

READY Expanded Learning Program AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN

Prepared by:
Jennifer Bays- READY Program Supervisor
Hanford Elementary School District

714 N. White St.
Hanford, Ca 93230



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 October 2023
Board Approved April 2024



After School Program Plan

1. Grant Identification Number: **16-23929-631-EZ**
2. County District School (CDS) Code:

County-District-School Code	School Name
16639170110981	Hamilton Elementary
16639176010391	Jefferson Academy
16639176010409	Lee Richmond Elementary
16639176010417	Lincoln Elementary
16639176113609	Martin Luther King Jr. Elementary
16639176010425	Monroe Elementary
16639176010433	Roosevelt Elementary
16639176118798	Simas Elementary
16639176108815	Washington Elementary

3. Authorized Signatory (Fiscally responsible for the program)
 - a. **Joy Gabler**
 - b. **Superintendent, Hanford Elementary School District**
 - c. jqabler@hanfordesd.org
(559)585-3604

After School Education and Safety Program Plan

Name(s) of After School Program Site(s)

Instructions: Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	Projected Daily Attendance
1. Hamilton Elementary	84+
2. Jefferson Academy	84+
3. Martin Luther King Jr. Elementary	84+
4. Lincoln Elementary	84+
5. Monroe Elementary	84+
6. Richmond Elementary	84+
7. Roosevelt Elementary	84+
8. Simas Elementary	84+
9. Washington Elementary	84+

Target Population	Percentage of School Population
➤ Low Income Students	78%

After School Education and Safety Program Plan

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
- Understand and manage emotions

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

Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC* Section 8482.3[g][1]). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

After School Education and Safety Program Plan

1—Safe and Supportive Environment

- 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.

The program will develop and implement:

- Effective student arrival and dismissal procedures to ensure students safety
 - An early release policy
 - A yearly calendar of emergency drills to ensure staff and student preparedness
 - Effective school emergency procedures and processes, train staff on security plans, policies and procedures, reporting and documenting
 - School sites will maintain a record of students enrolled in their program and keep up to date with any parental or custodial changes, address changes or phone number changes
 - READY Site Lead will participate and attend school staff meetings, as determined by site principal
 - READY Site Lead to meet and discuss student's progress and challenges, and together solve student-related issues and concerns with site administration
 - READY Site Lead will meet with the Principal formally or informally at least once per month and/or as needed
 - READY Program Supervisor to maintain communication regarding the expanded learning program with the site principals and the Superintendent
- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

The READY Expanded Learning Program will:

- Provide a comprehensive list to all READY sites outlining student health issues and health care plans

After School Education and Safety Program Plan

- Ensure that program indoor space, outdoor space, supplies and accessible equipment are adequate and safe
- Provide students and staff with suitable indoor classroom space for the academic and enrichment activities daily
- Provide students and staff with ample outdoor space for the recreation and activity component of the expanded learning program
- Ensure that the snacks provided are healthy and nutritious and meet California Education Code requirements
- Train staff on classroom management and ADHD behaviors
- Provide and training to staff in understanding and addressing students with special needs
- Provide information about students in the expanded learning program to key personnel to ensure students with unique needs are addressed during the regular school day and in the expanded learning program
- Ensure that each young person has one adult who knows him or her well
- Establish relationship with students, being mindful and respectful of diversity
- Maintain a 20:1 student to adult ratio at all times
- Create an environment of mutual respect
- Create structures that allow for smaller learning groups
- Provide conflict resolution training for young people
- Train staff in physical and emotional safety procedures

After School Education and Safety Program Plan

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.

The Expanded Learning Program will:

- Provide opportunities for expanded learning program staff to collaborate and interact with regular school day staff
 - Consult regularly with regular school day staff to ensure that the needs of individual students are being met
 - Communicates regularly with the school day staff to monitor the academic and behavior progress of students
 - Secure regular input from regular school day teacher and administration on the impact expanded learning program has on student.
 - Provide professional development in the use of research-based curricula and teaching methodologies
 - Provide on-going training to in-line staff to ensure alignment of the expanded learning program with the regular school day
 - Provide staff with training from site administration regarding the implementation of the Common Core Standards and align programming in the expanded learning program with the regular school day
 - Provide homework support daily- All students will be provided an opportunity to seek assistance on their homework and be provided ample time to complete their homework in the afterschool program daily.
- Describe the planned program activities and how they will:
 - a. Provide positive youth development.
 1. Staff will be provided with training on integration of character education and youth development principles and practices in expanded learning
 2. Students will be encouraged to be self-reliant and responsible.
 3. Students will be provided with choices

After School Education and Safety Program Plan

4. Students will be provided with opportunities to help others
 5. The expanded learning program will maintain high expectations for all students, guidance in focusing on their strengths and challenge them to go beyond what they think they can do.
- b. Provide hands-on, project-based learning that will result in culminating products or events.

The expanded learning program will:

1. Offer a wide variety of fun, challenging and engaging activities that are aligned with academic and enrichment standards and are outcome-based
2. Integrate project-based learning into program activities
3. Engage participants in enrichment learning periods that will result in a culminating event such as an art show, science fair, community resource fair, etc.
4. Include parental participation in support of culminating events

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.
 - All enrichment activities will be aligned with academic visual and performing arts, health and nutrition and physical education standards and youth development practices that will lead to accomplishment of the program's vision and goals.
 - Students will be provided with enrichment opportunities in the area of academics, (core academics).
 - Students will be provided with enrichment opportunities in the area of visual and performing arts.
 - Students will be provided with enrichment opportunities in the area of health and nutrition.
 - Students will be provided with enrichment opportunities in the area of physical fitness and youth development.

After School Education and Safety Program Plan

- Resources will be provided to the expanded learning program by the District to support the implementation of curricula and enrichment activities.
- Technical assistance will be provided to the expanded learning program to support the implementation of curricula and enrichment activities.
- Integrate project based and service learning in all enrichment activities.
 - Students will be provided with project and Service-Learning activities to better understand and serve their community as a whole
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

The expanded learning program will provide activities based on students' needs and interest and potential career paths. The program provides participants with opportunities and space to share their viewpoints, concerns, or interest in order to impact program practices or policies. Data reflected through district surveys of families and parents, program administered surveys of parents and participants demonstrate a high desire and need for expanded learning programs throughout the community of Hanford, California.

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.
 - Program staff will meet with student advisory groups to discuss results of student driven surveys and ways in which to incorporate student feedback.
 - Staff training will be provided to in-line program staff that address program needs and sustainability.
- 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.

After School Education and Safety Program Plan

- Participants will elect a committee of their peers within the expanded learning program, to serve as representatives of student voice as they influence program practices, curricula or policies.
- Student advisory groups will survey students within the expanded learning program, (KWL charts, classroom discussions, surveys).
- The program staff will provide students with opportunities to leave anonymous feedback, (i.e. journals, suggestion boxes, etc.) and review the info with students and staff and make appropriate adjustments based on student feedback.
- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).
 - Students in lower grades will elect representatives to student advisory groups as will their upper grade counterparts.
 - Staff will encourage student feedback through instructional time, utilizing afternoon class meetings, KWL charts, class surveys and conversations with students.
 - READY staff will provide students with service-learning projects and activities to better understand and serve their community as a whole.

