

AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE 2023

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District Office

Arvin Union School District
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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 2023

After School Program Plan Guide

Grant Identification Number:	15-23939-6331-EZ
County District School (CDS) Code:	1566613
Authorized Signatory (<i>Fiscally responsible for the program</i>)	
Name:	Chris Davis
Title:	Chief Business Officer
Address:	737 Bear Mountain Blvd.
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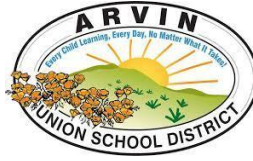
Name(s) of After School Program Site(s)

Site Name	Project Daily Attendance
1. Bear Mountain Elementary School	114
2. El Camino Real Elementary	130
3. Sierra Vista Elementary	106
4. Haven Drive Middle School	92

District Target Population Percentage of School Population	
☐ Foster Care Students	1%
☐ Homeless Students	2.5%
☐ English Language Learners	62.2%
☐ Redesignated Fluent English Proficient (RFEP) Learners	8%
☐ Socially Economically Disadvantaged (SED)	93.6%
☐ Migrant Education Students	15.1%
☐ Students with Disabilities (SWD)	9.5%

Site Target Population <i>Data displayed as Percentage of School Population</i>							
	FY	HL	EL	RFEP	SED	MEP	SWD
Bear Mountain	<1%	1.3%	64%	2.9%	96%	3%	7.5%
El Camino Real	<1%	1.2%	60.3%	3.2%	89%	3%	8.4%
Sierra Vista	<1%	3.6%	69.4%	3.1%	96%	4%	12.7%
Haven Drive Middle School	<1%	2.7%	54.6%	24.7%	93%	3%	9.9%

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Expanded Learning District Resource Teachers	
<p style="text-align: center;">Misty Benavides Expanded Learning Resource Teacher <i>mbenavides@arvin-do.com</i></p>	<p style="text-align: center;">Veronica Mejia Expanded Learning Resource Teacher <i>vmejia@arvin-do.com</i></p>
Expanded Learning Site Information	
<p style="text-align: center;">Bear Mountain Expanded Learning Site Coordinator Sonia Lopez <i>slopez@arvin-do.com</i></p>	<p style="text-align: center;">Bear Mountain Expanded Learning Attendance Clerk Crystal Martinez <i>cmartinez@arvin-do.com</i></p>
<p style="text-align: center;">El Camino Real Expanded Learning Site Coordinator Daniel Romero <i>romero@arvin-do.com</i></p>	<p style="text-align: center;">El Camino Real Expanded Learning Attendance Clerk Guadalupe Vargas <i>gvargas@arvin-do.com</i></p>
<p style="text-align: center;">Sierra Vista Expanded Learning Site Coordinator Viridiana Hernandez <i>vhernandez@arvin-do.com</i></p>	<p style="text-align: center;">Sierra Vista Expanded Learning Attendance Clerk Kassandra Rios <i>krios@arvin-do.com</i></p>
<p style="text-align: center;">Haven Drive Middle Expanded Learning Site Coordinator Theresa Prieto <i>tprieto@arvin-do.com</i></p>	<p style="text-align: center;">Haven Drive Expanded Learning Attendance Clerk Lisset Alvarez <i>lalvarez@arvin-do.com</i></p>

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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 these skills are necessary—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.

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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.

The Arvin Union School District operates the ASES Expanded Learning Program at all four school sites. Program enrollment opens on the first day of school and remains open throughout the academic year. At the elementary sites, if a student attends a school other than their home school due to over-enrollment or other reasons, they can attend the after-school Expanded Learning Program close to their home. With support from the Arvin Union School District transportation department and the Expanded Learning Opportunity Program, students are transported by bus from the school site they attend during the instructional day and driven to their home school, where they attend the Expanded Learning Program. Each after-school ASES Program starts immediately after dismissal of the regular school day. Students will report to the cafeteria at their designated school site for check-in and have supper with their peers.

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.

At the beginning of each school year, the Supervisor of Expanded Learning and the Expanded Learning Resource Teachers provide an orientation for the after school activity leaders, instructional aides, attendance clerks, Boys and Girls Club site leads and district site coordinators to review programmatic and district procedures. During orientation, we review district policies, roles and responsibilities of each categorical position, employee expectations, use of technology, and safety protocols that are expected to be implemented and followed to ensure student safety. All Expanded Learning Coordinators and Activity Leaders receive an updated black emergency folder that includes an attendance roster, Fire Drill, Emergency, and Evacuation Campus Map, the Standard Response Protocol Explanation, and the green “OK” and red “HELP” cards (indicating that students are all present or missing). Expanded Learning Activity Leaders are given an orange safety vest, whistle, radio, first aid fanny pack, and emergency folder that is to be kept on them at all times.

The Raptor check-in system is utilized at all school sites to ensure student safety. All visitors, including community partners, parents, and off-site district employees, who wish to enter the school grounds must check in using the Raptor system prior to entering the campus. New visitors will have their driver's license or state identification card recorded in the Raptor system for future visits. After checking in through the Rapor, visitors will be provided a printed badge that indicates the area of campus that they will be visiting. They are expected to wear this identification badge at all times when on campus. When departing campus they will scan the badge using the Raptor system and their departure will be recorded into the system. All site coordinators and Expanded Learning attendance clerks have been trained on the usage of this system.

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As part of implementing safety measures and accountability for student attendance, the Arvin Union School District utilizes the Aeries Student Information System to track daily attendance. Activity Leaders record their attendance on a roster at the start of program and the attendance clerk is responsible for entering daily attendance and absences into the Supplemental Attendance section in Aeries. Along with attendance, Aeries provides student and family information for emergency purposes.

