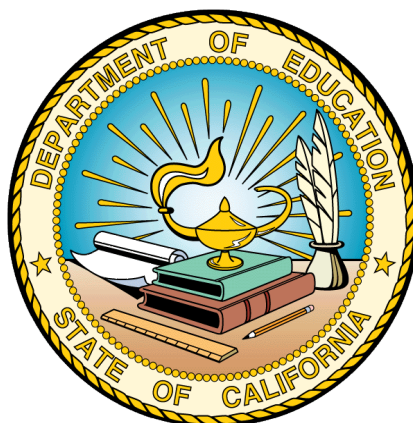


AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

Prepared by:
Accountability Equity and School Support Department



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916-319-0923



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 September 2019

After School Program Plan Guide

Include the following information along with your ASES Program Plan:

1. Grant Identification Number 30-23939-6662-EZ
2. County District School (CDS) Code 3066621
3. **Authorized Signatory** (Fiscally responsible for the program)
 - a. **Name** *Elena Rodriguez*
 - b. **Title** *Executive Director, Accountability, Equity and School Support*
 - c. **Contact Info** 714-628-5405 erodriguez@orangeusd.org

Early Release Policy (Attachment 3)

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

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

Site Name	Project Daily Attendance
1. California Elementary	83
2. Cambridge Elementary	83
3. Esplanade Elementary	83
4. Fairhaven Elementary	83
5. Handy Elementary	83
6. Jordan Elementary	77
7. Lampson Elementary	83
8. Portola Middle	88
9. Prospect Elementary	83
10. Sycamore Elementary	83
11. Taft Elementary	83
12. West Orange Elementary	83
13. Yorba Middle	95

Instructions: Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

California Elementary

Target Population	Percentage of School Population
➤ Homeless	0.005%
➤ Foster	0%
➤ English Learners	53%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Not Met (Grades 3-6)	ELA 31.75% MATH 35.38%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard	ELA 28.47%

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Target Population	Percentage of School Population
Nearly Met (Grades 3-6)	MATH 32.13%

(These may be listed on an additional page.)

Cambridge Elementary

Target Population	Percentage of School Population
➤ Homeless	0.013%
➤ Foster	0.002%
➤ English Learners	52%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Not Met (Grades 3-6)	ELA 55.56% MATH 59.75%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Nearly Met (Grades 3-6)	ELA 23.08% MATH 26.69%

Esplanade Elementary

Target Population	Percentage of School Population
➤ Homeless	0%
➤ Foster	0.010%
➤ English Learners	54%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Not Met (Grades 3-6)	ELA 45.86% MATH 53.37%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Nearly Met (Grades 3-6)	ELA 27.39% MATH 31.29%

Fairhaven Elementary

Target Population	Percentage of School Population
➤ Homeless	0.015%

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Target Population	Percentage of School Population
➤ Foster	0.004%
➤ English Learners	50%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Not Met (Grades 3-6)	ELA 43.95% MATH 52.23%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Nearly Met (Grades 3-6)	ELA 22.42% MATH 21.88%

Handy Elementary

Target Population	Percentage of School Population
➤ Homeless	0.007%
➤ Foster	0.019%
➤ English Learners	38%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Not Met (Grades 3-6)	ELA 35.14% MATH 47.83%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Nearly Met (Grades 3-6)	ELA 25.23% MATH 28.26%

Jordan Elementary

Target Population	Percentage of School Population
➤ Homeless	0.005%
➤ Foster	0.002%
➤ English Learners	50%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Not Met (Grades 3-6)	ELA 28.27% MATH 36.98%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Nearly Met (Grades 3-6)	ELA 21.99% MATH 34.38%

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Lampson Elementary

Target Population	Percentage of School Population
➤ Homeless	0.011%
➤ Foster	0.002%
➤ English Learners	46%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Not Met (Grades 3-6)	ELA 41.94% MATH 43.21%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Nearly Met (Grades 3-6)	ELA 23.23% MATH 26.85%

Portola Middle School

Target Population	Percentage of School Population
➤ Homeless	0.015%
➤ Foster	0.008%
➤ English Learners	30%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Not Met (Grades 3-6)	ELA 45.98% MATH 58.33%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Nearly Met (Grades 3-6)	ELA 27.10% MATH 26.74%

Prospect Elementary

Target Population	Percentage of School Population
➤ Homeless	0.008%
➤ Foster	0%
➤ English Learners	40%

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Target Population	Percentage of School Population
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Not Met (Grades 3-6)	ELA 31.05% MATH 38.36%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Nearly Met (Grades 3-6)	ELA 24.20% MATH 30.14%

Sycamore Elementary

Target Population	Percentage of School Population
➤ Homeless	0.05%
➤ Foster	0.011
➤ English Learners	38%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Not Met (Grades 3-6)	ELA 29.71% MATH 36.16%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Nearly Met (Grades 3-6)	ELA 26.86% MATH 27.12%