5—Healthy Choices and Behaviors

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

The Program will:

- Provide a comprehensive list to all READY sites outlining student health issues and health care plan.
- Students will be provided with enrichment opportunities in the area of health and nutrition.
- Students will be provided with enrichment opportunities in the area of physical fitness.
- Provide on-going referrals of resources to parents that are health

After School Education and Safety Program Plan

related.

- Coordinate with community organizations for parents to participate in health, welfare and safety education events as openings are available.
- Coordinate with community organizations for parents to participate in health, welfare.
- Ensure that the snacks provided are healthy and nutritious and meet California Education Code requirements.
 - Staff will distribute healthy and nutritious snacks to READY students and provide documentation.
- 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.

The Program will:

- Offer nutrition lessons a minimum of 30 minutes per week
- Collaborate with UE Cal Fresh Nutrition Program, a community partner, to provide activities, lessons and projects focused on nutrition and healthy choices for students, (i.e. CATCH activity games, community gardens, cooking lessons and activities for students, chef clubs, etc.).
- Offer physical fitness activities at each school site a minimum of 3 hours per week.
 - Students will understand that “healthy” is not only a matter of food, but integrates physical activity, dental, health, emotional stability and drug/alcohol/tobacco free 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.
 1. Dolphin and Friends Cracker
Baby Carrots
Juice- Apple 6 fl. Oz
Juice- Orange 6 fl. Oz.
Ranch Dressing 12g
 2. Strawberry Banana Yogurt
Honey Graham Crackers- 2
1% Low Fat White Milk

After School Education and Safety Program Plan

- 3. Cheez-it Crackers
- Applesauce Cup
- Juice- Apple 6 fl. Oz
- Juice- Orange 6 fl. Oz.

After School Education and Safety Program Plan

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.

The Program will:

- Encourage parents/guardians and community members to access the volunteer process to strengthen the overall program.
 - Students will be provided with project and service learning activities to better understand and serve their community as a whole.
 - The READY Expanded Learning Program has sought to create collaborative partnerships with community members such as the Kings Cultural Center, a local community-based enrichment center. We strive to create a program that incorporates various cultural activities such as dance and art into the program for the purpose of creating a respectful and culturally diverse environment for students.
 - The program actively recruits and hires staff that reflects the community of the students served.
- 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.
 - Students and staff are provided with necessary instructional materials to ensure student access to necessary materials to thrive.
 - Staff will train on classroom management and ADHD behaviors.
 - Provide training to staff in understanding and addressing students with special needs.
 - Provide information about students in the expanded learning program to key personnel to ensure students with unique needs are addressed during the regular school day and in the expanded learning program.
 - Establish relationships with students, being mindful and respectful of diversity.
 - Expand the group's knowledge of particular groups and cultures through enrichment activity focus and culminating events.

After School Education and Safety Program Plan

- Train staff in physical and emotional safety procedures, working with English learners, working with students with Special Needs/understanding the 13 handicapping conditions/auditory processing/visual processing disorders.

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.
 - Job descriptions have been developed and are known by all Expanded Learning staff and CSEA Union Representatives. See Attached Appendix A, “READY Program Tutor” and Appendix B, “READY Site Lead” Job descriptions.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
 - The READY Expanded Learning Program will develop a balanced, diverse staff, capable of bringing a wealth of knowledge enthusiasm, and expertise to the program. This process will include a broad spectrum of people as the part of the interview process, as well as those that are hired. The Expanded Learning Program will try to hire individuals with different strengths, abilities and contributions to make at both the management and site levels.
 - The Expanded Learning Program will follow the hiring process of Hanford Elementary School District, the SCE, the Educational Code requirements.
- Describe the type and schedule for the continuous professional development that will be provided to staff.

Staff Training is conducted prior to the start of each school year to review the District handbook, mandated training (such as Child Abuse reporting, trips, slips and falls) and READY handbook training-which focuses greatly on the policies and practices of the program. In addition, ongoing training is provided on Wednesday’s at the school sites and are conducted by each school’s site administrative team. The focus of this on-going training is to assist the expanded learning staff with understanding and implementing the instruction and instructional focus of the regular school day to maintain a seamless transition for students from the regular day into the expanded learning program. Much of this training is provided by the site leadership team, as well as by grade level teachers, who are instrumental in understanding the needs of their children in the afterschool program and the value in the expanded learning staff.

After School Education and Safety Program Plan

Furthermore, school site administration communicates regularly with their program Site Lead and in-line staff to address any additional training or program responsibilities, as necessary. Below are some examples of the trainings that are conducted to ensure program responsibilities, understanding the role and responsibilities of the afterschool program and skills to address a variety of student populations.

Program Training & Workshops will include the following:

- Staff Roles and Responsibilities, to include an overview of the After School Education and Safety Program grant
- Program Policies & Procedures, to include mandated state reporting and documentation as well as using program-specific forms
- Safety Procedures in Expanded Learning
- Team Building
- Relationship Building & Communications:
 - Working Effectively with Classroom Teachers and School Staff
 - Dealing with Parents
 - Establishing and Maintaining Connection Forms
- Classroom Management
- Behavior-Behavior Intervention Plans
- Working with English Language Learners
- Working with Students with Special Needs/understanding the 13 handicapping conditions/auditory processing/visual processing disorders
- Youth Development Principles and Practices
- Understanding and Using Standards in Expanded Learning Program
- Aligning School Curriculum with Expanded Learning Activities
- Homework Delivery/engaging students in homework/reinforcement and reward
- Reading with Kids/small group instruction/running records/miscue analysis
- Making Math Fun
- Outcome-Based Enrichment Activities to include Project Based and Service Learning
- Enrichment Programs (such as Arts, Dance, Food & Nutrition, etc.)
- Program Package Curricula Delivery (such as Science Explorer, KidzLit, KidzMath, Game Day Sports and Education, etc.)
- Managing and Measuring Outcomes
- Keenan Safe Schools Training:
 - Mandated Child Abuse and Neglect
 - Integrated Pest Management for Teachers and Office staff
 - Sexual Harassment for Non-Managers (SB 1343)
 - Discrimination Awareness in the workplace
 - Slips, Trips and Falls
 - Diversity Awareness: Staff-to-Staff
 - Bloodborne Pathogen Exposure and Prevention

After School Education and Safety Program Plan

These Professional Development activities are determined by administrative supervision, survey responses, individual site needs and by request.

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.

Hanford is a small rural community in the heart of the Central Valley with a population of 58,496. The population is made up of 37.3% white alone, 49.7% are Hispanic, 5.2% African American, 7.8% other nationalities. The unemployment rate, as reported in August 2023 for the area is 6.4%, which is more than national average of 7.9% as reported by the U.S. Bureau of Labor Statistics. The United States Census Bureau reports less than 12% of adults living in the Hanford area had attained at least a bachelor's degree, far below the national rate of 36%. 15% of area residents earned incomes below the national poverty line last year, among the higher rates nationwide.

The attendance rate for 2022-2023 school year was 93.1% with a chronic absenteeism rate of 7.9% (the large majority of those who were truant were students in grades K-3).

