structured, creative approaches that engage all students in the learning process. Collaboration with the instructional day staff is available to support individual student needs whether it be language, disability, health or emotional needs.

EXLP staff work with District nurses and site health aides to stay abreast of student food allergies and other health concerns. Expanded learning program staff are also provided with specific training, as needed, to meet the needs of ASES students with disabilities. The District Coordinator also works closely with the YCUSD Student Support Department to ensure that additional resources are provided to applicable students in the program. Through principal, teacher, and staff referrals, EXLP staff are able to reach out to and provide individualized support to students that may otherwise have barriers to participating in the ASES program.

## 7—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.

YCUSD Expanded learning programs adhere to high quality staffing standards by ensuring that employees meet the same federal, state and district requirements to work with students as regular day program instructional aides:

1. High school diploma
2. Health screening (current TB skin test results)
3. Background screening (fingerprint clearance)
4. Plus one of the following:
5. AA degree
6. 48 units of college credit
7. Passing score on the Paraprofessional Exam

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

Expanded learning program staff are recruited using Edjoin, as well as through referrals by existing staff and word of mouth. Prospective employees are interviewed, and reference checks are completed. District Office Human Resources staff process employee paperwork following YCUSD policies and procedures. We strive to maintain a continuity of staff at our ASES sites. Many of our EXLP coordinators and linestaff have been at the same site for more than a few years. ASES Site Coordinators work with their expanded learning program line-staff to offer enrichment opportunities that reflect the experience, talent, and interests of the staff members who will lead/facilitate the session. District wide and site-specific positions are posted. YCUSD also created 6-hour and 3.5-hour positions to attract applicants. Many of our 6-hour employees work in the instructional day classrooms as paraeducators. Many of our 3.5-hour staff are pursuing a career in education and need a more flexible schedule during the day to accommodate their college schedule. YCUSD created over 20 new positions for the Expanded Learning Opportunities Program during the 2022-23 school year and has increased the number of positions again for the 2023-24 school year.

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



YCUSD provides annual training opportunities for ASES Program Site Coordinators and their staff. Training topics include First Aid/CPR (general first aid and First Aid/CPR certification), School Safety, Youth Development, Classroom Management, Mandated Reporter, and STEAM and other enrichment programs. Staff are also provided opportunities on the district wide professional development days three times during the year. Traditionally, those days take place in August, October, and March.

In addition to these formal training opportunities, Expanded Learning Program personnel receive on-going coaching and support from site administrators, the district expanded learning program coordinator, site ASES Program coordinators, and peer to peer training and collaboration.

New staff start as probationary and need successful evaluations to move into permanent status. Once employees achieve permanent status, they are evaluated at least once annually.

- Provide descriptions of the services provided by subcontractors, if applicable. An organizational chart is recommended.

YCUSD ASES Programs do not subcontract for any services - all services are provided by ASES or other District staff. Many sites, however, do have volunteers who assist staff in providing services to students. The use of volunteers has been growing since the pandemic.

The use of volunteers allows for smaller groupings and more individual attention to students. Volunteers' complete health and background screening as required by the district. Volunteers always work hand-in-hand with highly qualified staff to assist in monitoring activity stations and to model positive social skills.

## 8—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.

YCUSD ASES Programs strive to align with the goals and needs of the sites' regular day programs. YCUSD assesses the needs of the students, parents, schools, and community through multiple sources including analysis of state assessment data (e.g. California Assessment of Student Performance and Progress, English Language Proficiency Assessments for California, Physical Fitness Testing, and Healthy Kids Survey and/or Panorama), local benchmark assessment data, and student and parent surveys. The annual surveys specifically ask parents, students, and collaborative agencies for their feedback regarding safety, academic quality, enrichment, and extracurricular activities. Illuminate, the District's data management system, provides the ability to link state, District, and school assessments with the Common Core State standards in all content areas. Illuminate data reports are used by district and site staff to disaggregate state, district, and site assessment data to ensure that ASES programs are providing appropriate instruction to meet the academic needs of students in all subgroups. Frequent input, including relevant data analysis, and outcome-based decision making related to program administration are ongoing with a collaboration of stakeholders who include district administrators, site principals, district and site ASES Program coordinators, teachers, parents, students, county office staff, and community members.