Taft Elementary

Target Population	Percentage of School Population
➤ Homeless	0.024%
➤ Foster	0.022%
➤ English Learners	54%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Not Met (Grades 3-6)	ELA 35.14% MATH 37.50%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Nearly Met (Grades 3-6)	ELA 32.97% MATH 32.86%

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West Orange Elementary

Target Population	Percentage of School Population
➤ Homeless	0.041%
➤ Foster	0.005%
➤ English Learners	35%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Not Met (Grades 3-6)	ELA 16.37% MATH 30.81%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Nearly Met (Grades 3-6)	ELA 25.73% MATH 28.49%

Yorba Middle School

Target Population	Percentage of School Population
➤ Homeless	0.014%
➤ Foster	0.003%
➤ English Learners	35%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Not Met (Grades 3-6)	ELA 45.45% MATH 56.12%
➤ Academic Performance: 2023 CAASP Scores (SBAC)- Standard Nearly Met (Grades 3-6)	ELA 25.73% MATH 24.27%

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The OUSD ASES S.T.A.R program is a collaborative effort between several stakeholders to provide a safe and supportive academic after-school experience. The program is offered free of charge to families as costs are made available by the California Department of Education's *After School Education and Safety Grant*. It is the intent of the ASES S.T.A.R program to provide safe and educationally enriching alternatives for children and youth during non-school hours. Specifically, school sites are funded to provide an after-school program for at-risk and low performing students at Title I schools.

OUSD operates the ASES S.T.A.R program in partnership with *Boys & Girls CARES, Clubs of Central Orange Coast, Camp Fire* and *YMCA of Orange County*. The ASES S.T.A.R program is open to all TK through 8th grade students enrolled at each participating school subject to program capacity. For the base program, each site serves between 77 - 95 students per day. ASES operates every day that school is in session. ASES begins immediately upon regular school-day dismissal and operates a minimum of 15 hours per week and until 6:00 p.m. every day. Students are not required to attend the entire length of the program. Student-teacher lead ratios are a maximum of 20 to 1, apart from Boys & Girls Clubs of Central Orange Coast who operate at a 16:1 ratio at all three of their sites.

The ASES S.T.A.R program provides participants with academic enrichment including homework assistance, hands-on learning, and recreational activities. Students are also exposed to music, theater, art, science, and life skills. As part of Orange Unified School District's Multi-Tiered Systems of Support (MTSS) initiative, social-emotional, behavioral, and academic supports continue to be in place during the after-school program. Providing each student with what they need developmentally, socio-emotionally, and physically to be successful is as big a part of our after-school education philosophy as it is for the regular school day.

1—Safe and Supportive Environment

The ASES S.T.A.R program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement and local parks and recreation departments, and individuals from community-based organizations and the private sector. The program was developed and is facilitated to foster direct collaboration and integration between the regular school day and the identified expanded learning opportunities and

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outcomes. The ASES S.T.A.R Program meets these targeted outcomes by providing a safe physical and emotional, nurturing environment that evokes the development of 21st century skills for all students.

Each site will maintain a safe and supportive environment by implementing safety procedures that will include mandated reporting, suicide ideation, threat assessment, effective supervision, child abuse prevention, CPR/First Aid Certification, acceptable technology use training, inappropriate touching, etc. Additionally, (2) district counselors will be added to support after-school programs and can be called upon for assistance or guidance through a designated hotline. In cases when a social worker is not available, OUSD's school police will be contacted for consultation or support. Staff will be trained when to contact Orange Police Department, Anaheim Police Department, Garden Grove Police Department, Santa Ana Police Department, and the Orange County Sheriff's Department

At the beginning of each school year, the school administrator will review the school's safety procedures plan with the ASES Site Supervisor. In addition, the school administrator and Site Supervisor will discuss specific health plans for students with special needs participating in the ASES S.T.A.R program. The ASES Site Supervisor is expected to communicate all school safety procedures and student health plans to their ASES staff members. During the school year, all ASES staff adheres to any safe school announcements that may take place and limits outdoor instruction, if necessary, due to weather conditions. OUSD is committed to providing professional development for the community-based partners on school safety on an as-needed basis. The district's Office of Student and Community Services (SCS) acts as a liaison between the partners and the local police departments to maintain a safe environment on all ASES school sites after regular business hours.

Students will be signed in at the start of their program each day that they attend. All elementary students must be signed out to a parent/guardian or approved adult over the age of 18 on their registration form to be dismissed from the program. During Fall daylight savings time, intermediate students who are walking home will be released at 4:30pm for their safety. This will ensure safe arrival home prior to it getting dark. In the Spring, when daylight savings ends, the walker release time will change to 5:30pm. Parents will be notified of the changes in release time via a parent letter. The after-school program schedule will include times and locations with assigned staff and will be referenced with classroom rosters so that staff has an exact location for every child while on campus.

