

# **Expanded Learning After School Education and Safety (ASES) Program Plan**



**ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT**  
**2930 Gay Ave.**  
**San Jose, CA 95127**

**German Cerda, Superintendent**  
**Dr. Kiela Jimenez, Director, State & Federal Programs**

# **Expanded Learning Program Plan: ASES**

Local Education Agency: **Alum Rock Union Elementary School District**

1. Grant Identification Number: 43-23939-6936-EZ
2. County District School (CDS) Code: 43 69369 0000000
3. Authorized Signatory (Fiscally responsible for the program)
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## **Program Administrator for Collaborating Agency**

1. Agency / Community Based Organization (CBO): Boys & Girls Club  
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2. Agency / Community Based Organization (CBO): Think Together  
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3. Agency / Community Based Organization (CBO): YMCA of Silicon Valley  
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## Name(s) of Expanded Learning Program Site(s): ASES

| Site Name                          | Projected Daily Attendance* |
|------------------------------------|-----------------------------|
| Adelante I: Dual Language Academy  | 111*                        |
| Adelante II: Dual Language Academy | 111*                        |
| Aptitud Academy @ Goss             | 84*                         |
| George Middle School               | 111*                        |
| Hubbard Media Arts Academy         | 84*                         |
| Linda Vista Elementary             | 84*                         |
| LUCHA Elementary                   | 84*                         |
| Lyndale Elementary                 | 84*                         |
| McCollam Elementary                | 84*                         |
| Ocala STEAM Academy                | 111*                        |
| Painter Elementary                 | 84*                         |
| Renaissance Academy @ Mathson      | 111*                        |
| Russo/McEntee Academy              | 84*                         |
| Ryan Elementary                    | 84*                         |
| San Antonio Elementary             | 84*                         |
| Sheppard Middle School             | 111*                        |

| Target Population                                                                  | Percentage of School Population |
|------------------------------------------------------------------------------------|---------------------------------|
| Students identified by the school administration and teachers at each school site. | 92%                             |
| Students recommended through the SST/ IEP process as needing additional support.   | 3%                              |
| McKinney-Vento/Foster Students                                                     | 1%                              |
| Parent decision to enroll their student.                                           | 4%                              |

### 1—Safe and Supportive Environment

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

The ASES Program is located on all school sites within the Alum Rock Union School District (ARUSD).

- B. 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.

Every new school year, the State & Federal Programs Department provides a full day comprehensive training & orientation to all ASES site coordinators and supervisors on safety procedures that are aligned with the instructional day. For example, the following district policies and procedures include but are not limited to: after school staff expectations, use of web-based educational applications, use of technology, child abuse mandated reporting, emergency drills, mental health, bullying prevention and SEL support and other safety measures. In addition, Site Principals share a copy of the School Safety Plan with ASES Site Leaders. ASES staff are expected to conduct safety drills in alignment with the school safety drill schedule. Each ASES agency provides their staff with the appropriate CPR/First Aid training & certification prior to working with students.

As part of the implementation of safety measures, the ASES program uses an electronic attendance system also known as City Span, in order to account for every student who participates in the ASES program each day. Any parent/guardian or designee identified by the parent/guardian who wishes to pick up their child from the program must provide their name and signature and time of the departure from the program. Adults over the age of 18 must be prepared to show a valid ID that matches each student's emergency contact information.

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

**Developmental:** The ASES program provides a curriculum aligned with CCSS reading and math as well as a variety of enrichment activities for students who attend the Expanded Learning Program. Enrichment activities may include but not limited to art, music, health education, physical education and STEM. Classroom teachers are encouraged by their site principal to work with each ASES provider to design appropriate academic support for these specific students. Students in the ASES program also have the opportunity to use web-based educational applications that are used during the instructional day such as Moby Max, Google Classroom, SeeSaw, Flipgrid. When appropriate, educational and enrichment field trips may be planned to provide differentiated teaching opportunities to ensure active and engaged student learning.

**Social-Emotional Learning (SEL):** We are aware that physical and emotional safety are equally important. Every student needs and deserves to feel respected and free from physical harm, intimidation, harassment, and

bullying. Site administrators set expectations at the beginning of each year as well as model positive behaviors for students to follow. At the beginning of and throughout the school year, after school staff create and build positive relationships with students by learning their names, engaging in team building activities, mentorship, goal setting, and other ways to connect with students.

Many of our campuses have implemented Positive Behavior Supports (PBIS) in elementary and middle school sites. Additionally, elementary schools have recently adopted the Kimochis curriculum to support students' SEL development. Our ASES partners align their SEL efforts with the regular school day and follow school rules and expectations. These SEL efforts may include the use of other curriculum. Middle school counselors work closely with ASES providers in the event that individual students need additional support.

**Physical Needs of Students:** Our after school staff provide various physical enrichment activities such as brain breaks, sports activities, hands-on projects. Each site works with the cafeteria supervisor to ensure that students have a nutritious supper daily which meets all state nutritional guidelines and requirements. These meals provide students with vital nutrition during after school hours which enhance their learning abilities.