Another safety procedure for all sites that aligns with the instructional day is monthly emergency drills. Rotating drills include earthquake, fire, and lockdown. 3-in-1 drills are conducted once per quarter during expanded learning hours. All expanded learning staff are trained in proper emergency procedures. Night custodial staff assists coordinators with the drills. The drills are documented, and the records are maintained electronically and in a binder for review. Along with safety drills, selected staff have received training on how to administer an epipen and naloxone. All Expanded Learning staff are also included in the emergency phone tree. In the event there is an emergency, all staff members will be notified by phone. They will be given information on what the situation is and how to proceed to keep everyone safe.

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

All school sites have a social worker on campus who is available every day. Students can receive 1:1 counseling, guidance, and behavior management strategies. In addition, each year staff participate in a workshop that covers suicide prevention and awareness. Each site also has two Student Success Facilitators that work with students on an as needed basis. They help support the social-emotional development of the students and help with positive behavior reinforcement, attendance, and other areas of concern.

Each of the school sites implements Positive Behavior Interventions and Supports (PBIS). PBIS is an evidence-based three-tiered framework that focuses on a proactive approach to improve school safety while promoting positive student behavior. One of the major focuses of PBIS is prevention rather than punishment. The use of PBIS allows schools to develop an effective classroom environment with predictable classroom routines. Positively stated rules and expectations are clearly posted and thoroughly discussed with students. The overall goal of PBIS is to create a positive school environment in which students can learn, grow, and achieve their full potential. As part of PBIS, the Expanded Learning Program incorporates class compliment charts, student punch cards that reinforce appropriate behavior, and badges that allow students to earn points for following safety rules. Classes can redeem their compliment charts for class prizes and students can redeem their individual points at the PBIS store.

Another system that is in place to support the developmental, social-emotional, and physical needs of students is RULER training. The acronym RULER stands for Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. This is an evidence-based approach to social and emotional learning (SEL) developed at the Yale Center for Emotional Intelligence. RULER supports school communities in

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understanding the value of emotions, building the skills of emotional intelligence, and creating and maintaining positive school climates. The RULER skills help improve student achievement and social skills by implementing professional development and lessons that focus on making social-emotional learning a school wide approach where emotions become central to learning, teaching, and parenting. Studies show that teaching the five RULER skills creates a better school climate, increased emotional intelligence, decreased anxiety and depression, reduced likelihood of bullying, better leadership skills, and attention. Students, staff, and parents benefit from RULER training and review of weekly vocabulary and responding to emotions. After School site expectations and procedures are set with input from student council and in conjunction with daytime expectations and shared with staff and students to support coherence and consistency. Physical needs are supported by use of grade level school classrooms which are developmentally appropriate, have appropriate size furniture, are close in proximity to restrooms, and have play yards available.

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.

Describe the planned program activities and how they will:

- a. *Provide positive youth development.*
- b. *Provide hands-on, project-based learning that will result in culminating products or events.*

The ASES Expanded Learning Programs collaborate with the instructional day to ensure that best practices are in place during after school hours which include; research and/or evidence-based practices to guide and plan their educational literacy and educational enrichment activities. By aligning the after school program with the instructional school day academic performance is enhanced and positive youth development is achieved. Site administrators, instructional day teachers, and After School Resource Teachers review data from various sources, such as; i-Ready Math and Reading formative assessments, Smarter Balanced Assessment Consortium (SBAC), Math and English Language Arts, English Language Proficiency Assessments for California (ELPAC), district benchmarks, and data-driven instruction and interventions. This information is used to create the focus of the program and help streamline the daily schedule. The information is also used in trainings and meetings with the after school staff to support the learning focus for their group of students. Our base program provides academic and homework support, our small group tutors provide additional help with small group academic instruction based on student needs.

Students who participate in the Expanded Learning program have the opportunity to join the student council as a grade level representative. Student council members attend monthly meetings where they are provided with structured opportunities to provide input

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about what types of activities and clubs they want to participate in. They also provide input regarding family engagement events offered by the program and what PBIS incentives they want to earn. All educational partners are provided with multiple opportunities during the year to complete surveys and provide feedback about the Expanded Learning program. Changes may be made to the program based on their feedback and the needs of the community.

STEAM is utilized to provide hands-on lessons for students to reinforce the cycle of inquiry. Students will participate in STEAM activities weekly as part of their enrichment time. Each school site will host a family STEAM night where parents are invited to participate and work on projects with students. Student projects will be displayed at the school sites so parents can view student work as part of a family engagement event.

Program staff have been trained to use several AVID (Achievement Via Individual Determination) strategies that are being implemented during the instructional day. These include note taking, questioning, problem-solution journals, quick writes, four corners, one pagers and Jigsaw. Staff work with students to improve their note taking skills by incorporating 2/3 column and layered notes. Staff will support language development by implementing sentence stems and leveled questions into their daily routines. These skills support college and career readiness and will help students practice their language skills to better prepare them for reclassification. AVID strategies provide students with opportunities to collaborate, problem solve, and reinforce skills that are being taught during the instructional day.

Clubs are offered on a rotating schedule with input of Student Council meetings and student interest surveys. Possible clubs include, but are not limited to arts and crafts, dance, cheer, sports, sewing, cooking, yearbook, photography, and science just to name a few. At the end of each rotation students will complete a culminating project to showcase their work and parents will be invited to the showcase as a way to encourage parent involvement.

If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

Currently, the ASES program does not offer a summer supplemental program. However, ELO-P and district funds are used to offer a summer supplemental program that is offered at no cost to every student in the district.

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.

The ASES Expanded Learning Program provides standards and research based curricula in reading, math, writing, and science. These academic materials and resources are woven into the program schedules and enrichments on a daily basis to

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ensure academic and literacy support for participating students. All academic assistance is aligned and designed to complement the instructional school day and focus on mastery of the California State Content Standards. Each program offers time to assist participating students with homework and provide additional intervention on subject matter determined by classroom teachers and data from lag and lead measures.