As reported on the California School Dashboard, most district schools have performed an average of 23.8 points below standard, or within the Orange Category, in English Language Arts. Similarly, most district schools contribute to an average of 40.7 points below standard, also within the Orange Category. With a change toward the Common Core Standards and instruction, the district is focusing on the instructional and assessment changes and have worked collaboratively with the READY Expanded Learning Program staff to ensure a continuation of the regular school day into the afterschool program.

The program focuses on serving the maximum number of students. The READY Expanded Learning Program staff strives to keep the enrollment numbers in the afterschool program at the maximum, always exceeding the 85% requirement in the grant. The program also strives to serve a variety of students. Of the approximately 1125 students in the expanded learning program, 821 qualify for the free and/or reduced lunch program, 262 are English Language Learners, 81 are identified as special education and 48 are identified as qualifying for Section 504.

As provided by local law enforcement, in the last year, 859 juveniles have been charged with misdemeanors and felonies and 108 juveniles are currently on probation.

After School Education and Safety Program Plan

The Hanford Elementary School District Child Welfare and Attendance, HESD Net, HESD Categorical Programs Department, the Hanford Police Department, Hanford Fire Department, American Lung Association, UC Cal Fresh Nutritional Program, parents, teachers and student surveys, along with collaborative partners all provided input for the Action plan and ensuing goals for the READY Expanded Learning Program were re-established.

In meeting the needs of our program's vision, a plan of action has been established with meaningful goals and objectives as well as its desired results and outcomes. These goals will help us move much more quickly by focusing attention, channeling everyone's energy in the same direction and staying on track. Measurement tools will be used to document and assess impact objectives. Outcomes will assist us in evaluating our program and redirect our goals and efforts.

After School Education and Safety Program Plan

Describe three to five program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.

Goal 1: Children will feel safe and secure during the afterschool program

Program Goals	Program Content	Outcome Measures
<ol style="list-style-type: none"> 1. Design a safety plan to ensure student safety 2. Train staff on the district policies and procedures regarding school emergencies 3. Develop a routine schedule for safety drills for staff and students 4. Schedule and hold regular safety drills with afterschool program staff and students 5. Develop programs and policies related to identifying the health and medical needs of students 6. Develop a procedure to maintain an easily accessible list of all participants with current emergency contacts for program staff 	<p>Afterschool program at nine (9) elementary school sites begin immediately after the school day and operates until 6:00 pm</p> <p>Develop and implement effective student arrival and dismissal procedures to ensure student safety</p> <p>Develop and implement an early release policy</p> <p>Develop and implement a yearly calendar of emergency drills</p> <p>Provide training for afterschool program staff regarding a variety of emergency drills and procedures for student and staff safety</p> <p>Align and implement effective school emergency procedures and processes Train staff on security plans, policies and procedures, reporting and documenting</p> <p>Provide a comprehensive list to all READY sites outlining student health issues and health care plan</p>	<p>Students will have a safe place to be afterschool (MT: # of Students in the Program, Administration Survey, READY Staff Survey, Parent Survey)</p> <p>Students will have fewer absences in the daytime program (MT: Compared Non-Participating Students with Participating Students)</p> <p>Student will want to attend READY (MT: # of Students on Waiting List)</p> <p>Students will feel supported by afterschool program staff (MT: Student Survey)</p> <p>Students participating in READY, a minimum of 120 days, will average fewer days of absence in the regular school day than before their participation (MT: School Attendance Records)</p> <p>At least 75% of students will report feeling safe in the afterschool program (MT: Student Survey)</p> <p>At least 75% of students will report satisfaction with the afterschool staff (MT: Student Survey)</p>

After School Education and Safety Program Plan

	<p>Each site will maintain a record of students enrolled in their program and keep up to date with any parental or custodial changes, address changes or phone number changes</p>	<p>At least 70% of students who enroll in READY will participate a minimum of 120 days during the program year <i>(MT: READY Enrollment)</i> Afterschool staff will be provided a health problems list and any health care plans for students with significant health issues <i>(MT: Monthly lists are sent from the READY Office to site staff)</i></p> <p>Staff will be provided with yearly training in dealing with routine and significant health care needs of students <i>(MT: Training Agendas/Sign-In Sheets)</i></p> <p>Each site will maintain a binder with student emergency and contact information within the binder and make the binder accessible to all afterschool staff <i>(MT: Site Binder)</i></p>
<p>7. Ensure that program indoor space, outdoor space, supplies and accessible equipment are adequate and safe <i>(MT: Supply/Material Inventory, Program Schedule, Lesson Plans)</i></p>	<p>Students and staff are provided with suitable indoor classroom space for the academic and enrichment activities daily</p> <p>Students and staff are provided with ample outdoor space for the recreation and activity component of the afterschool program</p> <p>Necessary instructional materials will be provided to afterschool staff to ensure student access to necessary materials to thrive</p> <p>Ample recreation equipment will be provided to afterschool program staff</p>	<p>Afterschool program staff's lesson plans will include a recreational activity in which students are encouraged to participate physically and are taught sportsmanship and team building skills <i>(MT: Program Schedule, Lesson Plans)</i></p> <p>Afterschool program staff's lesson plans will include activities both inside and outside of the classroom <i>(MT: Program Schedule, Lesson Plans)</i></p> <p>Ample materials and equipment will be provided to afterschool program staff <i>(MT: Supply/Material Inventory)</i></p>

After School Education and Safety Program Plan

<p>8. Ensure that the snacks provided are healthy and nutritious and meet California Education Code requirements</p>	<p>Staff will distribute healthy and nutritious snacks to READY students and provide documentation</p>	<p>100% of students in the afterschool program will be offered a healthy and nutritious snack, daily <i>(MT: Food Service Log)</i></p>
<p>9. Develop and implement clearly defined procedures to ensure the staff monitor and address student behavior; develop and implement an appropriate plan for student discipline</p>	<p>Maintain a 20:1 student to adult ratio at all times</p> <p>Train staff on classroom management and ADHD behaviors</p> <p>Provide training to staff in understanding and addressing students with special needs</p> <p>Provide information about students in the afterschool program to key personnel to ensure student with unique needs are addressed during the regular school day and in the afterschool program</p>	<p>Students will have fewer discipline referral <i>(MT: Number of Citations and/or Notices of Unacceptable Behavior)</i></p> <p>All staff will be trained on classroom management techniques <i>(MT: Training Agendas/Sign-In Sheets, Administrative Survey)</i></p> <p>All staff will be trained in behavior strategies, behavior modification techniques <i>(MT: Training Agendas/Sign-In Sheets)</i></p> <p>At least 95% of afterschool staff will have good classroom management techniques <i>(MT: Staff Evaluations)</i></p>
<p>10. Provide opportunities for children to feel emotionally safe throughout the program day</p>	<p>Ensure that each young person has one adult who knows him or her well.</p> <p>Establish relationship with students, being mindful and respectful of diversity</p> <p>Create an environment of mutual respect</p> <p>Create structures that allow for smaller learning groups</p> <p>Institute a regular group or “community” check-in meeting</p> <p>Expand the group’s knowledge of particular groups and culture</p>	<p>Students will want to come to READY daily <i>(MT: Attendance Records, Student Surveys)</i></p> <p>All staff show a genuine care and interest in the READY students <i>(MT: Parent Survey)</i></p> <p>100% of afterschool staff will know their students well <i>(MT: READY Staff Survey)</i></p> <p>100% of afterschool staff will be trained in physical and emotional safety procedures <i>(MT: Training Agenda/Sign-In, Student Discipline Records, Administration Survey)</i></p>