The following data was used in identifying the target student populations and determining the YCUSD ASES Program goals:

- California Assessment of Student Performance and Progress (CAASPP) results for all students in grades 3rd-8th
- CA Healthy Kids Survey and/or Panorama Survey results
- English Language Proficiency Assessments for California (ELPAC) results
- Teacher and Administrator recommendations and requests
- Assertive discipline data from Aeries
- District attendance data and individual student attendance
- Annual Parent and student surveys
- Ongoing communication with the district's Homeless/Foster Liaison

- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
  1. Provide daily homework support with consistent accountability.
  2. Extend the regular school day by providing individual student interventions (in ELA and Math) using regular day teachers and resources.
  3. Reinforce good student behavior by holding students accountable and responsible for their actions and work. Students follow the same rules and procedures set forth in the regular school day.

Data will be collected on an annual basis including the review of the ELA and Math CAASPP results for all students in the ASES Program.

Evaluation is on-going throughout the year through daily attendance data, homework completion, progress monitoring within the regular day program, and other site level assessments. Collaboration with each student's regular day teacher through conferences, emails, informal meetings, and written memos are used to provide more immediate feedback to EXLP coordinators and staff regarding student needs and successes.

- 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.

YCUSD ASES Programs strive to align with the goals and needs of the sites' regular day programs. YCUSD assesses the needs of the students, parents, schools, and community through multiple sources including analysis of state assessment data (e.g. California Assessment of Student Performance and Progress, English Language Proficiency Assessments for California, Physical Fitness Testing, and Healthy Kids Survey and/or Panorama), local benchmark assessment data, and student and parent surveys. The annual surveys specifically ask parents, students, and collaborative agencies for their feedback regarding safety, academic quality, enrichment, and extracurricular activities. iReady is used during the instructional day and is available during ASES Program time. Student progress in English Language Arts and Mathematics is tracked through this program and provides support at the students' level of need. The

YCUSD ASES Plan is reviewed annually in the process of continuous improvement and program development.

- Annual Site Stakeholders Meeting – Site Coordinators arrange meetings with principals, staff, teachers, and community members to review the ASES programs
- End-of-Year Survey – An end-of-year survey is given to all stakeholders including site staff, EXLP staff, parents, and students. Data is reviewed and evaluated to assist with program development and improvement.

## 9—Collaborative Partnerships

- Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

The district program plan is made available to site coordinators, principals, line staff, and is posted on the ASES page of the YCUSD website. Each ASES schools use the district program plan to develop their own site-specific plan. This is done using the same program plan template but citing specific activities, curriculum, and daily routines unique to each school. This ensures all aspects of the district plan are implemented at the site level. The district and site-specific program plans are reviewed and signed off by each school's principal and available to all stakeholders.

- List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

ASES Site Principals – Provide leadership and training to site coordinators and staff to connect the instructional day with expanded learning, including site-specific needs and vision.

ASES Families – Through parent meetings and daily interactions, site coordinators and front line staff get feedback from families with questions and concerns regarding the ASES program.

UC CalFresh Nutrition Education Program – Provide nutrition and recreation support to ASES sites.

Sutter Superintendent of Schools Office - Provide technical assistance in areas of grant compliance, professional development, and program design/offerings.

EXLP Staff Meetings - Coordinators meet each month. Principals and Coordinators meet two times a year to collaborate, plan, and achieve program goals.

Site Staff Meetings - ASES site coordinators attend the regular scheduled teachers meetings at their school when necessary. This allows for feedback and to assure the ASES program is an integral part of the school's instructional day.

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

1. Yuba-Sutter Regional Arts Council-work with them to develop programs and enrichment activities.
2. Girls on the Run-offer programs to promote self-esteem and healthy habits for girls in EXLP.
3. Yuba-Sutter Pathways-work with them to develop programs and enrichment activities.
4. Sutter County Sheriff's Department-find additional support and services for students in EXLP.
5. Yuba City Fire Department-find additional support and services for students in EXLP.

## 10—Continuous Quality Improvement

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the *Quality Standards for Expanded Learning in California*, available on the After School Network web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-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 visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguidance.asp>.