To further support academic achievement, the Program Supervisor actively communicates with the site and district administrative teams to receive feedback regarding student performance on district and state assessments. The Supervisor of Expanded Learning and the Expanded Learning Resource Teachers collaborate with site coordinators and instructional assistants in creating lesson plans that are aligned with the academic standards that are taught during the instructional day. These lesson plans differ from instructional day lessons because they have more of a hands-on approach to give students another perspective of the subject matter, as well as, getting students to actively engage in their learning. These lessons often include art, writing, math, physical education, nutrition, multicultural components, STEM/STEAM, and an English Language Learner extension to support language development and acquisition. Students participating in the program are encouraged to use regular instructional day tools, resources, and programs such as i-Ready (Math and Reading), i-Station (Dual Language students), STAR (Math and Reading), Clever, and AVID strategies during after school hours.

Educational Resources:

i-Ready, i-Station, and STAR are computer adaptive math and language arts programs that are used within the district. Students in grades Kinder through sixth grade use i-Ready and i-Station and students in seventh and eighth grades use STAR. Students will use i-ready daily to help improve their math and reading scores. The Expanded Learning Instructional Aides offer small group instruction that utilizes individualized lessons from program content based on student needs. Daily skill journals are also utilized by small group instructional aides to provide additional skill building opportunities.

In addition to the use of computer programs, AVID and Depth of Knowledge strategies are taught to all students. Students are taught how to organize their materials and how to effectively take notes. They will use their note taking skills to engage in collaborative discussions and to further their understanding of key concepts. College and career readiness are major components of AVID. Students will use their skills to research colleges and careers that interest them. As for DOK strategies, students focus on key vocabulary and question stems, so they may create their own leveled questions. Creating leveled questions helps deepen students' understanding of key concepts.

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

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With approximately 96% unduplicated count, the needs of the district are great. Planned program activities are based on the school and community needs for an after-school program because many students need additional support fostering the academic skills that are being taught during the instructional school day as well as a safe, supervised environment after school. The program offers daily homework and small group support for struggling students and it helps foster newly developing skills by providing students with extra practice and guidance in a structured setting. Many parents in the community work long hours and they do not have time to assist students with homework. Therefore, Expanded Learning staff ensure that students have the guidance and support they need to complete their homework. Many parents also rely on the program for childcare because they know their children will be properly supervised and taken care of. The community relies heavily on the support they receive from the Expanded Learning Program for academic support and enrichment opportunities.

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, staff, and families will be given an interest survey twice a year. Site coordinators and the Expanded Learning team use educational partner survey data to help identify areas for professional development, curricula, and projects that will meet students' needs and interests. Students in the program have multiple opportunities to share their viewpoints, concerns, or interests in various ways that help the after school staff create and establish program expectations and practices along with curricula and activities. For example, they participate in student council, share their ideas with staff members, and provide feedback regarding the classroom activities and enrichment opportunities they participate in. Students enjoy having conversations with Expanded Learning staff members and sharing their ideas and thoughts about curriculum and enrichment opportunities that are provided during program hours. Instruction is modified based on student feedback. Providing students with voice and choice helps them buy into the Expanded Learning Program and gives them a sense of belonging.

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.

Each school site has a Student Council that consists of students and staff. A minimum of two students per grade level class are selected to represent the Expanded Learning student population. The coordinator and/or clerk help students officiate student council. However, it remains student centered and elected officers help run monthly meetings. During the meetings, students are provided with opportunities to share their input regarding daily program activities, enrichments, family nights, and community events. They have discussions about what type of community-based projects they would like the program to participate in. Student Council members also help decide what

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incentives their classmates would like for filling their class compliment charts and individual punch cards, which are part of the positive behavior practices being utilized by the district. Changes are incorporated based on student feedback. Student safety teams also assist site coordinators/clerks with routine safety walks, which makes them feel like they are valued members of the school community.

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 all grades are provided with opportunities to make choices when participating in program activities by completing interest surveys and participating in Student Council. They have a voice in what types of community-based projects they choose to support. Examples of ideas implemented include beds/blankets/toys for animal shelters, blankets/socks for seniors, community clothing/food/toy drives, etc. Each after school program participates in the instructional day community service learning projects.

5—Healthy Choices and Behaviors

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

Fitness Skillastics combined with Skillastics Elementary Nutritional cards encourages maximum participation of physical fitness while increasing nutritional knowledge. Fitness Skillastics is a powerful resource that helps children learn new ways to improve fitness skills while simultaneously gaining nutritional awareness. The nutritional cards are aligned with the National Physical Education Standards, After-School HEPA guidelines, and MyPlate. The cards also fit in well with any Physical Education curriculum. The detailed instructional manual includes muscle group recognition activities that help students gain a better understanding of what having a healthy lifestyle really means. CATCH is another program that is utilized to provide structured physical fitness opportunities that teach team building skills along with good sportsmanship. UC Cooperative provides staff with CATCH training and nutritional units that are grade specific. Nutritional lessons are completed with students on a weekly basis.

In addition, all snacks and meals provided to the students by the district nutrition department are prepared in accordance with the school wellness policy. Students will also be taught how to read nutrition labels, so they can learn how to make healthier choices when they are choosing snacks at home.

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.

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In collaboration with Entrusted Legacy and KCSOS, students in the district receive nutrition education in the classroom and during the after-school program using Harvest of the Month, Dairy Council, and other USDA materials as well as lessons from the UC Cooperative Extension Programs that focus on making healthy eating choices that are nutritionally balanced. Students and adults also practice making healthy meals and snacks and play games that teach them to stay active and incorporate physical activity into their daily habits. Students participate in structured daily physical fitness activities.

The Food Service Director carefully follows the Child and Adult Care Food Program (CACFP) guidelines while also keeping an open line of communication with the after school site coordinators on which food items are favored and consumed the most. The table below provides an example of four nutritious meals that follow the California Nutritional Guidelines that are served in our Expanded Learning programs.