After School Education and Safety Program Plan

	<p>Provide conflict resolution training for young people</p> <p>Train staff in physical and emotional safety procedures</p>	
--	---	--

Goal 2: Students will participate in standards and research-based academic activities that will increase their performance in core subjects

Program Goals	Program Content	Outcome Measures
<ol style="list-style-type: none"> 1. Conduct periodic academic needs assessment 2. Provide opportunities for afterschool program staff to collaborate and interact with regular school day staff 	<p>Consult regularly with regular school day staff to ensure that the needs of individual students are being met</p> <p>Communicates regularly with the school day staff to monitor the academic and behavior progress of students</p> <p>Secure regular input from regular school day teacher and administration on the impact the afterschool program has on students</p>	<p>Students will demonstrate a commitment toward learning (<i>MT: Student Survey, Teacher Survey</i>)</p> <p>Students in the afterschool program will show growth on district benchmarks and demonstrate a sufficient mastery on the CCCS's on the CAASPP (<i>MT: District Benchmark scores, CAASPP scores, Teacher Survey</i>)</p> <p>Afterschool staff provide regular school day teachers with a report of student progress in the afterschool program two times a year (<i>MT: 1-2 Trimester Report to Teachers, Administration Survey, READY Staff Survey</i>)</p> <p>Afterschool staff and regular school staff have a sound working relationship and communicate on a regular basis (<i>MT: Teacher Survey</i>)</p> <p>Based on district-wide benchmark assessments, 25% of students in the afterschool program will score at Benchmark level in ELA and mathematics. It is anticipated that 30% of students will demonstrate mastery of CCCS's on the CAASPP (<i>MT: District Benchmark scores, CAASPP scores</i>)</p>

After School Education and Safety Program Plan

		Professional Development provided to in-line staff is research based and uses proven teaching methodologies that are designed to improve student achievement <i>(MT: Administration Survey)</i>
<p>3. Provide ongoing and relevant training to afterschool program staff</p> <p>4. Align staff training with needs assessment</p>	<p>Staff training will be provided to in-line program staff that address program needs and sustainability</p> <p>Provide on-going training to in-line staff to ensure alignment of the afterschool program with the regular school day</p> <p>In addition to four days required staff training per year during non-program days, offer up to three (3) additional training days during program hours/minimum days which will maximize staff attendance</p>	<p>90% of afterschool program staff will be provided with a needs assessment and program sustainability plan <i>(MT: Administration Survey, READY Staff Survey, Staff Training Schedule, Training Agendas/Sign-In Sheets)</i></p> <p>100% of afterschool program staff will be provided with regular and on-going training in all aspects of the afterschool program <i>(MT: Administration Survey, READY Staff Survey, Staff Training Schedule, Training Agendas/Sign-In Sheets)</i></p>
<p>5. Provide training on Common Core Standards</p> <p>6. Provide training in the use of research based curricula and teaching methodologies</p>	<p>Provide professional development in the implementation of CCCS's will be ongoing and refined.</p> <p>Provide professional development in the use of research based curricula and teaching methodologies</p>	<p>60% of afterschool program staff will use a variety of strategies and activities that enhance academic , enrichment and recreation activities <i>(MT: Observation , READY Staff Survey)</i></p> <p>60% of afterschool program staff will use district approved curricula and sound teaching methodologies <i>(MT: Staff Training Schedules, Training Agendas/Sign-In Sheets, Administration Survey, READY Staff Survey)</i></p>
<p>7. Provide homework support daily</p>	<p>All students will be provided with an opportunity to seek assistance on their homework and be provided ample time to complete their homework in the afterschool program daily</p>	<p>100% of students participating in the afterschool program will be provided with daily homework time <i>(MT: Observation, Program Schedule)</i></p> <p>75 % of students will report feeling good about their homework completion <i>(MT: Student Survey)</i></p>

After School Education and Safety Program Plan

		75% of parents/regular day staff will report satisfaction with their student's homework completion <i>(MT: Teacher Survey, Parent Survey)</i>
8. Actively work with afterschool program staff in implementation of strategies that align with the Common Core Standards and are used in the regular school day curriculum	Staff will be provided with training from site administration regarding the implementation of the Common Core Standards and align programming in the afterschool program with the regular school day	60% of afterschool staff will understand how to develop lesson plans that are aligned to the Common Core Standards and are active, collaborative, meaningful, support mastery and expand horizons <i>(MT: Lesson Plans, Training Agendas/Sign-In Sheets, Observation)</i>

Goal 3: Students will develop and practice positive character traits and attendance.

Program Goals	Program Content	Outcome Measures
<ol style="list-style-type: none"> 1. Program rules and expectations are regularly reviewed 2. Good character traits are regularly reviewed and discussed 	<p>Students will know the rules and expectations for behavior in the afterschool program</p> <p>Students will develop sound social competencies and apply them in their daily lives</p>	<p>At least 75% of student will report the program teaches them good character traits <i>(MT: Student Observation, Teacher Input, Student Survey)</i></p>
<ol style="list-style-type: none"> 3. Provide opportunities for student to practice positive character traits 	<p>The Six Pillars of Good Character curriculum will be implemented into the afterschool program</p> <p>Students will be provided with opportunities to practice positive character traits</p> <p>Students will develop positive values</p> <p>Students will develop good character traits and apply the traits to their daily lives</p>	<p>At least 60% of daytime teachers with students in the READY program will report satisfaction with student character <i>(MT: Teacher Survey)</i></p> <p>At least 60% of parents with children in the program will report children learn positive character traits <i>(MT: Parent Survey, Student Discipline Records)</i></p> <p>At least 70% of students will remain in the program because it is fun, challenging and enriching <i>(MT: Student Survey, Student Observation)</i></p> <p>At least 80% of student will report that they enjoy the activities offered in the afterschool</p>

After School Education and Safety Program Plan

		<p>READY program (<i>MT: Student Survey, Student Observation</i>)</p> <p>75% of afterschool program staff will report that students in the afterschool program display good character traits (<i>MT: READY Staff Survey</i>)</p>
<p>4. Implement Youth Development principles in all program activities</p>	<p>The afterschool program will integrate the 40 Developmental Assets into the program</p> <p>Staff will be provided with training on integration of character education and youth development principles and practices in afterschool program</p> <p>Students will be part of the decision making process and trained in group decision making skills</p> <p>Students will be encouraged to be self-reliant and responsible</p> <p>Students will be provided with choices</p> <p>Students will be provided with opportunities to help others</p>	<p>50% of afterschool staff will acknowledge an understanding of the 40 Developmental Assets (<i>MT: READY Staff Survey</i>)</p> <p>100% of students in the afterschool program will participate in a service learning project (<i>MT: Lesson Plans, READY Staff Survey</i>)</p>