## **2—Active and Engaged Learning**

- A. 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 ASES program is offered Monday through Friday from dismissal time until 6 p.m. coinciding with each school site's daily schedule and school calendar. All ASES programs provide homework/tutorial assistance for a minimum of one hour a day. In addition to homework support, students in the ASES program are involved in academic support activities in language arts and math. Students also participate in various enrichment activities (STEAM-based curricula), organized recreation and sports leagues.

Collaboration between regular school day staff and ASES staff is critical in providing alignment of services. Through regular meetings teachers impart instructional strategies, recommend concepts to support and share best practices for working with students in a classroom setting. In some cases, classroom teachers may provide training for ASES staff to maximize impact of services.

Site administrators, classroom teachers, and after school staff review several student assessment results from iReady, Illuminate, eduCLIMBER, Smarter Balanced Assessment Consortium (SBAC) in the areas of English Language Arts & Math, English Language Proficiency Assessments for California (ELPAC), and district benchmarks. This information may be used to design appropriate academic supports and focus for students who participate in after school education.

B. Describe the planned program activities and how they will:

1. Provide positive youth development.

ASES partners:

- may lead team building activities.
- support small group and large group in-person/virtual activities
- integrate enrichment activities (in-person/virtual field trips, non-content area work)
- plan with teachers
- lead brain breaks, mindfulness activities, and other SEL activities during class time
- participate in SEL activities facilitated by teachers
- contact students/parents as needed
- provide on-site support for small groups of “targeted” students

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

Our after school providers organize culminating events that highlight student work and progress. For example, these events are STEAM showcases, service learning or project-based learning projects, talent shows, etc. Parents and other school community members are invited to attend these events in support of our students and after school program efforts.

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

YMCA, Think Together and Boys & Girls Club provide an integrated summer camp that combines academic instruction designed to prevent “summer learning loss” with enrichment and various learning activities that expand the students’ educational experiences. Students participate in group games and physical activities, work in teams to solve STEM-based learning challenges, continue to develop their Reading and Math skills in fun and creative

environments. These summer programs are designed to keep learning going in preparation for the new academic year.

### 3—Skill Building

- A. 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.

Academic support is a critical component to our ASES Program. Academic assistance is aligned to the regular school day and focuses on mastery of the Common Core State Standards. The academic components of the after school program include homework support and tutoring.

**Homework support:** Students receive approximately one hour to work on their assignments. After school staff have access to students assignments via Google classroom or other learning management systems that have student assignments posted.

**Tutoring:** Collaboration between regular school day staff and ASES staff is critical in providing alignment of services. Through regular meetings, teachers impart instructional strategies, recommend concepts to support and share best practices for working with students in a classroom setting. In some cases, classroom teachers may provide training for ASES staff on how to best support students in order to maximize impact of services.

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

Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student outcomes. The program builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals. The program develops strategies to support student participant needs including English Learners and other students with unique needs such as Foster Youth, McKinney Vento, Special Education, LGBTQ+

### 4—Youth Voice and Leadership

- A. 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.

ASES partners use formal and informal data as well as the Continuous Quality Improvement plan and survey results from stakeholders to identify

areas of potential professional development and other training purposes in order to address student needs and interests. Panorama surveys are conducted twice a school year for students in grades 3rd - 8th to gather input regarding program needs.

- B. 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 year, middle students in grades 6-8 are invited to participate in our annual LCAP process so that they have the opportunity to voice their opinions and suggestions in improving our district-wide programs, such as our ASES program. Additionally, students also participate in our annual Panorama survey in the Fall & Spring so they can share their perspectives, concerns, and interests in order to inform and improve our services. Another example is through student clubs as a way for students to participate in their area of interest.

- C. 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).

ASES providers check-in with students regularly to allow for community and relationship building and to create a sense of connectedness and belonging as well as to address SEL needs. ASES partners may assist in these activities during distance learning or in-person meetings in the care pods.

Some of our after school partners provide enrichment clubs to participating students. Examples; Yoga, Culinary, Lego Robotics, Media Arts, Coding; Music, Dartial Arts, Performing Arts, multi-cultural dance such as bollywood dance, Spanish, and Mandarin classes and more.

## **5—Healthy Choices and Behaviors**

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

The ASES program collaborates with the regular school day to ensure that program activities are aligned with each school's PBIS structure and SEL efforts. For example, ASES partners are available to support social emotional learning and provide enrichment clubs, which may include but are

not limited to physical movement and mindfulness practices. During the expanded learning program, students receive brain breaks as well as other recreational activities. Students also receive a nutritious supper meal during the after school program.

- B. 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.

Child Nutrition Services (CNS) provides meals at all school locations. Meals will follow the School National Program, School Breakfast Program and Child and Adult Care Food Program meal requirements.

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

The Child Nutrition Services (CNS) Department provides supper through the Child and Adult Care Food Program At-Risk After School Meals. CNS staff ensures that all meals provided meet the requirements and nutrition standards as established by the U.S. Department of Agriculture (USDA). Complete meals need to be served to each participating, enrolled, student. A complete meal includes the following:  
Whole grain crackers, cheese stick, yogurt, baby carrots, apple, and 1% white Milk.