Example Meal 1	Example Meal 2	Example Meal 3	Example Meal 4
Turkey & Cheese Hoagie Mayonnaise Packet Juice- Apple 4.23 oz. Milk, 1% Low Fat, C Milk, Nonfat Choc.	Bean & Cheese Burrito Carrots- baby peeled Juice- Cranberry Raspberry Milk, 1% Low Fat, C Milk, Nonfat Choc.	Grilled Cheese Sandwich Sunbutter Cups Juice- Orange Tangerine Milk, 1% Low Fat, C Milk, Nonfat Choc.	Turkey Taco Nada Pocket Carrots- baby peeled Juice- Apple 4.23 oz. Taco Sauce Packet Milk, 1% Low Fat, C Milk, Nonfat Choc.

One partnership that promotes physical fitness is SkyHawks Sports. SkyHawks provides hour-long physical fitness classes Monday through Friday during Expanded Learning hours. As a partner with ASES, SkyHawks Sports hosts clinics for volleyball, soccer, basketball, football, baseball and track. Services are offered at each school site on a rotational schedule. Sports clinics promote a healthy and active lifestyle, team building, foundational sports skills, perseverance, and healthy competition among students.

Another partnership that helps promote healthy choices is Lift Enrichment. This organization comes to the school sites and models safe food handling and food preparation practices alongside healthy eating habits. Classes are offered at each school site on a rotational schedule. Students really enjoy participating in the hands-on cooking classes and are able to share what they learned with their families.

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.

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The Expanded Learning Program creates an environment that promotes diversity, inclusion, and cultural awareness by incorporating a variety of educational enrichment experiences for all students. Activity Leaders engage students in activities and opportunities to celebrate students' cultural and unique backgrounds by establishing educational equity and acceptance for all students. Each program in the district has similar demographic make-up, so after school staff are provided information to better understand their learning community. Documents, notices, and flyers going home are provided in multiple languages. After school staff plan lessons, activities, and events to promote culture awareness and acceptance through multicultural presentations, literature, and clubs.

Students will participate in several activities that will teach them to appreciate and respect diversity at school and in their communities. Activities include diversity bingo, Grab and Write Social-Emotional prompts (used to start discussions), Celebrating my Heritage one pagers, four corners, and cross the line activities. These activities will teach students about how they are like/different from their classmates and open the door for respectful conversations. Kindness clubs will be utilized at each site to provide students with opportunities to show appreciation to those around them.

The program will create equitable classrooms by developing respectful and caring learning environments where students feel safe and valued for the individuals they are, by implementing clear classroom policies and procedures. Students will be encouraged to take risks and to analyze and critique differences in viewpoints through collaboration and discussion with one another. They will be encouraged to work in collaborative groups, participate in Philosophical Chairs, Socratic Seminars, and engage in critical inquiry of how what they are learning relates to the world around them.

Staff will use curriculum and strategies that foster students' abilities to critically think about topics and to analyze multiple perspectives. Staff will facilitate student learning by providing them with multiple opportunities to discuss and reflect on daily lessons. Students will be provided with the necessary tools to make them successful in and out of the classroom. Lessons will be scaffolded, and various supports will be provided throughout. For example, leveled sentence frames will be utilized, note taking strategies will be modeled, structures and routines will be put in place, and content related graphic organizers will be used to support student learning. Students will share their ideas and reflect on their own ideas as well as those of their peers.

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.

Each of the ASES Program works with their respective team to provide support to students with disabilities, English language learners, Migrant students, and any students who have potential barriers to participate in the program. In order to provide support and opportunities for these students to participate, the district designs the program to accommodate the needs of the students. The after school program also makes accommodations for students that are Foster Youth, Homeless, and/or have

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custodial issues to still allow them access to the program. Any student with program day accommodation has appropriate and/or reasonable documentation in place. We strive to create a safe environment where all students feel welcome, safe, respected, valued, have access to the resources and the support they need to be successful regardless of their race, gender, language, ethnicity, disability, religion, family background, or income. There are structured lessons and professional development provided by district staff that is available to support English Language Learners and students with disabilities. As determined through a referral system, District Social Workers are on site to work with students with social and emotional needs. Site leads have access to certain medications and the support of district nurses at each site. Site Leads and attendance clerks on campus are available to speak Spanish and translate as needed.

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.

The Program will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide/activity leader by screening applicants’ paperwork and verifying that the necessary documentation is on file with Human Resources. During the screening of applicants’ paperwork, the Boys and Girls Club of Kern County and/or the District Office will collect one or more of the following:

- o Original Paraprofessional certificate
- o Copy of A.A. Degree or higher degree
- o Copy of college transcripts to verify units
- o Fingerprint Clearance from the Department of Justice

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

Staff will be recruited by the Boys and Girls Club of Kern County, Arvin Union School District, or other potential partners at job fairs, and other community events. Existing staff also refer applicants interested in working with students during Expanded Learning hours. Job postings will be posted at local colleges such as Bakersfield College and California State University of Bakersfield. The District Office and Boys and Girls Club of Kern County post available jobs on their websites and at their office locations.

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

Initially, staff will receive professional development from Arvin Union School District and the Boys and Girls Club of Kern County or other potential partners. Staff will receive continuous professional development monthly from the Supervisor of Expanded Learning and the After School Resource Teachers. Professional development is also available from district Teachers on Special Assignment (TOSA). Areas that staff will

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receive professional development include effective communication skills, AVID strategies, time management, goal setting, classroom management, technology support, lesson planning, graphic organizers, relationship/team building, math, and STEAM. Materials for professional development and daily lessons will be accessible from a shared Google Drive. For example, structured lessons in reading, writing, math, and science. Coordinators and clerks have bi-weekly meetings where leadership strategies such as team building are shared.

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

Sub-Contractor	Services Provided
Boys and Girls Club of Kern County	Hiring, payroll processing, and training of applicants/activity leaders/clerks

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.