In order to follow the CQI process and assess, plan, and improve, YCUSD ASES program staff, ASES Site Coordinators, and site principals work together to complete the Quality Self Assessment every other year. They create a CQI plan by identifying 1-2 standards to focus on. Additionally, they:

1. Review the End-of-Year Surveys (June-August)
2. Collect evidence for each of the identified CQI standards (September-June)
3. Provide an End-of-Year Survey to all stakeholders (May-June)
4. Reflect and score programs in all CQI areas (September)

The overall program is evaluated by the district coordinator, school site principals, and ASES site coordinators as to its effectiveness. Modifications are made to the program when needed and revisions to the plan are made each year.

A major criterion in evaluating the ASES programs' effectiveness will be monitoring student growth and success in the areas of classroom academics, behavior, attendance, and homework completion rates. CAASPP scores are reviewed by expanded learning program staff to check for academic growth and modifications are made to instructional plans in association with the regular classroom teacher. Behavior logs on district Aeries and feedback from regular day classroom teachers are reviewed and student behavior contracts are developed, modified, or eliminated. Attendance issues are addressed on a student-specific basis. Grade level teachers and EXLP staff communicate regularly on homework performance of students.

Plans to improve the program:

1. Continue to focus on academic growth in ELA and Math through homework support, academic interventions, technology-based learning supports, and ongoing implementation of common core curricula and strategies.
2. Continue to increase staff skills in student engagement activities and youth voice and leadership.
3. Refine the plan to gather stakeholder input - to collaborate, get feedback, and work to address areas that need improvement/refinement.



## 11—Program Management

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

Funding is primarily used to ensure quality ASES programs and to recruit and maintain qualified staff. Remaining funding is used to bring enriching programs and experiences to students and to purchase basic supplies.

- 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.

Line Staff: Responsible for taking attendance throughout the day. Supervise homework support for students in grades JK-8. Plan and oversee enrichment and recreation activities, monitor free play, provide lesson plans and feedback to the site coordinator. Meet daily with the site coordinator. Communication via email, phone, two-way radio, or in face-to-face meetings.

Site Coordinator: Plan site program, work with principal and staff to coordinate daily schedules, communications, and student behavior. Meet regularly with principals, teachers, staff, and district coordinator to plan and develop programs. Communicate with ASES families and handle any discipline for students in the program. Oversee program budgets and site attendance. Meet daily with line staff, weekly with principal, and monthly with district site coordinator. Communication through email, phone call, or in-person meetings.

District Coordinator: Oversee district programs including budgets, attendance, trainings, staffing, communication, and all program areas. Oversee all site visits and Learning Circles. Meet with principals and site coordinators, community partners and county representatives monthly. Communication through email, phone call, or in-person meetings.

Intervention Teachers: Provide weekly instruction to selected students and/or classes, act as liaison between instructional day staff and expanded learning staff. Meet with site coordinator as needed. Communication through email, phone call, or in-person meetings.

Principal: Meet regularly with site coordinators to plan program and give updates. Conduct classroom walk-throughs to assist ASES site coordinator with classroom management techniques and school policies and procedures. Communication through email, phone call, or in-person meetings.

Office Coordinator: Handles purchase orders, and supply orders for site coordinators. Communication through emails, phone calls or meetings..

Classroom Teachers: Provide feedback on student work, student concerns, daily routines, and support for tutors. Communication through emails, phone calls or meetings.

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

The ASES District and Site Plans are reviewed and updated each year. The yearly evaluation process includes site visits, meetings at each ASES site with key staff including the site principal, assistant principal, regular day teachers, site coordinator, and key program staff; and parent and student surveys that assess their perceptions of the ASES programs' effectiveness. District administrators, site administrators, and county office staff collaborate throughout each school year to ensure ongoing monitoring and assessment of the effectiveness of the YCUSD ASES Programs.

ASES District and site program plans are posted on the ASES page of the YCUSD webpage. They are reviewed annually by the district Expanded Learning Program coordinator, K-8th Curriculum Coordinator, Sutter County Superintendent of Schools technical support provider, principals, and site ASES coordinators. The District ASES Plan and each site ASES Program Plans are updated on an as needed basis.

The District Expanded Learning Program Coordinator meets monthly with the site ASES Coordinators. Principals participate in these monthly meetings four times each school year. Updates to the District and Site ASES program plans are discussed at these meetings as needed.