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All program staff will be clearly recognizable and always wear the designated identification badges and partner shirts. All school sites will be fully secured during program hours with established single entry/exit access points. Visitors must sign in at the front office prior to office closing and follow the district campus entry procedures (i.e., Raptor scan) and are monitored on campus at all times. After office closing time, visitors will proceed through the single-entry access point to pick up their student at the designated location; however, they will not be permitted on school campus. Community enrichment providers will be required to be live scanned through prior to working with students. During the program, all staff will be expected to always maintain a line of sight of all students. Pupils will be monitored by program staff when they need to leave the program location for reasons such as, but not limited to, early dismissal, restroom breaks, going to the nurse's office or attending a parallel program on campus. Staff will have two-way district radios to ensure communication as part of emergency and safety procedures.

Per the guidance of Student Community Services, the safety procedures in place during the school day will always be strictly adhered to. After-school programs will be included in each school's safety plan and staff will be trained on safety protocols prior to the start of the school year. Monthly emergency evacuation drills will be implemented, and staff will know the locations of fire extinguishers and AEDs on their campus. Earthquake and lockdown drills will be conducted four times per school year. A current and easily accessible list of emergency contacts for students will be maintained. Staff will have immediate access to student emergency contacts and OUSD's Aeries student database. OUSD will provide health support (e.g., after-hours nurse extra duty) during program hours in the event of a health emergency or injury.

When addressing student injuries, staff will have established protocols when dealing with accidents. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, the district or school nurse, site administration, district administration, and paramedics. To effectively communicate with parents in the event of an emergency or student accident, the program will keep emergency contact information for each student on file, physically and securely in an office/designated space. Staff will have access to the school's AERIES database to find additional contact information, if needed.

The ASES Program will use a positive discipline model aligned with research-based Positive Behavior Intervention and Supports (PBIS) or similar site system. Each school's discipline model includes interventions including counseling, socio-

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emotional learning, and support. Each school's behavior expectations will be integrated into the site's after-school program. This alignment will ensure high levels of student behavior that supports a safe and nurturing environment. ASES Program discipline practices are designed to produce effective systems, which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices.

Comprehensive staff training will occur prior to the school year. The Accountability, Equity and School Support Department along with our partner organizations will provide: three (3) site level professional Expanded Learning days, which will be held during program closure days/district student free days. The leads will attend monthly site meetings, one per month, to discuss site specific protocols and revisit safety procedures as needed. All professional Expanded Learning days and staff meetings will dedicate a portion of the agenda/topics to discussing a safe and supportive environment, including safety protocols.

As part of Orange Unified School District's Multi-Tiered Systems of Support (MTSS) initiative, social-emotional, behavioral, and academic supports continue to be in place during the after-school program. Providing each student with what he/she needs to be successful is as big a part of our after-school education philosophy.

2—Active and Engaged Learning

The site principals of the ASES S.T.A.R program are actively involved, supportive, and committed to the success of the program. Each principal presents information to their staff and maintains support. Principals attend ASES startup training, provide input on hiring, and may sit in on staff selection process. The principal and the ASES Site Supervisor have regular meetings to discuss program implementation, successes, and issues.

Site Principals meet monthly to discuss successes and program concerns with site leads. Agency providers and ASES partners meet with the District Program administrator and coordinator each trimester to discuss the successes and area of concern(s) for each ASES S.T.A.R program. These meetings allow for collaboration amongst the school sites, as well as the opportunity for the agency providers and CBOs to discuss best practices. OUSD program design is sensitive to the needs of student populations and is personalized for the individual site. Staffing, hours, and partnerships are based upon the site's needs as determined in collaboration with administration, staff, parents, and students.

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Instruction in the OUSD ASES S.T.A.R program is standards based and driven by the California Content Standards and frameworks. The ASES S.T.A.R program supports and reinforces the regular day curriculum by using and extending access to district wide programs and using effective supplementary materials. Providers will utilize all available technology to support site programs including iReady. Our program embraces active learning by providing interactive, hands-on activities and community collaboration in designing adequate and appropriate programming specific to our students' needs and interests.

Each student in the ASES S.T.A.R program is supported with homework help and tutoring assistance. A variety of enrichment activities are provided daily. Students and parents are given additional opportunities to provide input into program offerings through a variety of strategies including surveys, individual conferences, open houses, and student involvement in after school student councils. Students and parents complete a survey at least once per year. Suggestions are carefully considered in the program design. Staff are encouraged to explore student interests and talents and plan appropriate activities.

Engaged learning in our program is evidenced by student participation in activities, tasks, and interactions. This may include project-based, and tactile activities, through academic activities but also the arts, physical activity and leadership. In collaboration with our community partners and school site staff, we will design adequate and appropriate programming specific to our students' needs and interests. Positive Youth Development will be embedded in all academic and enrichment activities. This alignment will ensure high levels of student behavior that supports a safe and nurturing environment.