The program uses data from multiple sources to identify student needs. Some of the data that is used to identify student needs are CAASPP math and reading scores, overall ELPAC scores, the California Healthy Kids survey, the California Physical Fitness overall results (grades 5 and 7) when available, and i-Ready scores in reading and math. Language Arts and Math outcomes have been inconsistent, district performance falls below the state indicating a need for continuous focus. Most recent data included in the district LCAP is student performance on the CAASPP in math places the district in the status of low with 97.2 points Below Standard with student group performance Below Standard as indicated: English Learners -109.1, Socio-economic disadvantaged -99.7, SWD -144.7, White -90.5, Homeless 126.5, and Hispanic -97.5. Based on these numbers, district performance falls 33.5 below the state indicating a need for continued focus.

Most recent data included in the district LCAP is student performance on the CAASPP in Language Arts places the district in the status of low with 60.3 points Below Standard with student group performance Below Standard as indicated: English Learners -75.6, Socio-economic disadvantaged -62.8, SWD -124, White -61.7, Homeless -97.5, and Hispanic -60.4. Based on these numbers, district performance falls below the state indicating a need for continued focus.

The district has the following outcomes on the ELPAC: 16.3% Well Developed; 32.9% Moderately Developed; 33.2% Somewhat Developed; and 17.4% in the beginning

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Stage. Students who meet ELPAC and CAASPP criteria struggle with re-designation due to low proficiency writing skills.

California Healthy Kids Survey data indicates that a high number of students are happy to be at the school they attend. Responses to the student survey question, "I feel like I belong when I am at school" provided a response percentage of 83% at Bear Mountain Elementary, 87% at El Camino Real, 78% at Sierra Vista, and 58% at Haven Drive Middle School.

Attendance is an issue in the district due to multiple missed days because of extended winter break and individuals with chronic absences. Multiple families extend school breaks regardless of the length of the break they are given. Excessive excused absences have also become an issue for the district. As reported by the Dashboard, chronic absenteeism since COVID is approximately 15% higher than before the pandemic. Rates are highest for African American students (74.4%), students with disabilities (40.7%), and homeless (41.8%). Kindergarten, first grade, and middle school students also indicate patterns of chronic absenteeism.

Student, instructional day teachers, staff, and parent surveys are used throughout the school year to help identify student and community needs. Student needs are addressed with small group instruction, homework support, and enrichment activities that reinforce content skills. They receive extra instruction on concepts that are taught during the instructional school day. Students are taught AVID strategies like note taking, creating one pagers, creating leveled questions, how to participate in Socratic Seminars, Philosophical Chairs, and organizational skills. Staff also incorporate the use of leveled questions and sentence frames for students who need additional language support to help them reclassify. Student Success facilitators work with students and their families to help improve daily attendance rates. Expanded Learning attendance clerks make daily phone calls to inquire about students who are absent from the program.

There is a community need for childcare due to the high number of working families in the area. Parents need a safe place for their children to stay that provides homework support and additional help with academic skills that are being taught during the instructional school day. Highly trained staff and a program that operates until 6:00 p.m. are resources that are available to students and parents. The program encourages family involvement by offering several family nights during the school year. For example, the program offers a family math night and a family STEAM night. During these events, parents are given strategies that they can utilize at home to support the academic needs of students.

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.

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Goal 1: All students will make a minimum of one year gain to attain increasingly higher levels of achievement on state standards through grade level, standards-based instruction, and targeted support. Data that will be collected to evaluate whether program goals are being met are CAASPP, ELPAC, and i-Ready scores for students who attend the program. (Standard #2 Active and Engaged Learning; #3 Skills Building)

Goal 2: The program will provide a safe, nurturing environment where everyone feels welcome as evaluated by ASES student surveys mirroring the School Connectedness six question survey conducted by Kern Integrated Data System (KiDS) in the Fall and Spring. (Standard #1 Safe and Supportive Environment)

Goal 3: Increase student involvement in school related activities and raise awareness of community related issues through service-learning projects. The goal expectation is 82% daily attendance. (Standard #4 Youth Voice and Leadership)

Goal 4: Students will play (free and structured) thirty daily minutes in the afterschool program to increase their daily physical activity. Daily physical activity has been built into the schedule for thirty minutes a day, along with a designated day of the week “Wellness Wednesday” that focuses on fitness and healthy habits using activities that include flexibility, aerobic endurance, and strength. (Standard #5- Healthy Choices and Behaviors)

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.

Stakeholders will be engaged once a trimester by attending educational partners’ meetings. They will be given opportunities to provide input on the programs’ mission, vision, goals, and expected outcomes based on the needs of the community. School site staff, parents, and students will also be provided with opportunities to make suggestions and to evaluate the program by completing surveys twice a year. Students will also provide feedback at Student Council meetings with the use of structured agendas that are created in a manner that encourages discussion and student feedback. The Continuous Quality Improvement Guide will be utilized to determine focus areas for each meeting with ongoing goal setting and action steps as a product of this engagement. Changes will be implemented within the program based on stakeholder input.

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.

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Using the Continued Quality Improvement (CQI), we hold three Expanded Learning educational partners meetings per academic school year to plan, implement, revise, and update the program plan. The meetings will be held in September, January, and April. In addition, the twelve program quality standards, and the district LCAP will serve as a guideline to create an effective Expanded Learning program for students, staff, and the community. All stakeholders are given opportunities to provide input into how the program is structured and what services will be offered. Parents, students, and staff are provided with opportunities to contribute to the plan by completing interest/satisfaction surveys. Educational partners are given surveys to complete in December and April. Data gathered from the surveys is utilized to make changes and add support based on student, family, and community needs.

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.).