2oz Equivalent Meat/Meat Alternative  
1oz Equivalent Grain  
½ Cup Vegetable  
¼ Cup Fruit  
8oz Milk (two choices)

Key: B= Beef, C= Chicken, H= Ham, P=Pork, V=Vegetarian

1. Buttermilk Bar (V), Drumstick w/roll, Turkey Ham and Cheese Sandwich (T/P) Fruit/Veg
2. Cherry Muffin (V), Bean & Cheese Salsa Burrito (V), PB & J Sandwich/Sunbutter Sandwich (V) Fruit/Veg
3. Cinnamon Square (V), Chicken Bites w/roll (C) Turkey Ham and Cheese Sandwich (T/P) Fruit/Veg
4. Sweet Pot/Choc Muffin Top (V), Chimi Nada Pocket (V) PB & J Sandwich/Sunbutter Sandwich (V) Fruit/Veg
5. Ultimate Breakfast Round (V), Chicken Strips w/roll (C) Turkey Ham and Cheese Sandwich (T/P) Fruit/Veg

## 6—Diversity, Access, and Equity

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

Each of the ASES programs works with its respective school site to reach out and provide support to low-income English Learners, Foster Youth, LGBTQ+ McKinney Vento Youth, and any other student who may have potential barriers. After school staff also assist the school's efforts in celebrating students' identities and cultures through various school-wide events throughout the school year. Additionally, registration forms, voice messages, and other documents are available in English, Spanish, and Vietnamese, which are the prominent languages spoken within our district.

## 7—Quality Staff

- A. Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.

Instructional aides in the Alum Rock Union School District must have the following qualifications:

1. a high school diploma or the equivalent and
2. two years of experience working with school-age children in an organized setting or equivalent.
3. A.A. Degree or 48 semester college units
4. pass the ESSA test administered by Alum Rock Union School District.  
*State and Federal staff will coordinate with HR to administer the ESSA test once a month as part of the onboarding process for new Expanded Learning staff*

- B. Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered. Describe the type and schedule for the continuous professional development that will be provided to staff.

Collaborating community based organizations assist with the recruitment of potential staff for the ASES program from both within and outside their organizations. This allows the ASES providers with a broader pool of candidates who will bring unique experiences and knowledge to their ASES programs. The ASES providers place managers to oversee the

implementation of the program at their assigned schools. These managers conduct observations, provide hands-on training, evaluate, and provide feedback to their site staff. CBO program managers conduct observations on an ongoing basis and provide feedback to program staff. District program administration also conducts site observations to provide feedback to program managers and collaborating agencies. Action plans for professional development are developed using information from these site observations. CDE regional consultants are an additional resource and provide professional development, as needed.

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

Alum Rock Union School District sub-contracts all expanded learning after school operations and services to three partner agencies: Think Together, YMCA of Silicon Valley, and Boys & Girls Club. The established partnership ensures the design and delivery of a high-quality, comprehensive program to student participants that aligns with relevant District and individual school site goals, initiatives, and instructional strategies. The program also maintains overall compliance with all associated grant requirements on behalf of the district. The partner agencies recruit, hire, onboard, coach, and develop the staff that supports our after school programs.

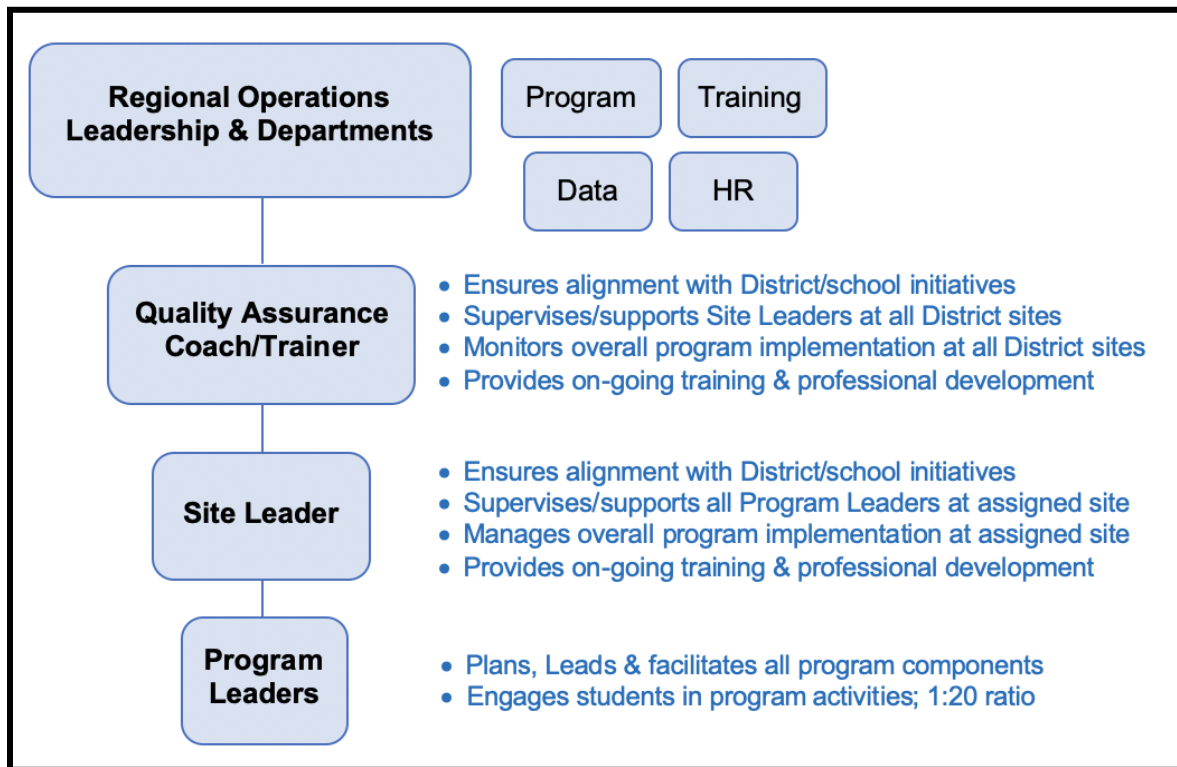
Staffing includes:

1. Site Coordinator
2. Program Leaders

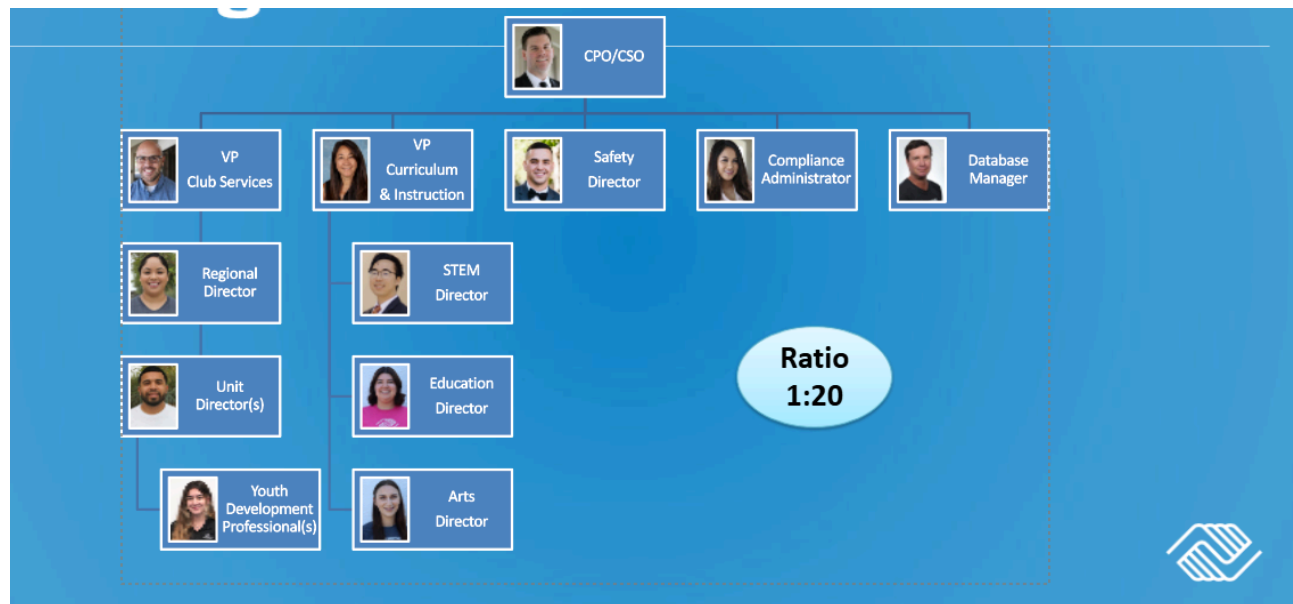
A **Site Coordinator** ensures that high-quality expanded learning program activities are provided for each student participant. Site Coordinators are college graduates or have at least 1 year of previous experience as a program leader and are required to go through a series of trainings offered by the partner agency. Site Coordinators coordinate and support program implementation; work with the school day teachers, principals and other instructional-day staff to align program activities; supervise, train & coach all program staff; engage & involve parents; and gather data to assess student safety, interests, participation, and improved academic performance.

**Program Leaders** facilitate all program activities with student participants providing homework assistance as well as academic, enrichment, and physical activities. Each Program Leader must have a minimum of 48 semester or 60 quarter units of higher education.

## Think Together Regional Organizational structure:



## Boys and Girls Club Organizational structure:



## YMCA of Silicon Valley Organizational structure:

YMCA of Silicon Valley

Youth Development Organization Chart by School Site

**Sr Executive Director;** supports and oversees all youth development programs in association

**Executive Director;** Supports the programs in region; provides Quality visits; Monitors fiscal and compliance requirements

**Program Director;** Support the operations, provide Quality visits, training and resources

**Site Director;** Supervise and support the operations of the program

**Assistant Director;** out of ratio to support the ASES & ELOP offerings

**Leaders (1:20 ratio)**

## 8—Clear Vision, Mission, and Purpose

- A. 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.

Multiple sources of school, community and other local data were used to determine the needs for this plan.