Information about and from the ASES S.T.A.R program is provided to parents and students in both English and Spanish, the two dominant languages in our district. All handouts are translated, and interpreters are also available. Every effort is made to have ASES S.T.A.R program participants reflect the demographics of the student populations at the site. Active recruitment of staff members reflects the demographics of the ASES participants whenever possible. Recruitment and retention of students for the program include flyers, letters, signage, phone, and email contacts. Teachers and school personnel may also contact parents to encourage participation.

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3—Skill Building

Afterschool programs provide an important educational and developmental setting for students in Orange Unified. Our ASES S.T.A.R. program offers opportunities for students to learn, develop, explore, and have fun beyond the normal school day.

Our goal at Orange Unified School District is to provide our students with academic enrichment opportunities and activities designed to complement their regular academic program. We aim to assist with literacy and related educational development services for the families of our students, all in a safe, supportive environment. The additional time provided by extending the regular school day will contribute to the improvement of student academic and overall student success by using a variety of curriculum and resources such as the computer based iReady program, which provides personalized student instruction, targeted to students' unique areas of need boosting achievement.

As mentioned above the school administration as well as teaching staff play a big part in sharing needs as well as prioritizing students. Families also have a voice and share their opinions on the types of activities they would like to see their students engaging in. The other academic components consist of a number of the following: homework time and assistance as needed, and general tutoring. Educational and literacy elements are designed to provide academic support in core content subject areas including language arts, mathematics, history, social science, and science. The recreation component consists of structured recreation that includes outdoor and indoor games and exercises. It is based on the California Standards for Fine Arts and Physical Education that includes music, physical activities, healthy living, career awareness, community service learning and other youth development activities based on our students' needs and interests. Our ASES program also includes an enrichment component that includes opportunities such as chess and other board games, crafts, music, project based learning, and other STEM focused activities.

4—Youth Voice and Leadership

Youth and parents are involved in the ongoing design and development of programs. Providing a balance of activities that are reflective of the interests and needs of youth has proven to be the most effective recruitment and retention strategy at the middle school level.

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Students at all grade levels are surveyed throughout the year to determine interest in a variety of activities during ASES. Their interests result in the development of enrichment programs that are grade level appropriate. Some examples include cooking, pep squad, DJ crew, STEM and dance. Enrichment cycles will be developed, and students will have the opportunity to choose which enrichment activities they would like to participate in after school. The Accountability, Equity and School Support dept. will establish partnerships with community-based organizations who provide services in the areas that are most sought after.

ASES develops opportunities for students to share their viewpoints, concerns, and interests. Most of the ASES partners have an ASES Student Advisory Group to give students a formal voice in the development and impact of program practices, curricula, policies, and student leadership development opportunities.

ASES serves students in grades TK-8 with students at all levels given opportunities to participate in activities based on their interest after the structured academic session. Students in lower grades get to choose an activity while students in higher grades can participate in activities that promote leadership opportunities where they can address real world problems in the community.

5—Healthy Choices and Behaviors

The ASES program supports the district wellness plan, by including such activities as intramural sports, a nutritious snack, a variety of recreational activities, lessons on healthy choices and good nutrition, and positive decision-making.

Students are served a nutritious snack that conforms to the Nutritional Standards established by the standards identified in Education Code Section 49430. The snacks are provided by the Orange Unified School District's Nutrition Services Department. The Nutrition staff ensures that all snacks that are provided daily meet the requirements and nutrition standards as established by the U.S. Department of Agriculture and in accordance with the guidelines set forth in Senate Bill 19. All snacks are maintained in appropriate temperature-controlled storage at each school site. The cost of these meals is reimbursed to the district through the Free and Reduced Priced Meals Program.

Examples of snacks include but are not limited to:

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1. Whole Grain Wheat Crackers
2. Cheddar Cheese Sticks (2 oz)
3. Fresh or Dried fruit,
4. Sunflower Seeds
5. 1% White Milk and Fruit or Vegetable Juice.

The Nutrition Services Department maintains the list of the daily snacks as approved under the USDA guidelines.

Each ASES Community Based Organization incorporates physical activity into their program. These activities are structured and teach specific skills that students can develop throughout the year. Activities are rotated so that students are exposed to many different varieties. Physical exercise also provides opportunities for students to socialize outside and meet new friends. ASES staff facilitates games and activities to ensure that everyone is given an opportunity to participate.

In the ASES S.T.A.R. program students are provided opportunities to engage in healthy choices and behaviors by incorporating physical and socio-emotional learning activities into their daily programming. Aspects of the OUSD Social Emotional Learning Curriculum and the district Mental Health and Wellness program will be incorporated into the program offerings including the implementation of CASEL (Collaboration for Academic, Social and Emotional Learning) Signature Practices. Staff will be expected to engage in:

1. Welcoming Inclusion Activities, Routines and Rituals
2. Engaging Strategies, brain breaks and anchor thinking
3. Optimistic Closures.