Collaborative Members	Specific Duties/Responsibilities
Arvin Union School District	In-Kind donations of cafeteria, food service staff, custodial services, instructional aides, classrooms, gymnasium, etc.
Boys and Girls Club of Kern County	Hiring, payroll processing, and training of applicants/activity leaders through contract
SkyHawks Sports Bakersfield	Hiring, payroll processing, and training of applicants/sports instructors through contract
Lift Enrichment	Hiring, payroll processing, and training of applicants/cooking instructors through contract
UC Cooperative Extension	Instruction of nutrition units/ CATCH resources

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

Arvin Branch Library: 201 Campus Drive, Arvin Ca. 93203 (661) 854-5934

Bakersfield Art Museum: 1930 R Street, Bakersfield, CA 93301, (661) 323-7219

Entrusted Legacy: CynDee Zandes, (661) 343-3424, nixgma@msn.com

KCSOS: Jaime Viveros, Coordinator 3- VAPA & Expanded Learning (661) 636-6064, javiveros@kern.org

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Leadership/Instructional Coaching: Dean Auriemma, Thoughtful Classroom (708) 747-1836, deanauriemma2@gmail.com

Migrant Program Specialist: Sarah Cabral, (661) 854-6547, scabral@arvin-do.com

PCS Edventures: Suzy Haislip Director of Business- STEM Program Specialist, (208) 861-2917, suzy@edventures.com

PITSCO Education: C.J. Runyon, (619) 729-6436, cjrunyon@pitsco.com

Region 8: Juan Sanchez Program Monitoring Office-Education Program Consultant, (916) 319-0623, jsanchez@cde.ca.gov

Richland Shafter: Jaime Cherry, Director Extended Learning Programs, (661) 746-8600 jcherry@rsdshafter.org

Standard Middle School: David Stricker, Executive Director Expanded Learning: (661) 392-2110

Skillastics: Jess Wadleigh, National Accounts Manager: 670 E. Parkridge Ave. Suite #104, Corona Ca. 92879, Direct: (310) 431-8205, jwadleigh@skillastics.com

Efforts are made to include as many community partners as possible to benefit the students in the after-school program. Program staff such as the Expanded Learning Supervisor and Resource Teachers reach out to members of the community to see how they can partner to better serve the community. Some of these partners offer goods and services that can be utilized by the program. For example, Skillastics, Pitsco, and PCS Edventure, provide resources and materials that can be incorporated into daily enrichment opportunities for students. These companies also offer professional development to support the curriculum that is being utilized by the after school program. Others, such as Jaime Cherry, Juan Sanchez, Jaime Viveros, CynDee Zandes, Sarah Cabral, and David Stricker serve as local resources that can support professional development for staff or serve as a sounding board to share ideas for how programs are run and what they offer to students and their families. Partners such as the Arvin Branch Library and the Bakersfield Art Museum sometimes offer local enrichment opportunities for students and their families. Communication is maintained with possible partners via email and phone. Regional partners meet face-to-face regularly to share ideas and discuss program updates.

10—Continuous Quality Improvement

Describe what measures of student success (e.g., school attendance, student and parent satisfaction, academic improvement, feedback from instructional day teachers, will be collected to help the program(s) assess

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- Academic Achievement:
 - *District state and local Reading and Language Arts measures*
- Student Engagement/Satisfaction:
 - *Program Survey*
- Attendance:
 - *Increase daytime 95% and after school attendance to 82%*
- Stakeholder Survey (Winter/Spring Parents and Staff)

We strive to develop a strong multi-disciplinary response system, so that students can grow academically, physically, and emotionally, ultimately preparing them to participate in a global economy. This is achieved by creating educational partnerships, maintaining constant communication with the instructional day staff, and providing valuable enrichment opportunities for students and their families.

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.

The program uses data from multiple sources to assess its strengths and weaknesses to continuously improve program design, outcomes, and impact. For example, student assessment data, educational partner survey data, student council feedback, and educational partner feedback obtained from meetings held three times per school year. Results are shared with stakeholders once a trimester at the collaborative educational partners meetings. The program will evaluate its effectiveness by using the following data:

- CAASPP math and reading test scores
- i-Ready diagnostic scores from trimesters one and three
- Writing Focus Areas
- Scores from the School Connectedness Survey
- Parent and student surveys

Timeline: Educational partners meetings will occur once per trimester; parent, teacher, program staff, and student surveys will be completed in December and April; and assessment results will be reviewed as they become available.

Timeline	Tasks	Roles
August	Review & Plan CQI	<ul style="list-style-type: none"> ● District ASES Supervisor ● ASES Resource Teachers ● Afterschool Staff

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September	Share Information and review current data Improve/Revise CQI	<ul style="list-style-type: none"> • District ASES Supervisor • ASES Resource Teachers • District & Site Administration • Site Coordinators & Leads • Educational Partners
October/November	Professional Learning, assess Quality Standards and CQI	<ul style="list-style-type: none"> • District ASES Supervisor • ASES Resource Teachers • Site Coordinators & Leads • After School Staff
November/December	Assess program and implementation of CQI	<ul style="list-style-type: none"> • District ASES Supervisor • ASES Resource Teachers • Site Coordinators & Leads • After School Staff
December	Bi-Annual Survey Review/Plan CQI Board Presentation	<ul style="list-style-type: none"> • Students • Parents • Regular Day Staff • Site Administration • After School Staff • Site Coordinator • Community Partners • District Governing Board
January	Share Information and review current data Improve/Revise CQI	<ul style="list-style-type: none"> • District ASES Supervisor • ASES Resource Teachers • Site Administration • Site Coordinators & Leads • Educational Partners
February/March	Assess program and implementation of CQI	<ul style="list-style-type: none"> • District ASES Supervisor • ASES Resource Teachers • Site Coordinators & Leads • After School Staff
April	Bi-Annual Survey	<ul style="list-style-type: none"> • Students • Parents • Regular Day Staff • Site Administration • After School Staff • Site Coordinator • Community Partners
April/May	Review results from surveys	<ul style="list-style-type: none"> • District ASES Supervisor • ASES Resource Teachers

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June/July	Board Presentation	<ul style="list-style-type: none">• District ASES Supervisor• District Governing Board
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The program plan will be reviewed with stakeholders once a trimester at the educational partners' meetings. Stakeholders will be provided with opportunities to give input for how to improve the plan with the use of surveys and collaborative meetings. By reviewing the program plan three times a year, we can ensure that best practices are being followed, program goals are being met, and the needs of the community are being serviced. Site coordinators will gather documentation of how each quality standard is being met and they will share their documentation at the educational partners' meetings. They will also submit a site binder with documentation for each of the quality standards that are tracked at the school site. Student, parent, and staff surveys will be used to evaluate how the program is doing with achieving the twelve Quality Standards and changes to the program will be made on an as needed basis. The program plan will be revised as needed based on educational partner input, needs of the community, and student test results.