**Table 1: Alum Rock Community and Santa Clara County Data**

|                                       | <b>July 2022</b> | <b>July 2023</b> |
|---------------------------------------|------------------|------------------|
| Unemployment Rate –San Jose           | 2.3%             | 3.6%             |
| Unemployment Rate -Santa Clara County | 2.70%            | 3.5%             |
| Unemployment Rate- California         | 4.0%             | 5.1%             |
| Poverty Rate - Santa Clara County     | 6.9%             | 6.9%             |

**Table 2: Alum Rock School District Demographics**

Source: [EdData - District Profile - Alum Rock Union Elementary](#)

|                            | <b>August 2022</b> | <b>August 2023</b> |
|----------------------------|--------------------|--------------------|
| Total enrollment           | 9,922              | 9,367              |
| Free & Reduced             | 76.4%              | 77.5%              |
| Limited English Proficient | 43.1%              | 45.5%              |

Located in an area of great cultural, ethnic, linguistic and socioeconomic variance, Alum Rock Union Elementary School District operates thirteen elementary schools, five middle schools and four TK-8 schools. The student population is 78% Hispanic, 12.1% Asian, 2.1% White, 1.2% African American, and 0.3% American Indian/Alaskan. The enrollment for English Learners is 43.1% and 76.4% of students qualify for the Free/Reduced Lunch Program. In addition, 35% of students transition between schools throughout the school year. Analysis of this data is a clear indicator of the level of poverty in the Alum Rock Community. Presently, 34.3% of children in this community live under the poverty level. Combined with the fact that 76.4% of ARUSD students qualify for the free or reduced lunch program is evidence of the need in this community.

Information was gathered from several different sources to provide on-going program improvement including:

- Identifying ASES students in the district's student information system—eSchoolPLUS
- Teacher
- Site Leaders
- Program partners
- District office support staff

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

1. Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student outcomes.
2. The program builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals.
3. The program develops strategies to support student participant needs including but not limited to English Learners, Foster Youth, and McKinney Vento students.

C. 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.

Means of engaging our stakeholders include parent advisory committee meetings at the district and site level such as School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Committee (DAC), District English Learner Advisory Committee, and Local Control Accountability Plan (LCAP) advisory committee. Additionally, stakeholders are encouraged to participate in annual surveys in order to provide their input and feedback on district programming and planning such as the Continuous Quality Improvement plan.

## 9—Collaborative Partnerships

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

The Alum Rock School District works closely with several community-based organizations to plan, implement and review the District's ASES program on an on-going basis. District staff meets quarterly with agency providers (Boys & Girls Club, Think Together, and YMCA) to analyze the effectiveness of our programs and discuss ways to improve the quality and delivery of services. In addition, Site leaders meet with District staff twice a year to share information, receive updates on policies and obtain training on items pertinent to their work with students at the site. Furthermore, site principals, teachers, and site leaders are surveyed twice a year to provide feedback on the program's effectiveness and areas for improvement. This survey data is used to create goals for the year.

ARUSD: LEA provides the ASES Program Director and budget oversight through our business office. Student Services provides assistance with safety protocols and procedures and mandated reporting as well as supports for students with SSTs and 504 plans. Academic Services assists with student data as well as access to educational applications. Child Nutrition Services provides the menu of after school program supper in compliance with nutrition guidelines. SEL department provides counseling support, Special Education assists with training on accommodations and supports for students with IEPs. Human Resources support with hiring of staff to support the after school program as necessary.

Region 5 Leaders provide training opportunities and technical assistance as well as provides updates from the Expanded Learning Division and other important developments that are connected to after school programs.

- B. 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 following is a list of members who provide input in the improvement process:

1. District Program Manager
2. Site Administrators
3. Agency Directors
4. Site Leaders
5. Teachers

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

We are working to expand the number of partners involved in this collaborative process to parents, students and other community members such as government representatives, community-based partners and local leaders.

## 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.

Program effectiveness is monitored by district administration based on student Smarter Balanced State Assessment data, attendance and discipline reports, principal, teacher and student surveys.

Student Smarter Balanced test results in English Language Arts and Math will be used to measure academic goal attainment pursuant to Pursuant to EC 8484 (1) (2). CELDT (California English Language Development Test) will also be a factor in determining the program's success.

Individual student data such as attendance and discipline records will be used to monitor program effectiveness in these areas.

Staff, student and parent survey data will be collected to provide feedback regarding the program's effectiveness.

### CQI Timeline:

- **July:** No ASES Program
- **August/September:** State & Federal Programs department reviews CQI plan and process with ASES program staff and supervisors
- **September/October:** ASES staff and site administration review and brainstorm possible revisions to the CQI plan
- **November/December:** Assess program and implementation of the existing CQI plan, complete annual surveys (taken by staff, teachers, administrations, etc.) and analyze data to inform new CQI plan
- **January:** Updated CQI due to State & Federal Programs department for review.
- **February/March:** ASES partners, site administration and staff Implement the new CQI plan

- **April/May:** ASES partners and site administration revise CQI plan as needed
- **June:** Review CQI plan and prepare for the new school year

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

## 11—Program Management

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

The ASES program assesses and utilizes funding for their program to support the mission, vision, and goals of the district. Each agency partner funds training and activities that address students' needs in order to support them academically, physically, and emotionally. Additionally, agency partners purchase necessary supplies, materials, and appropriate curriculum to ensure that students have access to these resources to support their learning during after school education.