After School Education and Safety Program Plan

<p>5. Increase or maintain student attendance to grant requirement</p>	<p>Implement recruitment strategies such as principal/teacher referrals, utilizing students to market the program, participate in school-wide events to get information about program and program objectives to teachers/parents and students</p> <p>Implement strategies on maintaining student attendance</p> <p>The afterschool program will provide high expectation for all student, guidance in focusing on their strengths, and challenge them to go beyond what they think they can do</p> <p>The program director will provide consistent reporting, recording and monitoring of student attendance</p> <p>Afterschool staff will be provided with consistent parent and teacher communication</p> <p>Afterschool program staff will value and reward good attendance Integration of goal setting and meaningful incentives should be long, not short-term</p> <p>Program expectations are clearly defined and understood by students and their parents (two-way), consequences should be consistent and serve to keep students in the program, not excluding them from the program</p> <p>Afterschool staff will be responsive to student needs</p>	<p>The program will meet its attendance targets 100% of the time (<i>MT: Attendance Data</i>)</p>
--	---	---

After School Education and Safety Program Plan

	<p>The afterschool program will consistently apply the rules, policies and procedures to all elements of the program</p>	
<p>6. Implement engaging and meaningful program activities</p>	<p>The afterschool program will offer a wide variety of fun, challenging and engaging activities that are aligned with academic and enrichment standards and are outcome-based</p> <p>Students will be involved in choosing program enrichment activities</p> <p>The afterschool program will integrate project-based learning into program activities</p> <p>The afterschool program will integrate service learning into the program activities</p> <p>The afterschool program will create an atmosphere for student success</p>	<p>Student will be involved in activities and feel successful with their contributions (<i>MT: Observation, READY Staff Survey</i>)</p> <p>100% of students enrolled in the afterschool program will be exposed to at least one, service learning project (<i>MT: Lesson Plans</i>)</p>

After School Education and Safety Program Plan

- 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.

In addition to the evaluation of participant, parent and staff feedback, READY Program staff will annually survey community stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) to determine the effective implementation of program goals throughout the year. Staff at each school site, in addition to the READY Program Supervisor and Site Administration will meet to review the data collected and determine updates to the site-specific Continuous Quality Improvement plans. Updates will be reviewed with site staff and made available to participants and stakeholders.

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 READY Expanded Learning administration exerts great effort to strengthening existing partnerships and collaborations with school districts, schools, parents, and volunteers. In addition, READY administration will continually seek other partnerships and collaborations to include community organizations, colleges, and public and private agencies essential to long-term program success.

The Partnership and Collaborative will gather on a semi-annual basis in order to:

- Learn about progress toward READY vision and goals
- Provide input and make recommendations for program improvement
- Build consensus on improvement strategies
- Receive information and participate in discussions about topics of importance to a state-wide after school system
- Network
- Exchange information and resources

Collaborative members are scheduled to meet two times a year and include, but are not limited to Kings County Action Organization, the Hanford Police Department, the Hanford Fire Department, UCCE Cal Fresh, Kings Behavioral Health, American Lung Association, site administrators, instructional day teachers and other instructional day staff, READY staff and parents.

After School Education and Safety Program Plan

- 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.).
 - The Hanford Elementary School District provides in-kind contributions towards the sustainability of the READY Expanded Learning Program. Without the financial, educational and overall of support of the school district, READY would cease to function.
 - Hanford Police Departments develops and implements the Jr. Explorer Program with the READY Expanded Learning Program. Officers from Hanford Police Department donate their time to instruct 5th and 6th grade students. The Jr. Explorer Program is an after-school program designed to provide youth education and physical activities. The focus of the Junior Explorers is to develop relationships between officers of the Hanford Police Department and youth of Hanford. The program teaches youth self-esteem, character, discipline and instills a sense of pride. It also provides an opportunity for police, parents, schools and community members to support Hanford's youth.
 - UCCE Cal Fresh Nutritional Program is a community based program centered around improving the nutritional education and wellness of students and families in Hanford, Ca. The program works collaboratively with the READY Expanded Learning Program to provide regular nutrition based activities, cooking lessons, and physical activities that support a healthy lifestyle.
- Identify any potential collaboration and partnerships that would be of benefit to the after-school program and describe your efforts to include them.

The READY Expanded Learning Program has sought to create collaborative partnerships with community member such as the Kings Cultural Center, a local community based enrichment center. We strive to create a program that incorporates various cultural activities such as dance and art into the program for the purposes of creating a respectful and culturally diverse environment for students.

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.

After School Education and Safety Program Plan

Please visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

In addition to the evaluation of participant, parent and staff feedback, READY Program staff will annually survey community stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) to determine the effective implementation of program goals throughout the year. Staff at each school site, in addition to the READY Program Supervisor and Site Administration will meet to review the data collected and determine updates to the site-specific Continuous Quality Improvement plans. Updates will be reviewed with site staff and made available to participants and stakeholders.

District School sites will select 2-3 Quality of standards of focus for site specific Continuous Quality Improvement Plans (CQI Plans). Site Administration, READY Site Leads, READY Program Supervisor and other site-specific contributors will meet annually to determine program goals to ensure that they align with the Quality Standards of focus. Front line staff will meet regularly to discuss the progress of designed CQI Plans and adjust the plans as necessary. Updated CQI Plans will be submitted to the READY Program Supervisor as needed.

11—Program Management

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

The Hanford Elementary School District's READY Expanded Learning Program is an innovative, results-oriented collaboration with the school district committed to building the capacity of children to succeed. Emphasis is placed on improving literacy levels, developing positive social relationships, raising academic performance, developing fun, engaging and challenging enrichment and recreation activities and coordination new and existing programs in a supervised, structured expanded learning environment that is responsive to the needs of children, families, neighborhoods and communities.

The vision of the READY Expanded Learning Program is to provide a safe environment, in which students are challenged academically and are provided with enriching opportunities. The mission of the READY Expanded Learning Program is to promote a love and desire for students to learn through multi-modal learning through providing student with an opportunity to experience learning in an active manner. By using physical activities, providing hands-on approaches to learning, the READY Expanded Learning Program hopes to stimulate student's innate curiosity to learn.

After School Education and Safety Program Plan

Program funding will be utilized for the purpose of bringing people of different backgrounds, experiences and interest together in a common purpose that will drive everyone toward excellence. Funding will support the daily operations of programs as they operate at the 9 elementary school sites.

- 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.
 - See Attached: Appendix A, Job Description READY Program Tutor, Appendix B, Job Description READY Site Lead Appendix C, READY Expanded Learning Program Calendar, Appendix D, READY Staff Flow Chart,
 - Primary methods of communication with staff are email, phone call and in person.
- 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 READY Expanded Learning administration exerts great effort to strengthening existing partnerships and collaborations with school districts, schools, parents, and volunteers. In addition, READY administration will continually seek other partnerships and collaborations to include community organizations, colleges, and public and private agencies essential to long-term program success.