Assessment results: The CQI process will provide guidance for program changes that need to be made to better meet the needs of students and their families. Data will be discussed with educational partners and decisions will be made about how to make the program more inclusive and to provide the most comprehensive services to students and their families. It will also provide some insight into what additional types of training the staff need. Using the CQI process will help identify strengths and weaknesses in the program design and provide opportunities to make changes to the program as needed based on feedback from educational partners.

Student assessment results will be viewed when they become available, so we can determine if the program goals are being met and if they are not being met, then changes will be made to the program to better support students and program goals. Student assessment results are used as a focus for daily small group instruction. Small group instruction is based on students' academic needs and provides targeted support during expanded learning hours for students who are struggling to achieve grade level standards.

11—Program Management

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

Program funding will be used to hire quality staff, purchase curriculum, and other necessary supplies to provide students and their families with hands-on and engaging enrichment opportunities that support the district vision as follows: The Arvin Union School District focuses on the educational, environmental, and emotional needs of our community with a culture of unity and a dedication to student success. We provide

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equitable educational services to enhance all students' lives preparing for High School and beyond through a system of continuous improvement. We are accountable for financial stability, infrastructure maintenance, and developing staff capacity for the achievement of student goals with a common direction produced through Trust, Transparency, and Teamwork.

Our mission is every child learning every day, no matter what it takes.

Cycles of inquiry led by program leadership assigned to set measurable goals are conducted routinely based on available data and action steps are created with group input.

During LCAP and stakeholder input meetings, attendees are encouraged to provide input on how funds should be spent to facilitate student success. Everyone's goal is to ensure student success by making the necessary resources available to students and their families. Students provide input in how funds are spent by sharing their voices during student council meetings. They provide information about what types of activities they want to do during after-school. They also let staff know what types of prizes they would like to earn as part of PBIS.

The goal for each of the sites is to create a warm and welcoming environment where students and their families feel valued and respected. Expanded Learning strives to provide students with unique enrichment opportunities that allow them to explore their creativity and foster their diversity. The program provides opportunities that extend beyond the instructional day.

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.

Staff Roles:

Supervisor II Expanded Learning: The Supervisor of Expanded Learning is responsible for leading, planning, implementing, and evaluating the Expanded Learning services. The Supervisor of Expanded Learning oversees the daily operations of the after school program at all four school sites; they recruit, hire, train, and evaluate staff. Along with daily operations, the Supervisor of Expanded Learning is responsible for submitting all required paperwork, yearly reports, and attends regularly scheduled meetings (i.e. Administrative Council, DAC, Region 8, TOSA/Coach meetings, etc.) to ensure collaboration between the district and after school program. Other duties as assigned include hosting trimester educational partners meetings and bi-monthly site coordinator meetings, works with parents and administrators as issues arise, builds relationships with community partners, works with the food services and transportation departments for daily support, and oversees the attendance clerks and daily attendance data. They also analyze and share summary data with educational partners to drive cycles of inquiry.

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After School Resource Teachers: The afterschool resource teachers are responsible for creating and structuring daily lessons and content for site coordinators and activity leaders. They provide bi-monthly professional development on a rotational basis and engage in coaching cycles with activity leaders to support classroom management and daily instruction. They also support site programs with supplies and materials for daily enrichments. Resource teachers attend all required meetings, assist with site coverage when needed, and help create program fliers, guides, surveys, and other program related materials. They also analyze individual data for impact of program and implementation of actions.

Site Coordinators: The Site Coordinators set tone for the site program, create calendars for events/programs/daily schedules in coordination with Resource Teachers, walk classrooms to ensure proper student supervision, review lesson plans for Activity Leaders at their site and provide feedback accordingly, and attend all required monthly meetings. They also support student needs as office support.

Attendance Clerks: The After School Attendance Clerks oversee daily attendance and are responsible for inputting student attendance data into Aeries and contact parents for absences and enrollment. They are also responsible for maintaining student applications, early release paperwork, parent guides, and daily signatures for student departures. The attendance clerks also create fliers and help with advertising to families using ParentSquare.

Program Clerks: Support activity leaders with resources and supplies, submits payroll for Club staff, and assists the coordinator with the daily operations of the program.

Instruction Aide/Activity Leaders: Creates and follows weekly lesson plans, monitors and assists students in practice and study activities, directs students into safe learning and play activities, assists with shaping appropriate social behaviors, and using positive reinforcement strategies to assist students with behavior management.

Site Coordinators, Program Clerks, and Attendance Clerks meet with the Supervisor of Expanded Learning and the After-School Resource Teachers bi-weekly to discuss the effectiveness of the program, attendance, and participation rates. Clerks and Activity Leaders meet with the Site Coordinators weekly to discuss how things are going and if any changes need to be made. All staff meet with the Expanded Learning Department leads several times a year for training purposes. Staff are trained in classroom management strategies, AVID strategies, relationship/team building, STEAM, and instructional delivery strategies. Staff communicate regularly via Teams, email, phone, text, and Zoom. This will largely transition to use of Google in January of 2024.

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.

As per grant requirements, stakeholders review the program plan at least once a year. The program plan is revised every three years as updates are needed for the renewal

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process. Educational partners meetings occur in September, January, and April of each school year. An agenda, minutes, and sign-in sheets are provided at each meeting. During at least one of the meetings, the program plan is reviewed and revised as needed. All stakeholders are invited to attend and to provide feedback on budgeting items and program needs. Student, parent, and staff surveys are also used to obtain feedback that is essential for making program changes based on the needs of the community.