6—Diversity, Access, and Equity

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived

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characteristics.

The ASES program provides activities in an environment that promotes diversity and provides opportunities to celebrate students' cultural and unique backgrounds. Such activities include multicultural fairs, talent shows, and showcases. The program promotes cultural events that represent our students and their families. An example is ballet folklórico as well as traditional Chinese dance. All cultures are welcome and encouraged to share holidays, foods and traditions so students can learn from each other.

Support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program:

The ASES after school program is open to all students in grades TK-8 in the Orange Unified School District. Priority enrollment is given to Homeless and Foster students. By working with our Community School Leads, we can reach students and families that could utilize the ASES program. This also includes students with disabilities, English language learners and other students who may have potential barriers to participate. Specifically, the Orange Unified School District will work to provide similar accommodations as provided during the regular school day, to the extent possible. Students with other barriers to participation will be addressed on a case-by-case basis to ensure barriers are reviewed and accommodation is made, as appropriate.

7—Quality Staff

OUSD does not directly hire ASES S.T.A.R program staff. The Community Based Organizations (Boys & Girls Clubs of Central Orange Coast, Camp Fire and YMCA of Orange County) recruit candidates for employment through a variety of methods including local colleges and universities, job fairs, and on-line employment sites. The district ensures that all staff members who directly supervise students meet the qualifications for an instructional aide and that the 20:1 ratio is strictly adhered to via the constant recruitment of new front-line staff and site administrator approved site leads. The contracted organizations provide evidence of qualifications to OUSD. The criteria to meet OUSD's minimum requirements for an instructional aide are:

1. Complete at least two years of study at an institution of higher (defined as 48 college units transferable to a 4-year Institution of Higher Learning as verified by a college transcript from an accredited institution of higher education) OR
2. Obtain an associate (or higher) AA degree, or higher from an accredited

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institution of higher education.

3. Meet a rigorous standard of quality and demonstrate through an academic assessment developed by OUSD, which included knowledge of, and the ability to assist in instructing reading, writing and mathematics.

All ASES staff members are expected to receive orientation and additional hours of training at least three times during the year, provided by OUSD and/or through their CBO. Some of the topics for training include:

- Addressing challenging behaviors
- Age-appropriate consequences
- Building positive relationships
- Interpersonal Skills
- How to recognize and respond to possible child abuse
- Overall behavior management and motivation of students
- Cultural diversity
- Best practices in after-school programming
- Techniques for including learning opportunities in all activities.
- Program rules, regulations, and administration
- Emergency preparedness training; medication dispensing training.
- Training in the delivery of specific program curriculum
- Common Core State Standards
- 21st Century skills including technology and STEAM.
- Social emotional well-being
- First Aid/CPR certification

Quarterly Site Support meeting address CQI, current topics and training as needed. Additional training during the year for all ASES staff will be based on results from the needs assessment.

OUSD ASES Sub-Contractor Services		
Sub-Contractor	Description of Services	Type of Program
Boys and Girls Club	Educational and Literacy element, Homework support and educational enrichment element.	Language arts, mathematics, history and social science, computer training, or science. Fine arts, career technical

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		education, recreation, physical fitness, and prevention activities.
Camp Fire	Educational and Literacy element, Homework support and educational enrichment element.	Language arts, mathematics, history and social science, computer training, or science. Fine arts, career technical education, recreation, physical fitness, and prevention activities.
YMCA	Educational and Literacy element, Homework support and educational enrichment element.	Language arts, mathematics, history and social science, computer training, or science. Fine arts, career technical education, recreation, physical fitness, and prevention activities.

8—Clear Vision, Mission, and Purpose

Mission Statement

"The Orange Unified School District, being committed to planning for continual improvement, will offer a learning environment of excellence, with high expectations, to provide each student with the opportunity to be able to compete in the global economy."

OUSD TOP TEN CORE VALUES

THIS WE BELIEVE ABOVE ALL ELSE ...

1. That all students will learn.
2. That all available resources will be utilized to ensure student success.
3. That everyone needs to model servant leadership.
4. That creating a shared vision will empower others.
5. That communicating our shared vision requires honesty and consistency.
6. That all people should be treated with respect and dignity.
7. That we demonstrate trustworthiness by all we say and do.
8. That we need to listen empathically and respectfully to understand the message beyond the words.

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9. That everyone is our customer and, therefore, we will always follow-up and follow-through.
10. That what is best for our students comes first.

Needs of the Community

Assessment of the needs of the students, parents and each school were conducted through a comprehensive review of multiple sources of school, community, and other local data.

Orange Unified School District Demographic Data

School District Data Description	2020-21	2021-22	2022-23
Total Enrollment	24,086	24,043	23,563
Free & Reduced Meals Program	43%	40%	59%
English Language Learners	20%	19%	19%
Homeless/Foster	0.6%	.9%	.1%

As evidenced by the data in the table, the Free and Reduced Lunch count has increased by 19% in one year. Enrollment continues to decline, and the number of English Learners has remained stable. The cost of housing in Orange County is one factor associated with the decline in enrollment. Additionally, .1% of the students were identified in the 2022-2023 school year as homeless or foster youth and were eligible to receive assistance.