The Partnership and Collaborative will gather on a semi-annual basis in order to:

- Learn about progress toward READY vision and goals
- Provide input and make recommendations for program improvement
- Build consensus on improvement strategies
- Receive information and participate in discussions about topics of importance to a state-wide after school system
- Network
- Exchange information and resources

Collaborative members are scheduled to meet two times a year and include, but are not limited to Kings County Action Organization, the Hanford Police Department, the Hanford Fire Department, UCCE Cal Fresh, Kings Behavioral Health, American Lung Association, site administrators, instructional day teachers and other instructional day staff, READY staff and parents.

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

After School Education and Safety Program Plan

- The Hanford Elementary School District Fiscal Department reports in ASSIST Fiscal Expenditures and in-kind contributions. The READY Program Supervisor, with the support of the READY Program Administrative Secretary, completes and uploads attendance reports as required in ASSIST.
- Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - See Attached: Appendix E, 2022-2023 In-Kind Contribution-After School Program
- Attendance tracking, including sign-in and sign-out procedures.
 - Attendance is recorded at the school site daily with sign in, sign out and snack posted on the same form. Staff check the students in at the beginning of the day, and parents sign out on the form at the end of the night each day. If the child is picked up early, the parent signs out on a special form indicating early pick up. It is the parent's responsibility to note the reason for the early pick up. The attendance is emailed to the READY Program office at the end of the night and the READY Program Secretary posts the attendance in preparation for the monthly report and the twice a year submission to CDE
- 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>.
- A Student may be released early from the after school program prior the end of program time at 6:00 p.m. or arrive late based on the conditions as outlined below:
 - Attending a parallel program (programs in the school such as school basketball, soccer, etc.)
 - Sports
 - Recreational Activities
 - Religious Reasons
 - Family Emergencies (such as death in the family, catastrophic incidents, etc.).
 - Family Affairs/Events/court
 - Tutoring
 - Medical appointments.
 - School Emergencies: Power outages, weather conditions, etc.
 - Transportation

After School Education and Safety Program Plan

- Child accidents that occur during program time
- Other conditions especially on safety as prescribed by the school.
- Staff Professional Development
- School Function.

Parent, guardian, or program staff should sign the child out; in the case of program staff signing out the child such as if your child walks home a letter of authorization from parent or guardian is necessary and it is also recommended that the child's signature or initial be recorded as well.

12—Sustainability

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.
 - a. The partnership between the Hanford Elementary School District and the California Department of Education Expanded Learning Department is essential to the continuation of the READY Expanded Learning Program. The sustainability plan will be revisited annually to ensure the implementation of program goals and their success in driving the program forward to serve the needs of students and families of Hanford.
 - b. The Hanford Elementary School District Child Welfare and Attendance, HESD Net, HESD Categorical Programs Department, will all provide input resource development.

After School Education and Safety Program Plan

Appendix A

HANFORD ELEMENTARY SCHOOL DISTRICT Job Description

Recreation Enrichment Academics Devoted to Youth

READY Program Tutor

DEFINITION:

To assist in the supervision and training of students enrolled in the Recreation Enrichment Academics Devoted to Youth (READY) program. Provide various supportive services in order to carry out activities to improve the attendance, academic performance and general well-being of students enrolled in the READY program.

DISTINGUISHING CHARACTERISTICS:

The READY Program Tutor is distinguished from other instructional Tutors in that they are required to perform a variety of supportive services to students enrolled in the after-school READY program in order to carry out the program goals. The READY Program Tutors must be able to adjust activities to meet the needs of the students in both structured and unstructured activities. The program design requires the READY Tutor to independently monitor, instruct and engage students in groups up to approximately 25 students. They must be able to administer first aid and medical assistance as needed.

SUPERVISION RECEIVED AND EXERCISED:

The READY Program Tutor works under the direction and supervision of the school site Principal, in conjunction with the Assistant Superintendent of Special Services. Functional work direction is provided by the READY Site Lead.

ESSENTIAL FUNCTIONS:

- Supervises and fosters a safe and nurturing learning environment.
- Provides homework and tutoring assistance.
- Prepares instructional and work materials based on program focus.
- Assists students individually and in small or large groups, utilizing a variety of instructional and enrichment materials provided by the READY program.

After School Education and Safety Program Plan

- Assists the Principal in implementing the READY program goals of improving literacy of students through the use of recreational, academic and enrichment activities in a classroom type setting.
- Uses a variety of literary methods to enhance students reading skills and techniques such as read alouds, grouping students into small groups based on their reading needs and exploration of text, utilizing storytelling activities, acting out plays and exploring poems.
- Uses a variety of methods to explore mathematics with students by working on basic skills, implementing problem solving strategies and providing hands on learning.
- Provides visual and performing arts activities including arts and crafts, music and songs to enhance students experience with various cultures.
- Participates and leads recreational activities with students, including but not limited to games, dancing, sports, board games and play activities.
- Supervises students in structured and unstructured settings. Maintains student discipline in all settings.
- Records student academic progress, behavior and attendance as required by the Assistant Superintendent and READY Program criteria. Assists in completing documents for program activities.
- Sets up and cleans up supplies and equipment for use in the after-school program. Assists in the preparation of materials and activities for the READY program. Maintains a neat, clean, orderly and attractive environment for students and staff.
- Works with the READY Staff and School Site Administration to motivate students to participate in the READY program.
- Communicates with the School Site Principal regarding events or activities that have occurred during the after-school program.
- Encourages students to make wise choices and develop responsible behaviors.
- Communicates efficiently and effectively with School Site Administration reporting safety, health or fire hazards.
- Administers first aid and medical assistance as needed.
- Develops and maintains positive, cooperative relationships with students, parents, teachers and site personnel.
- Maintains regular attendance, dependability and punctuality.

After School Education and Safety Program Plan

OTHER DUTIES:

- Performs other duties as assigned.

NECESSARY EMPLOYMENT STANDARDS:

Knowledge of:

- The general needs and behavior of students
- Correct use of English, spelling, grammar and punctuation. Basic mathematical concepts.
- Audio visual equipment

Ability to:

- Establish and maintain effective relationships with adults and students
- Understand and carry out oral and written directions
- Communicate clearly and concisely
- Work independently, exercising sound judgment and initiative in implementing tasks and recognizing problems.
- Relate to students from various ethnic and cultural backgrounds
- Work independently and productively with children in grades one through six.
- Show initiative when working with children using various materials, adjusting materials to meet the individual needs of students.
- To analyze problems and adjust activities as appropriate.

EDUCATION AND EXPERIENCE:

Any combination of education and experience that could likely provide the required knowledge, skills and abilities are qualifying. A typical way to obtain the knowledge, skills and abilities would be:

Education: Equivalent to graduation from high school. Completion of or proof of enrollment in or progress towards 12 semester units of college level course work, preferably in child development.

Experience: **Experience working with children in formal or informal settings.**

Testing: Obtain a passing score on the California High School Proficiency Exam and California Paraprofessional Exam*

After School Education and Safety Program Plan

*In lieu of the California Paraprofessional Exam provide documentation of successful completion of two years of higher education study (48 units) or Associates Degree (AA) or higher educational degree.

Passing score on CBEST will meet both testing requirements listed above.