Site ASES Program Plans are reviewed and revised by site coordinators, site principal, district coordinator, and school level stakeholders throughout each school year. The updated plans are

posted annually on each site's ASES webpage.

- Describe the system in place to address the following program administration requirements:
  - Fiscal accounting and reporting requirements.

Under the leadership of the superintendent, YCUSD's Accounting director, and district and site administrators, the ASES Program implements sound fiscal planning and management with clear adherence to local, state, and federal audit requirements and ensures that 85% of the ASES funding is used for direct services to ASES students. Evidence is provided through internal documents, external audits, and CDE reports. YCUSD coordinates with federal, state, and local programs to achieve the most effective use of public funds and resources.

The YCUSD Accounting Department oversees and manages the operating budgets for the ASES Programs. The district Expanded Learning Program Coordinator meets monthly with each ASES site coordinator and reviews each site's budget and financial activity report. Budget compliance is monitored monthly to ensure that all ASES monies are spent properly and in a timely manner. All financial activity is reported to CDE by the district Accounting Analyst in compliance with ASES Grant requirements.

YCUSD Accounting Department staff oversee fiscal accounting and reporting for the ASES Grants. The district Expanded Learning Program coordinator prepares and submits the data for attendance reporting (semi- annually) and the Annual Outcome-Based Data Report (annually).

- Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).

In-kind matching funds are tracked by site principals, site coordinators, and the District Coordinator of Expanded Learning Programs. All ASES programs are supported by in-kind contributions and services from various agencies as well as with site and district in-kind contributions, human resources, and participation. This can be attributed to the active alignment between district, school, county, and program goals, and community, student, and parent needs. ASES programs successfully share school classrooms, restrooms, computer labs, libraries, multi- purpose rooms, kitchen facilities, playgrounds, staff and office spaces.

Regular support services are provided by District administrators, site administrators, school secretaries, school custodians, District and site Nutritional Services staff, District payroll department, District Human Resources department, District warehouse staff, and District Accounting staff. YCUSD staff pride themselves on working as a team to provide fiscal services that ensure success, effectiveness, and consistency of District ASES programs.

Source	Category	In-Kind Amount
YCUSD School Site Facilities	Facilities Report(25%)	MPR-\$60 per hour Classrooms-\$5 per hour
YCUSD Food Service	Snack Report	\$4.54 per child, per meal
Site Principal/VP Time	Administrative Time Report	Hourly rate for 1 hour or more per week
Site Custodial Time	Custodial Report	Hourly rate for 1 hour per day
Community	Special Programs, Volunteers, Presentations	Regular cost of activities, volunteers time minus actual cost paid by EXLP

The District Expanded Learning Coordinator works with the ASES site coordinators and principals to monitor and track the one-third match.

- Attendance tracking, including sign-in and sign-out procedures.

The health and safety of all students begins with a seamless transition from the regular school day to the expanded learning programs.

Student attendance in the ASES program is tracked immediately at the end of the regular school day when the expanded learning programs start and continues to be monitored until program closure at 6 pm.

Students leaving the program are either signed out (by an individual who is 18 years of age or older and is on file in our Aeries database as someone to whom the student can be

released) or have a parent permission form on file that allows the student to walk home independently. YCUSD uses Aeries.net for the attendance tracking of our ASES programs.

All attendance records, including daily sign in/out sheets, for each site are kept on file for 5 years and then destroyed.

- Early release and late arrival policies and procedures (EC Section 8483[a][1]). Refer to the CDE's Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.

YCUSD does not have any Before School Programs and therefore does not have a Late Arrival Policy.

The Early Release Form is provided to parents/guardians at time of enrollment. Parents/guardians are required to complete and sign the form. A copy is kept in the students file and another is given to the parents for their records. A blank copy is also posted near the sign in/out area at each site to ensure parents/guardians are signing students out with the appropriate early release option.

YUBA CITY UNIFIED SCHOOL DISTRICT  
Elementary Expanded Learning Programs  
**Early Release Policy**

YCUSD ELP Programs operate from regular day dismissal time until 6pm, each school day.