School and community safety

OUSD ASES S.T.A.R. program works collaboratively with School Community Services to provide school safety professional development to our ASES staff. This includes Active Shooter protocol, lockdown procedures, and information for other school emergencies. Because ASES takes place after the school day, it is important to align all emergency procedures to the regular school day. This allows for a cohesive response that students are familiar with to ensure their safety in the event of an emergency. School Community Services works with local police and fire agencies to coordinate response to ASES programs after school hours. It is of great importance that services focus on prevention, increasing resiliency and providing a safe, supervised environment for children and youth. Our ASES program provides a safe haven for students after school during the peak hours of the day when most juvenile crime occurs.

Service gaps

OUSD first became involved with before and after school programs with the receipt of an ASES grant award in 2007 for *California, Esplanade, Jordan, Prospect, Sycamore, and West Orange Elementary schools*, and *Portola and Yorba Middle Schools*. An

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application was submitted in 2010-11 for additional ASES Program grants at four elementary schools in OUSD. The ASES grant was awarded to the remaining four schools with 50% or more of the students eligible for free and reduced-cost meals and other multiple measures such as Academic Performance Index (API) and Annual Yearly Progress (AYP). These four recipients were *Fairhaven, Handy, Lampson, and Taft Elementary schools*. Currently, we have 13 OUSD school sites participating in the After School Education and Safety Program, 11 elementary and 2 middle schools. Our program provides academic intervention and support, as well as other activities that are developmentally appropriate, interesting, and fun for our students. OUSD ASES S.T.A.R is provided free of charge to all students.

Assessment process

OUSD conducts a comprehensive needs assessment each year to determine the educational and enrichment strengths and needs of our school community to improve both the regular school day and the after-school programs. OUSD also surveys all ASES students and parents to continually monitor the quality of our programs and actively solicit ideas for improvement. All 6th and 8th grade students participate in a school climate survey biennially, and the data gathered from this survey helps to guide our after-school programs.

The OUSD ASES S.T.A.R Program is planned through a collaborative process that includes parents, youth, OUSD Centers for Afterschool Recreation, Enrichment and Safety (CARES) programs, Cities of Orange, Santa Ana, and Garden Grove, local law enforcement, community organizations, and the private sector. All CBO's, OUSD principals, and district administration meet each trimester to discuss modifications for the ASES S.T.A.R program.

These partnerships work together to:

- maximize current resources.
- provide additional resources.
- jointly manage the work at the site
- advocate for and implement necessary changes.
- determine means to continuously improve the decision-making process.
- share accountability among partners.
- explore how the partnership can serve as an advocate for parents and children.

Program Design

Boys & Girls Clubs of Central Orange Coast, Camp Fire, YMCA of Orange County, and OUSD share the common vision that all students will achieve academic success through the participation of high-quality after-school programs that are safe and nurturing.

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The Program goals of the OUSD ASES S.T.A.R program include:

1. Presentation of an educational and literacy element designed to provide tutoring and homework assistance in core content subject areas including language arts, mathematics, history and social science, science, and computer access. Data will be collected via iReady for all grades and SBAC for grades 3-8.
2. Presentation of educational enrichment elements including fine arts, recreation, physical fitness, and prevention activities are incorporated in ASES S.T.A.R program design. These activities will include visual and performing arts, music, physical activity, health promotion, general recreation, career awareness and work preparation activities, community service learning, and other youth development activities based on students' needs and interests. Attendance and survey data will be collected to evaluate whether presentation of educational enrichment elements are attracting and retaining students.
3. Recruitment and retention of students for the program include flyers, letters, signage, phone, and email contacts. Teachers and school personnel may also contact parents to encourage participation. Waitlist and attendance goal data will be reviewed to see if this goal is met.
4. Providing students with a safe and supervised after-school learning environment. Assertive discipline data on AERIES will be reviewed.

Our mission, being committed to planning for continual improvement, is to offer a learning environment of excellence, with high expectations, to provide each student with the opportunity to be able to compete in the global economy. Stakeholders were engaged in the creation of this mission via annual parent orientations, annual stakeholder meetings, and end of year surveys. The LCAP survey, feedback from stakeholder focus groups, parent and student surveys, assessment data including attendance and truancy and student level discipline data are reviewed and incorporated into the ASES plan to reflect the ongoing needs of the community.

9—Collaborative Partnerships

Involvement

The ASES S.T.A.R program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement and local parks and recreation departments, and individuals from community-based organizations and the private sector. The program was developed and is facilitated to foster direct collaboration and integration between the regular school day and the identified expanded learning opportunities and outcomes. The ASES

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S.T.A.R Program meets these targeted outcomes by providing a safe physical and emotional, nurturing environment that evokes the development of 21st century skills for all students. Each year stakeholders will be provided the opportunity to review and update the program plan.