Describe the system in place to address the following program administration requirements (fiscal accounting and reporting requirements).

The Arvin Union School District adheres to all state and federal financial reporting requirements. The Chief Business Official (CBO) is responsible for all financial accounting, reporting requirements, and submits quarterly fiscal reports to the CDE as per grant requirements in ASSIST. The financial documents are audited annually by an external independent audit firm in accordance with the California Department of Education guide. For attendance, the Supervisor of Expanded Learning will submit semi-annual attendance reports to the CDE via ASSIST as per grant requirements. The Supervisor will also submit the Annual Outcome based data Evaluation and Continuous Quality Improvement report to the California Department of Education Expanded Learning Division.

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

The process of the in-kind material fund from LEAs and our community partners can be derived from the Matrix below.

Source	Category	In-Kind Amount
Arvin Union School District	Use of classroom, cafeteria, gym, etc.	\$120,000 (annual total for 4 sites)
Arvin Union School District	Custodial and food service staff	\$40,000 (annual total for 4 sites)
Arvin Union School District	District sponsored PD	\$4,500 (annual)
Arvin Union School District	LCAP - Category Supplies	\$15,000 (annual)
Arvin Union School District	Instructional Aides	\$65,000 (annual for 4 aides total)
Arvin Union School District	Social Workers Training for: *Peer Conflict Mediation Training *Applied suicide intervention skills *Project Alert Prevention curriculum training *Youth Assessment Development training	\$22,000 (annual)

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UC Cooperative Extension	Staff training and workshops	\$5,000 (annual)
Kern County Library	Staff presentations	\$800 (annual total for 4 sites)

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

The Arvin Union School District takes attendance tracking very seriously as it's a critical component of our district safety plan. Policies and procedures have been developed for each school site to ensure attendance is properly taken and recorded in the Aeries Student Information System. Instructional Aides/Activity Leaders take attendance as soon as students report to the cafeteria immediately following the end of day school bell. They take attendance on a class roster and then submit it to our site attendance clerks. Then, the attendance clerk enters the attendance or absences into Aeries.

During student pick-up time, parents must sign students out on a weekly tracking sheet with the time they pick up their student/s. If a parent is unable to pick up the child, the child may be released to a designated person on the Emergency Release Forms. The designated person will be required to show picture identification when picking up the child.

***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>.***

To comply with state and federal grant requirements the ASES Program will commence immediately upon the conclusion of the instructional school day and operate a minimum of 15 hours per week and at least until 6:00 p.m. on every regular school day. We pride ourselves in creating a safe, engaging, positive setting for our students. In order for all students to get the most out of the academic support, enrichment classes, leadership activities and other program offerings they must stay until 5:00 p.m. or until the conclusion of the program. Students are given ten excused absences for the year along with twenty early pickups. The attendance clerk and site coordinator will monitor and review early departures and early release forms.

Excused reasons that a child may be released early from the afterschool program include, but are not limited to:

- Attending an Off-Site Enrichment Programs (such as, clubs, performing arts, sports, etc.) **must have a note of file*
- Medical appointments (Doctor's note must be provided to ASES)
- Illnesses that occur during after school hours (staff will contact parent by phone in the event this is the case)
- Family emergency/necessity (such as death in the family, catastrophic incidents, etc.)
- Transportation

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- Other safety conditions as determined by school officials

There are two different types of early release for students—occasional and recurring.

Occasional Early Release

On occasion, students may need to be released early from the ASES Program before 6:00 p.m. due to medical appointment, family emergency, transportation, child illness or injury, or other circumstance. When this occurs, the parent/guardian or designated person must notify the site supervisor and attendance clerk in advance.

Recurring Early Release

Parents requesting that students be released earlier than 6:00 p.m. on a regular recurring basis must complete an Early Release Permission Form and provide appropriate documentation. Walkers at our Junior High School are allowed to sign-out early to allow daylight and ensure students get home safely. Walkers must have a completed Early Release Permission Form on file indicating parent/guardian granting permission for students to sign themselves out from the program and walk home.

Late Release Policies and Procedures

Students participating in the program must be picked up promptly at the end of each program day. After school staff will attempt to make contact with parent/guardian and/or anyone else listed on the student's emergency & release contact list. If no one can be reached, law enforcement will be contacted for the student's safety. Late pick-up is documented and on the third offense may result in the student being dropped from the ASES Program. A Late Pick-up Notification letter is sent home or given to the parent.

12—Sustainability

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

The Expanded Learning Department is continuously researching new partnerships and funding opportunities in collaboration with other county ASES and ELOP Programs. With support from the Expanded Learning Opportunity Program funding, we have been able to expand access to after school programs. The Expanded Learning Supervisor and Resource Teachers are included in district meetings that focus on instructional practices and positive behavior management strategies. Collaborative partnerships are created through Region 8 Educational Partners meetings that occur once per trimester. Educational partners meetings typically occur in September, January, and April. Arvin Union School District will continue to evaluate program expenses and available funding sources to help cover program costs. Funds are currently being provided by the ASES grant, Arvin Union School District, and ELO-P. The sustainability plan will be reviewed prior to March 15 of each consecutive year as district budgets are estimated.

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Open communication is a key factor in creating and maintaining collaborative partnerships. The Expanded Learning Program is always seeking ways to involve community partners and to recruit new partnerships. Currently, the program has partnerships with Arvin Union School District, Boys and Girls Club of Kern County, UC Cooperative Extension, Arvin Branch Library, SkyHawks Sports, Generation eSports, Bakersfield Museum of Art, and LIFT Enrichment.

The Supervisor of Expanded Learning and the After-School Resource Teachers are responsible for maintaining partnerships and resource development. Documents, funding sources, and partnerships are reviewed regularly and revised as partnership opportunities arise.