YCUSD ELP Programs provide the following activities for students, daily:

- Academic Hour
- Enrichment and Recreational Opportunities
- Healthy Snack

**Students are expected to attend the program daily, for a minimum of 3 hrs. each day for a minimum of 15 hrs. per week.**

Under certain conditions, students may need to leave/be picked up early. Those conditions are as follows:

1. Family schedule
2. Parallel program, i.e.-sports, scouts, dance class, etc.
3. Non-program obligation, i.e.-medical appointment, etc.
4. Student walks/rides bike home. Student will be released 30min. before dark. (Parent/Guardian must complete and sign a [Student Release Form](#))

Parent/Guardian acknowledgement:

I have read and accept the YCUSD Expanded Learning Program Early Release Policy and understand that noncompliance may result in the termination of my student from the program.

Students Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School Site: \_\_\_\_\_ District ID#: \_\_\_\_\_

Parent/Guardian Name (please print): \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

-Revised March 2023

Yuba City Unified School District-YCUSD  
Programas de Aprendizaje Extendido para Escuelas Primarias  
**Política de Salida Temprana**

Los programas EXLP de YCUSD operan desde la hora de salida del día regular hasta las 6pm, cada día escolar.

Los programas EXLP de YCUSD proporciona las siguientes actividades para los estudiantes diariamente:

- Hora Académica
- Oportunidades de Enriquecimiento y Recreacionales
- Una Botana Saludable

**Se espera que los estudiantes asistan al programa diariamente, por un mínimo de 3 horas al día para un total mínimo de 15 horas por semana. La hora de la salida sería entre las 5:30pm y 6:00pm.**

Bajo ciertas condiciones, puede ser que los estudiantes tengan que salir o ser recogidos temprano. Esas condiciones son las siguientes:

1. El horario de familia
2. Un programa paralelo, es decir, deportes, scouts, clase de baile, etc.
3. Obligación no relacionada con un programa, es decir, cita médica, etc.
4. El estudiante camina o monta su bicicleta a casa. El estudiante saldrá 30 minutos antes de que oscurezca. (Padre/Tutor debe llenar y firmar un [Student Release Form](#) (autorización para dejar salir al estudiante))

Consentimiento de Padre/Tutor:

He leído y acepto la Política de EXLP de YCUSD de Temprana Salida y entiendo que la falta de cumplimiento puede resultar en la terminación de mi estudiante del programa.

Nombre de estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_

Escuela: \_\_\_\_\_ #ID del estudiante: \_\_\_\_\_

Nombre de Padre/Tutor (letra de molde): \_\_\_\_\_

Firma de padre/tutor

Fecha

-Revised March 2022

## 12—Sustainability

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

Possible future partnerships and funding sources include:

- ★ Yuba City Unified School Sites:
  - All YCUSD ASES Programs are housed on District school sites and could continue to be housed on school campuses. This includes the use of classrooms, multi-purpose rooms, and campus playgrounds.
  - The use of school campus facilities is currently included in the  $\frac{1}{3}$  Matching Funds that are a requirement of the ASES Grants. In the future, District and site staff would work together to continue to provide facilities for YCUSD ASES Programs.
- ★ Local Control and Accountability Plan (LCAP) - LCAP funds increase annually and continue to support targeted programs for students. Funding for ASES Programs could be included in future LCAPs. ASES goals and outcomes align well with LCAP Goals 1 and 3:
  - LCAP Goal 1: To provide safe, modernized facilities, and student- centered support systems that promote the physical and cognitive development of all students through implementation of basic services, CA State Standards, and access to a broad study of courses
  - LCAP Goal 3: Increase Parent and Student Engagement/Involvement to increase student achievement and feelings of school connectedness.
- ★ Work to develop partnerships with Local Community Business to provide donations and resources to support YCUSD ASES programs

The YCUSD ASES Sustainability plan will be reviewed every spring in anticipation of the funding that will be allocated by CDE in the beginning of the school year. Budget projections will be completed at the district and for all District ASES sites. The level of district funding will be determined in order to sustain ASES programs at all sites for the following school year.

Ongoing resource development for YCUSD ASES programs will be a cooperative effort of the following YCUSD staff:

- District Expanded Learning Program Coordinator
- Assistant Superintendent of Educational Services
- Coordinator/s of Instructional Programs
- Site Principals
- Site EXLP coordinators

This team will meet a minimum of three times throughout each school year to discuss the sustainability and continuity of YCUSD ASES Programs.