Governance and Administration

The OUSD ASES S.T.A.R program serves students in first through eighth grade at participating schools. TK and Kindergarten students are accepted into the program on a case-by-case basis. The ASES S.T.A.R Program in OUSD operates immediately upon the conclusion of the regular school day and a minimum of 15 hours per week until 6 p.m. on every regular school day; however, students are not required to stay the entire length of the program. Students sign in each day and are signed out by a parent or guardian. Attendance is tracked through OUSD's Aeries supplemental attendance screen, as well as each subcontractor's attendance software. All subcontractors adhere to the early release and late arrival policies established by OUSD (Attachment 3). The program provides a daily nutritious snack for students attending the ASES S.T.A.R program.

The OUSD program administration submits data and reports as required. Quarterly fiscal expenditure reports and semi-annual attendance reports are submitted on ASSIST via the California Department of Education website. Each October, OUSD submits the evaluation data report to CDE. OUSD maintains an inventory record for each piece of equipment with an acquisition cost of \$500 or more per unit that is purchased with State or Federal funds. OUSD conducts a physical check of the inventory of equipment and reconciles the result with inventory records every two years. OUSD maintains documentation of the ASES S.T.A.R Program for a minimum of five years. All records and documentation can be found at the OUSD District Office located at 1401 N. Handy, Orange CA 92867.

Partnership Contracts

A Memorandum of Understanding (MOU) and contracts are created on a yearly basis to define roles and expectations, organization, and financial structures between Orange Unified School District and the community-based organizations (Boys & Girls Clubs of Central Orange Coast, Camp Fire and YMCA of Orange County) involved in the ASES S.T.A.R program. The MOU and contracts are reviewed by the Purchasing Dept. and presented to both the OUSD Board of Education and the any other involved board for approval on a yearly basis.

Program Administrators:

Elena Rodriguez, Executive Director, Accountability, Equity and School Support
Adolfo Herrea, Administrator, TK-12 Innovative & Expanded Learning Opportunities
Jaime Beidler, Coordinator, Expanded Learning Programs

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Vacant, Supervisor, Expanded Learning Programs

CBO Program Administrators:

Sandra Rutherford, Executive Director of Council Services, Camp Fire

Jane Avila, Senior Program Director, YMCA of Orange County

Robert Santana, Chief Executive Officer, Boys & Girls Clubs of Central Orange Coast

OUSD ASES S.T.A.R Sites

Site Name	Community Bases Organization
California Elementary	Camp Fire
Cambridge Elementary	Camp Fire
Esplanade Elementary	Camp Fire
Fairhaven Elementary	Camp Fire
Handy Elementary	Camp Fire
Jordan Elementary	YMCA of Orange
Lampson Elementary	Camp Fire
Portola Middle School	Camp Fire
Prospect Elementary	YMCA of Orange
Sycamore Elementary	Boys & Girls Clubs of Central Orange Coast
Taft Elementary	Boys & Girls Clubs of Central Orange Coast
West Orange Elementary	Boys & Girls Clubs of Central Orange Coast
Yorba Middle School	Camp Fire

Potential Collaborators:

Action Youth America has proven to be a strong potential partner through their work via their Expanded Learning Opportunity Program offerings at OUSD. Convenient Fun Fitness is another potential partner as well as the district CARES program.

10—Continuous Quality Improvement

An effective program improvement process is carried out at the site and district level, is ongoing and involves a continuous cycle of assessment, planning, improvement and monitoring. The cycle of improvement revolves around the Quality Standards for Expanded Learning in California. OUSD, in collaboration with Boys & Girls Club of Central Orange Coast, Camp Fire and YMCA of Orange County, is committed to continuous improvement and high-quality programs, as defined in *The Quality Standards for Expanded Learning in California*. All staff is trained in the Quality Standards and the essence of CQI.

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I. Assessment Phase

OUSD and ASES partners engage stakeholders in an annual survey. Stakeholders include students, parents and teachers at the school sites that maintain an after-school program. Surveys are age appropriate and include all students in first through eighth grade. The data gathered from the surveys is analyzed to determine program strengths and areas of improvement at each site and with the program overall. Based on trends in the data, some areas are determined to be short-term goals, while others are part of the long-range plan for improvement.

During the year, the OUSD Administrators and Site Supervisors visit every ASES site on a rotating basis to observe the programs. Every trimester, the Directors of Boys and Girls Clubs of Central Orange Coast, Camp Fire and YMCA of Orange County meet with the Administrator and Site Supervisors to discuss strengths observed during site visits, areas for improvement, needs for professional development, and other pertinent topics. These meetings focus on clear data trends, program strengths, area of needed improvement and the timeline necessary to remedy areas immediately or over the long term.