HIGHLY DESIRABLE:

- Valid First Aid and basic C.P.R. cards.
- Bilingual – Spanish Speaking Skills

WORKING CONDITIONS:

Environment: Indoor and outdoor environment

Physical Abilities: Seeing to monitor student behavior during academic activities, hearing and speaking to exchange information related to activities, bending at the waist, kneeling, standing, crouching, walking for extending periods of time, jumping, running hopping and skipping to participate with children in activities, ability to tolerate heat in an outside setting, and to tolerate noise and traffic; dexterity of hands and fingers to operate assigned equipment; and ability to lift students weighing up to 50 lbs.

Adopted: 07/24/01

Revised: 09/20/06

Revised: 02/06/08

Revised: 02/13/19

After School Education and Safety Program Plan

Appendix B

HANFORD ELEMENTARY SCHOOL DISTRICT

Job Description:

Recreation Enrichment Academics Devoted to Youth “READY”

READY Site Lead

DEFINITION:

Under the direction of the School Site Principal and the READY Program Administrator the READY Site Leader in addition to performing READY Tutor job duties as needed, also provides functional leadership of the afterschool program for students and staff at the assigned site.

DISTINGUISHING CHARACTERISTICS:

The Lead organizes and facilitates specialized activities in support of the afterschool program at assigned site. Under the direction of the School Site Principal and the READY Program Administrator, the READY Site Lead guides the afterschool program that provides students with effective components consisting of academic skills, enrichment, educational opportunities, recreational activities and nutrition to ensure the afterschool program is successful in meeting required academic growth.

ESSENTIAL FUNCTIONS:

- Coordinates daily operation of the afterschool program at the school site.
- Builds partnerships between regular day teachers, program staff, administrators, students, families.
- Provides leadership and promotes teamwork with READY Program staff for the purpose of coordinating and implementing the READY program goals.
- Assists in the instruction and supervision of students for the purpose of ensuring a smooth and disruption free afterschool program.
- Guides children constructively and redirects and coaches students who display disruptive behavior.
- Collects daily student attendance and monitors snack records for the purpose of completing accurate reports required by the grant.

After School Education and Safety Program Plan

- Provides guidance, training and support for READY staff which allow them to create an environment in which children and youth can develop new skills, practice new skills, and participate in activities that are developmentally appropriate.
- Creates a program atmosphere in which staff encourages children to make wise choices and develop responsible behaviors.

ESSENTIAL FUNCTIONS (Continued):

- Administers first aid and medical assistance as needed.
- Perform a variety of clerical and support services, such as inputting electronic data, emailing, and frequent public contacts; is able to manage the flow of communication to ensure a smooth and efficiently operated program.
- Communicates regularly and consistently with school site personnel to ensure that the program operates effectively; that problems are addressed efficiently and quickly.
- Facilitates the communication of students' after-school academic and social performance with students' teachers.
- Facilitates effective communications between the afterschool program staff, the students' families, and the school.
- Participates in continuing in-service training programs for the purpose of continuing education and for maintaining well-trained and skilled staff.
- Provides READY Program Administrator or other management staff with factual observations related to the quality and quantity of work performed by READY Program Staff.
- Maintains sufficient inventory of materials and supplies on hand to effectively run the READY Program.
- Other duties as assigned

NECESSARY EMPLOYMENT STANDARDS:

Knowledge of:

After school programs and curriculum

Basic concepts of child development

After School Education and Safety Program Plan

Computer software programs; such as Microsoft, Apple Products, Facsimile Machines and student information management systems.

NECESSARY EMPLOYMENT STANDARDS (continued):

Ability to:

Establish and maintain effective and collaborative working relationships with others. Communicate effectively with adults and students

Good written and verbal communication skills and the ability to communicate effectively with and before groups

Plan for effective, meaningful integration of student instruction.

Maintain confidentiality.

Work independently.

EDUCATION AND EXPERIENCE:

Any combination of education and experience that could likely provide the required knowledge, skills and abilities are qualifying. A typical way to obtain the knowledge, skills and abilities would be:

Education:

Equivalent to Graduation from High School.

Completion of an Associate Degree in a related field.

Experience:

Have at least one year of paid work experience in educational/instructional services to children in a formal setting;

One year of experience in coordinating or supervising a child care services program, children's enrichment program, pre-school or other educational program.

A minimum of one year of successful HESD READY Program Tutor experience may be substituted for the Associate Degree and all the supervisory/coordination experience listed above.

Other Educational/Testing Requirements:

After School Education and Safety Program Plan

Hold or obtain a passing score on the High School Minimum Proficiency test

OR pass a formal state or local academic assessment that demonstrates knowledge of and the ability to assist in teaching, reading, writing, and mathematics or reading, writing and mathematics readiness. (para-professional test) which meets district, state and/or federal requirements.

OTHER REQUIREMENTS:

Valid California Class C Driver's License

Possession of personal vehicle; DMV-registered and insured in accordance with California law for conducting District business.

Possess or be in the process of completing valid First Aid and Basic CPR cards.

Highly Desirable:

Enrollment in or completion of at least 12 units in Child Development college coursework.

WORKING CONDITIONS

Environment: Indoor and outdoor environment; subject to driving, working irregular hours, including evenings and weekends.

Physical Abilities: Hearing and speaking to exchange information in person or on telephone; sitting and standing for extended periods of time; seeing to read documents, assignments; Bending at the waist, kneeling or crouching to provide assistance and monitor student activities; ability to lift equipment and students weighing up to 50 pounds; reaching overhead; above shoulders, and horizontally; dexterity of hands and fingers to operate personal computer; and the ability to drive an automobile.

Adopted: 07/24/01
Revised: 09/20/06
Revised: 02/06/08
Revised: 09/28/16 (Revised & Retitled)

After School Education and Safety Program Plan

Appendix C-READY Expanded Learning Program Calendar

Hanford Elementary School District - READY Staff 2023-2024 School Calendar

July 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1st Reg. Month: 08/15-09/08 Days Taught: 18

October 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



2nd Reg. Month: 09/11-10/06 Days Taught: 20

November 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3rd Reg. Month: 10/09-11/03 Days Taught: 19

December 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4th Reg. Month: 11/06-12/01 Days Taught:

Important Dates	
School Starts: August 15	
School Ends: June 7	
End of 1st Trimester: November 3	
End of 2nd Trimester: March 1	
End of 3rd Trimester: June 7	
Parent Conferences: November 20-21 <i>(Non-Workday for 10-Month Classified)</i>	
Minimum Days: Every Wednesday <i>(except one Wednesday in May for Employee Recognition)</i>	
	December 15 March 22 May 24 June 7
	

Holidays	
Labor Day: September 4	
Veteran's Day: November 10 (observed)	
Thanksgiving Break: November 22-24 <i>(Non-Workday for 10/11 Month Certificated and Classified)</i>	
Winter Break: December 18-January 5 <i>(Non-Workday for 10/11 Month Certificated and Classified)</i>	
Martin Luther King Jr.: January 15	
No School: February 12 <i>(Non-Workday for 10/11 Month Certificated and Classified)</i>	
President's Day: February 19	
Spring Break: March 25 - April 1 <i>(Non-Workday for 10/11 Month Certificated and Classified)</i>	
Memorial Day: May 27	
Juneteenth: June 19  <i>Non-workday - All employees</i>	