In coordination with the site principals and utilization of the CQI process, the ASES program aligns with the practices of the regular school day. Each year, an annual survey is administered to staff, students, parents. These surveys provide valuable data information so each school site can review, evaluate, reflect, and improve services to students. Based on data results, schools are asked to articulate what was effective and identify any program modifications and changes.

- B. 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.

### In Person

- Full Day Instructional Support Program
- Monday - Friday
- end of school day - 6:00pm
- Student Selection
  - Priority given to students with unique needs such as Foster Youth, McKinney-Vento, SPED, English Learners.
- Methods of communication include but are not limited to email, phone calls, Parent Square messages, in person and/or virtual meetings.

Each site is led by a **Site Coordinator**. Larger sites also have an Assistant Site Coordinator. Site Coordinators are responsible for the site operations. The Site Coordinator is a full time employee and is responsible for being on site one half hour before the start of “before school” programming through one half hour after the close of programming for the day.

The Site Coordinator is responsible for:

1. designing the program framework, overseeing implementation of the program, supervising the day-to-day operation of the program, and monitoring the overall effectiveness of the program.
2. maintaining systems of accountability in monitoring attendance to ensure proper sign-in and out procedures, enrollment, and required program elements.
3. maintaining required data, records and forms (daily attendance logs, accident and incident reports, time sheets, surveys).
4. aligning school day resources to support positive student outcomes and extending student learning.
5. participate in meetings with district staff to coordinate services and ensure integration with overall educational goals.
6. meeting with the Principal on a regular basis to ensure sufficient facility space to implement program services, special events, and evening programs.
7. addressing student behavior problems utilizing positive behavior interventions to maximize student safety and achieve program goals and objectives.
8. promoting a positive and respectful atmosphere for students, staff, parents and visitors that encourages learning, participation and cooperative behavior.
9. following all school policies and procedures at all times
10. providing proper training and guidance for maintaining student safety (ie. mandated reporting, safety drills, etc)

**Assistant Site Coordinators** support our larger funded program sites, assisting the Site Leaders with many of the operational functions that come with running a larger site. They may assist in duties such as paperwork, direct support for students, and additional opportunities to interface with the community.

**Program Leaders** provide direct services to the students in the expanded learning program. Each program staff has a designated room/space to facilitate such activities.

Program Leaders are responsible for:

1. providing homework assistance and tutoring to students in the after school program
2. leading engaging academic, enrichment, and recreation activities related to math, language arts, social studies, art and science.
3. delivering lessons that are aligned with the school day and activities that support student learning and engagement.

4. providing opportunities for students to develop & strengthen academic, physical, and social skills.
5. supervising students during recreational activities, snacks, and hands-on activities.
6. preparing instructional materials.
7. differentiating lessons and activities so they are appropriate to students with varying abilities.
8. instructing students on the safe and proper use of supplies and equipment.
9. Implementing classroom management and assigning discipline, when needed.
10. maintaining the facilities and equipment.
11. reporting potential safety hazards; taking corrective action to prevent injuries.
12. interacting and communicating professionally and appropriately with parents, teachers and school staff.
13. participating in staff meetings and on-going training opportunities.

C. 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.

- a. On-going review of the program plan occurs at agency and site-coordinator's meetings. Principal feedback on the effectiveness of the program and suggestions for improvement of services is also solicited.

#### 2024-2025 Meeting schedule:

ASES Agency Representative Meetings: The first Friday of every month

ASES Coordinator meetings: Second Friday of every month

ASES Provider Meetings: Monthly

D. Describe the system in place to address the following program administration requirements:

**a. Fiscal accounting and reporting requirements.**

- i. The district requires partnering agencies to submit monthly or quarterly invoices and descriptions of after school services provided. The district's business office submits semi-annual fiscal reports to the California Department of Education.

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

- i. The district requires its partnering agencies to submit annual documentation of their agency's in-kind contributions to the

ASES program. All fiscal records are kept on file in the district's business office.

- c. **Attendance tracking, including sign-in and sign-out procedures.**
  - i. ARUSD and its partners are utilizing City Span as our system to track student attendance.
- d. **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>.
  - i. Students are released early per parent authorization in writing or via direct contact with school personnel. Students who arrive late will be accepted and parents are responsible to communicate with the principal or school personnel.
  - ii. All ASES program sites in the district maintain daily attendance records for each student in the after school program. Site attendance binders are collected on a quarterly basis by the district program administrator. Student attendance binders are then audited to ensure program compliance and feedback is provided to each after school program coordinator. Semi-annual district attendance reports are submitted to the California Department of Education.

\*\*Below is a copy of the memo regarding planned attendance binder audits for the school year.



# ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

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## State and Federal Programs ASES Attendance Audits 2024-2025

Site attendance binders for 2024-2025 will be reviewed by district program staff to ensure the after school program is operating within the ASES program compliance requirements. We will select a 10 day period for each quarter being audited and review attendance binders for the following:

- Ensure early release policy is being implemented for all students leaving before 6 p.m.
- Ensure parent and staff signatures appear on all single day attendance sheets
- Ensure documentation is in place for all students authorized to walk home
- Ensure start and end times are documented for each program date
- Alignment of single day attendance sheets with City Span reports

We will schedule a meeting to debrief our findings once your agency binder audit is completed. Thank you, in advance, for your support in maintaining good records.

| Timeframe                  | Binders Due |
|----------------------------|-------------|
| August 26 – September 30th | October 18  |
| October 1 – December 20th  | January 24  |
| January 6 – March 28       | April 4     |
| April 4 – June 6           | June 13     |

## 12—Sustainability

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

Proposition 49 was passed by voters in 2002 which allocated monies to support after school education programs. This provides stable funding for afterschool programs

because it was voter approved. Any changes in afterschool funding would need to be placed on a new ballot in order for voters to alter Prop 49. Through Prop 49 and additional funding from the Expanded Learning Opportunities Program (ELO-P) grant, every school in our district is able to provide after school education to any student that requests this program. ARUSD is constantly looking for opportunities to coordinate efforts between after school and district partners. For example, Think Together was included in the San Jose Learns grant to coordinate additional resources for students. The Springboard Collaborative is partnering with ARUSD to provide literacy training to our after school program providers.

State & Federal Programs Director and Coordinator collaborate and complete the grant renewal and revise the ASES Program Plan as necessary. When needed, State & Federal Programs administrators reach out to Region 5 leaders for consultation.

State & Federal Programs administrators in collaboration with ASES leaders meet throughout the year to discuss progress and areas of opportunity using the Continuous Quality Improvement plan and process. Additionally, district and site administrators monitor monthly student attendance and participation in the ASES program and work with site principals and ASES supervisors to ensure that student attendance meets or exceeds program requirements in order to sustain funding for our afterschool programs. Whenever there may be an increase in ASES funding, the State & Federal Programs department and Business Office collaborate in order to equally allocate monies to schools.

## **APPENDIX**

- I. **ARUSD Care Pods (Distance Learning): Operational Guidelines** *\*this program is not operational at this time but the structure is ready in the event of any future school closures*

***During school closures due to the COVID-19 pandemic, Alum Rock School District designed a Care Pod program to provide in person instructional support to high need students in partnership with district ASES providers.***

### **GOAL OF PROGRAM**

The Care Pod program provides in person instructional support to identified students such as Foster Youth, Homeless Youth, English Learners and/or any other student not able to access on-line classes due to lack of internet access or connectivity. Students are referred to the program by the site administrator in consultation with classroom teachers, counselors and other specialists.

### **PROGRAM INFORMATION**

1. Full Day Instructional Support Program
2. Monday - Thursday
3. 8:30 a.m. - 2:30 p.m. -- TK/K 8:30 - 1:00 p.m.
4. Student Selection by Principal Referral
5. Ten spots maximum for each pod
6. Two adults per pod
7. Prioritize Foster Youth, McKinney Vento and English Learner students

## **LOGISTICS**

### **Student Drop-off/Pick-up**

1. Drop off between 8:30 a.m. - 9:00 a.m. (Students should be ready to begin the Opening Meeting at 9 a.m.)
2. Pick up between 2:30 - 3:00pm
3. Staff is done at 3:30 pm
4. Window of flexibility: 2:30-3:00
5. After school staff will monitor student drop off and pick up. A system will be set up for curbside pickup with social distancing of students.
6. Principal will support with any students not picked up by ½ hour after dismissal.

### **Bathroom breaks for staff during instructional time**

1. pod staff members will provide breaks for each other
2. a separate restroom will be assigned to pod staff

### **Meal Service for Students**

1. Students will receive lunch at school on a daily basis. They will receive breakfast and supper to take home at the end of the day
2. Schools that do not have meal service out of their cafeteria will have meals delivered

### **Monitoring of students during lunch break**

1. Student lunch will be 30 mins (eat and social distanced play)
2. Play structures will not be open to students at this time
3. Site Campus Paras will be assigned to support with monitoring of students during lunch
4. Lunch will be taken back to classrooms or staff can utilize outdoor picnic tables

### **Classroom subs**

From CA Dept of Health: Guidance for Small Cohorts/Groups of Children and Youth (8/25/2020)

Considerations for Staff:

- Alternate staff member shall be trained to sub for absent staff members
- Supervising adults should be assigned to one cohort and must work solely with that cohort. Avoid changing staff assignments to the extent practicable.
- Substitute providers who are covering for short-term staff absences are allowed but must only work with one cohort of children per day.

### **Student attendance**

1. Synchronous time - Teachers take attendance
2. Asynchronous time - YMCA, Think Together, Boys & Girls Club) takes attendance on City Span

### **On-site point person**

1. Principal
2. District Representative- Lupe Ruvalcaba, Coordinator of State & Federal Programs.

### **Behavior management/PBIS system**

Schools will work with after school staff to align behavior management practices and provide training.