Professional Development (District Wide)	
August 10	
August 11	
August 14	
September 6- On Site with Principal	
October 16	
November 1- On Site with Principal	
December 6- On Site with Principal	
January 10	
February 6	
March 6- On Site with Principal	
April 3- On Site with Principal	
May 29	

January 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5th Reg. Month: 12/04-1/19 Days Taught: 19

February 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

6th Reg. Month: 01/22-02/16 Days Taught: 18

March 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

7th Reg. Month: 02/19-03/15 Days Taught: 19

April 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

8th Reg. Month: 03/18-04/12 Days Taught: 14

May 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9th Reg. Month: 04/15-05/10 Days Taught: 20

June 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

10th Reg. Month: 05/13-06/07 Days Taught:

After School Education and Safety Program Plan

Appendix D



*Bilingual

READY Staff Flow Chart

Jason Strickland
Assistant Superintendent

10/18/2023

↓
School Site Principal

↓
Jennifer Bays
READY Supervisor

↓
Melissa Lincicum
Administrative Secretary II

Hamilton		
Site Lead: Adrianna Luna		
iPad	Tutor	Grade
1	Alex Mejia	5th/6th
2	Maddison Tomey	Tk/K
3	Jannette Perez	1st/2nd
4	Marisa Martinez	2nd/3rd
5	Addrianna Potter	4th/5th
6	Alexa Lopez	3rd/4th

Jefferson		
Site Lead: *Yvonne Hernandez		
iPad	Tutor	Grade
1 *	Bethany Temores	5th/6th
2	Alize Moreno	1st/2nd
3	Alyssa Medina	4th/5th
4	Cindy Quesada	Kinder
5	Athena Calimquim	2nd/3rd
6	Nesreen Almontaser	3rd/4th

King		
Site Lead: Jeanette Lopez		
iPad	Tutor	Grade
1	Sierra Hilyard	1st/2nd
2	Michael Leon	5th/6th
3	Giovanni Herrera	Tk/K
4 *	Cristina Cervantes	3rd
5	Bianca Montoya	2nd
6	Kyle Martinez	4th/5th

Lincoln		
Site Lead: Britney Caetana		
iPad	Tutor	Grade
1	Hanna Valdez	Tk/K
2	Lydia Ramirez	3rd/4th
3	Miguel Torres	1st/2nd
4	Hailey Belton	5th/6th
5		
6		

Monroe		
Site Lead: Paige Morales		
iPad	Tutor	Grade
1	Jennifer Aguirre	4th/5th
2	Dezirae De Soto	3rd
3	Marcilina Ocampo	5th/6th
4	Rylyn Burnett	Tk/K
5	Ashley Ruby	2nd/3rd
6	Haillee Larios	1st

Richmond		
Site Lead: Miranda Cantu		
iPad	Tutor	Grade
1	Ariana De Soto	5th/6th
2	Alexis Gasak	1st/2nd
3	Viviana Solorio	Tk/K
4	Cittlaly Cisneros	2nd/3rd
5	Maricruz Pacheco Barajas	3rd/4th
6		

Roosevelt		
Site Lead: *Yara Gutierrez		
iPad	Tutor	Grade
1	Monique Cantu	5th/6th
2	Alicia Sanchez	TK/K
3	Eliana Jimenez	1st/2nd
4	Jasmine Vidal	3rd/4th
5		
6		

Simas		
Site Lead: Kristi Ochoa		
iPad	Tutor	Grade
1 *	Kendra Banuelos	1st/2nd
2 *	Ana Martinez	Tk/K
3	Brenn Vallin	4th/5th
4	Savannah Juarez	2nd/3rd
5	Calissa Munoz	3rd/4th
6	Kassandra Jimenez	5th/6th

Washington		
Site Lead: Selina Valles		
iPad	Tutor	Grade
1	Kristin Brieno	3rd/4th
2	Emily Bush	1st/2nd
3	Julie Gonzales	Tk/K
4	Miriam Garcia	2nd/3rd
5	Miguel Landeros	5th/6th
6		

After School Education and Safety Program Plan

Appendix E

**2022-23 FINAL
HANFORD ELEMENTARY SCHOOL DISTRICT
In-Kind Contribution - After School Program**

Site	Grant Number_16-23939-6391LEZ	Grant Award	33% In-Kind Match Required	6010 Contribution (object 698000) 2022-23	2600 Direct Cost TF (object 571095) 2022-23	Facilities *	READY Program Staff **	0332 In-Kind Program Purchases 020-002X by SITE	Site READY In-Kind Budget (0332)	2600 READY In-Kind Expenditures	2600 Prior Year In-Kind	Total In-Kind	Remaining In-Kind Needed
021	Jefferson Academy	152,612.13	50,362.00	-	57,757.41	\$12,591	21,590.14	-	-	8,476.45	-	100,414.50	-
022	Martin Luther King Jr. Elementary	152,612.13	50,362.00	-	29,738.99	\$12,591	21,590.14	-	-	23,581.95	(9,131.57)	76,370.01	-
023	Lincoln Elementary	152,612.13	50,362.00	-	13,127.06	\$12,591	21,590.14	-	-	39,527.24	(9,418.24)	77,416.70	-
024	Monroe Elementary	152,612.13	50,362.00	-	72,031.22	\$12,591	21,590.14	-	-	8,520.74	-	114,732.60	-
025	Lee Richmond Elementary	152,612.13	50,362.00	-	-	\$12,591	21,590.14	-	-	43,313.44	(13,950.97)	63,543.11	-
026	Roosevelt Elementary	152,612.13	50,362.00	-	20,666.24	\$12,591	21,590.14	-	-	33,397.87	(13,598.09)	73,646.66	-
027	Joseph M. Simas	152,612.13	50,362.00	-	70,999.00	\$12,591	21,590.14	-	-	9,362.58	-	114,502.22	-
028	George Washington Elementary	152,612.13	50,362.00	-	43,773.00	\$12,591	21,590.14	-	-	28,327.85	(12,362.83)	93,918.66	-
029	Hamilton Elementary	152,612.13	50,362.00	-	7,788.09	\$12,591	21,590.14	-	-	22,885.34	(10,346.40)	54,507.67	-
		1,373,509.17	453,258.00	-	315,841.01	113,314.50	194,311.26	-	-	216,383.46	(68,808.10)	771,052.13	-

PER SCHOOL

Cafeteria: 4 hours per day x 180 days x 7.77 per hour \$5,594

Classrooms: 2 hours per day x 4 classrooms x 180 days x 1.56 per hour \$2,246

Custodial Labor \$5,330

READY Supervisor - Salary \$13,171

READY Supervisor - Benefits 92,258.08

READY Secretary - Salary 48,976.61

READY Secretary - Benefits 34,427.62

READY Secretary - Salary 18,648.96

READY Secretary - Benefits 194,311.27

\$ 21,590.14

*Facilities Use (cannot exceed 25% of the 33% in-kind match).

**READY Program Central Staff