1. School Expectations
2. Progressive discipline
3. Restorative practice techniques - including circles
4. Classroom expectations

### **Safety rules communicated with families**

1. Three violations in the span of a week => removal
2. Conduct an orientation meeting with families before start of the program

### **Tech setup**

1. Students are assigned to a device.
2. Extra devices will be provided for students who do not bring their devices to school.
3. Site principal will assign device to staff for use during the day
4. Check with the principal first regarding tech issues.
5. IT can assist if issues cannot be resolved at the site level
6. Help desk : 408-928-6917

### **Student schedules**

1. Schedule for the day (lunch, breaks, dismissal)
  - a) Arrival: Occurs between 8:30 -9
  - b) Staggered lunch monitored by Lunchtime Para
  - c) Breaks: Staggered and built throughout the day
  - d) Dismissal: Occurs between 2:30-3:00
2. Student Schedules
  - a) Site will share student schedule for synchronous and asynchronous time
  - b) Ability to connect and partner with teachers to align on student supports throughout the day
3. Access to student log-ins, schedules
  - a) Google classroom and Seesaw access
  - b) Need login IDs & passwords to get on the network

## **II. ARUSD Distance Learning Interaction Safety Guidelines for After School Partners**

Use common sense when interacting with students online. These guidelines are created for the safety of both you and your students and serve to establish some tips as well as to be informative of the potential risks involved.

Prior to beginning distance learning, share tips and lessons from [Common Sense Media](#) with your students and families. This will prepare them for safe interactions online. Lessons are available in grade level spans, providing you the opportunity to review information most applicable for the students and families that you serve.

### **Remote Learning Scenarios**

#### **SCENARIO A:**

#### **Live interaction with students through video conferencing**

This scenario allows you to have complete freedom to interact with students in a live situation. While this may seem the most humane approach (live interaction with students) it may pose some risks. Remember you are a *Mandated Court Reporter* and need to contact Child Protective Services (CPS) if you witness any abuse in the home, whether directed at the student(s) or witnessed through the environment.

To minimize risk in this scenario, you should:

- Ask students to join your call in as neutral an environment as possible (i.e.: living room, kitchen, patio, etc.). Ask students to not join calls from bedrooms, even if alone.
- Ask students to have parents nearby for questions or concerns.
- Hold one-on-one sessions only when an adult family member is nearby.

- Consider recording all live sessions with student(s) to minimize risk. Recordings allow playback should your word choice be misinterpreted. Likewise, a student(s) or family members words could also be misinterpreted (threats, sexual advances, etc.). California law requires that you notify your students/participants that you will be recording the session.
- Present from a place with a neutral background whether this is virtual or real and be aware of your surroundings. Political, religious, sexual, alcohol, tobacco, inappropriate, and even sports team images should be excluded from view to not expose personal bias.

## **SCENARIO B:**

**Recorded lessons are linked for students in Google Classroom.**

This scenario is the safest solution. In this scenario, you would create all lessons and read alouds by recording them and sending links for students to view at their convenience. This eliminates potential distractions which may arise from students watching a live lesson.

- Use Zoom or any other video platform of your choice and record lessons or interactions, then share links with students for them to view at their convenience.
- Present from a place with a neutral background whether this is virtual or real and be aware of your surroundings. Political, religious, sexual, alcohol, tobacco, inappropriate, and even sports team images should be excluded from view.
- Refrain from posting screenshots of your interactions with students.
- Make phone calls home for live interaction with parents and students instead of using video platforms (less invasive).

## **Safety Tips**

The following are tips for you to minimize potential legal risks:

- **STUDENT PRIVACY:** If you do a live online session with students, DO NOT post pictures on social media of the teacher screen with student names visible. Student privacy should be protected at all times. If you feel compelled to post pictures, student names should be obscured in such a way as to make them unreadable.
- **STUDENT LOGINS:** If you seek to post photos of your interactions, ask students to change their sign-in ID to just their initials, class nickname, favorite animal, etc., or student class number (not official student ID #).
- **DRESS:** Be mindful of your dress while presenting. Dress in a semi-professional manner. Sweat/workout clothes and non-school related t-shirts are discouraged. Also parent and student perceptions should be taken into account. You are a professional and should comport yourself as such. Parents seeing a casual teacher may diminish you being seen as a professional.

**If in doubt, err on the side of caution and student privacy.**

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## **Video Conferencing Supports**

### **Zoom and Video Conferencing**

Zoom has come under increased scrutiny nationally because of incidents in which strangers have managed to join a video call uninvited and have engaged in inappropriate behavior. We continue to track this issue closely. Currently, many teachers and staff are using Zoom, and we are not discouraging or prohibiting the use of Zoom at this time. However, it is essential that users take proper safety precautions. Please do not post Zoom invitations publicly, and always enable the waiting room if students are participating. Please see [Best Practices for Zoom Security](#) and follow the step-by-step instructions for setting up a secure Zoom meeting. [Google Meet](#) is also an acceptable video conferencing option that has received [recent security updates](#).

### **Student Information Privacy**

It is also important to avoid including sensitive information in any documents or websites that are not private. Avoid posting Google classroom codes, student email addresses, and passwords, or any links that would allow public access to this information. Please think carefully about whether you may have included any such information on any school websites or continuity of learning plan documents that are publicly viewable. Teachers should be aware that intruders are actively looking for ways to disrupt virtual settings during the shelter-in-place.