Some current strengths of the program include the ability of four ASES partners to develop and implement a program to engage students, offer enrichment, lead physical activity, and provide social emotional support. All providers are prepared to offer whole groups and small group activities, connect with parents, and offer additional resources as needed. A current area of improvement is consistent staffing at the site coordinator level as well as proper training in said role prior to starting at the site. All partners work diligently to uphold the required adult to student ration. The ASES S.T.A.R. program will focus on recruiting and maintaining quality staff.

II. Planning Phase

Moving into the Planning Phase, OUSD involves a variety of stakeholders including program leaders/staff, parents, teachers, students, and administrators to analyze data to determine short and long-term goals for the program. The principal and site leader meet regularly to discuss the program, develop best practices for student success, and share ideas and concerns. They collaboratively work on the Quality Improvement Plan to identify trends in data, strengths of the current site program, and areas that may require improvement.

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The *Quality Standards for Expanded Learning in California* located on the CDE Quality Crosswalk Web page at <http://www.cde.ca.gov/ls/ba/as/documents/qualitycrosswalk.pdf> is used during this process.

Each site identifies at least one Quality Standard to address in the plan and at least one Technology goal. Sites write a goal and describe activities to be implemented to support the goal. Also included are personnel responsible for the activities and the date(s) that the activities will take place.

III. Implementation

Implementation of the Continuous Quality Improvement Plan is critical to the overall success of the ASES program at each site. The ASES site lead is responsible for sharing the plan with the staff so that they can successfully understand the priorities of the year and address areas identified as needing improvement. ASES administrative staff are responsible for ensuring that the plan is implemented with continual support from the site principal, district site supervisors and district administrator. Site leads monitor the plan's implementation on a regular basis. District personnel monitor implementation through site visits and discuss observations with the ASES directors.

Boys & Girls Clubs of Central Orange Coast, Camp Fire and YMCA of Orange County provide professional development and coaching to their staff. In addition, OUSD provides professional development and coaching to site leads, directors, and principals at each trimester meeting. OUSD surveys directors on an on-going basis to see what needs they have in order to develop and deliver meaningful, relevant professional development. The CQI plan is formerly revisited yearly and on an as-needed basis throughout the year. The plan is adjusted if needed throughout the year based on input from parents, staff and the principal.

IV. Monitor

District staff monitor the CQI process annually to ensure that the plan for every site is being implemented with fidelity. OUSD submits required annual outcome-based data for evaluation as required by CDE. This includes after school program attendance, instructional day attendance of program participants,

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Benchmark assessments, and other performance measures selected by district partners. The program's effectiveness is evaluated using the recently noted factors, as well as student, parent, teacher, principal and staff surveys to measure program satisfaction and a variety of program outcomes such as homework completion and changes in student behavior. Modifications to the ASES programs are made based on examination of all the data.

The ASES program is a continuation of the school day, with academic goals, enrichment, nutrition, and health aligned to the regular program. Our ASES providers use district issued computers and software to provide continuity of program to the students and support with homework as needed. The site leaders work collaboratively with the principal and the teachers to understand grade level expectancies and provide student support to the extent possible.

11—Program Management

After school program funding (ASES grant and local LCAP funding) fully supports the vision of the district and the goals of the after-school program providing a positive and safe environment for children that will lead to academic achievement and improved school and community safety. Specifically, funding supports the goals listed below:

- To provide students with a safe and supervised after-school learning environment.
- To improve students' academic skills using materials that compliment and reinforce the core curriculum.
- To provide students recreational activities that serve as healthy alternatives to juvenile delinquency; to compliment the educational component by weaving academic enrichment into fun activities that entice students to learn; and to foster in students, a sense of community development and responsibility.

The ASES staff and OUSD SITE SUPERVISORS and Administrator meet and communicate on a continual basis throughout the year to coordinate activities, review outcomes and identify needed areas of improvement. Email, virtual and in person meetings are utilized to communicate with one another.

The positions noted in the table below are supported by ASES grant dollars.

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Job Title	Duties	Direct or Indirect Services
ASES Site Leader	Supervises staff, coordinates program activities, meets with parents as needed, and serves as liaison to the classroom teachers.	Direct
ASES Front Line Staff	Facilitate recreation and activities; provides homework assistance to students, coordinates group/class activities	Direct
OUSD Fiscal Assistance Accountant	Processes grant funding; runs quarterly expenditure reports	Indirect
OUSD AERIES Information Systems Specialist	Monitors attendance; runs semi-annual attendance reports	Indirect

*The positions noted in the table below are supported by **NON-ASES funds**.*

Job Title	Duties	Direct or Indirect Services
Administrator, Innovative and Expanded Learning Opportunities	Responsible for overall ASES program at all sites, meets with OUSD personnel, provides all documentation for accountability	Indirect (except on occasion)
OUSD Expanded Learning Coordinator	Oversees ASES S.T.A.R. program, completes all necessary reports, meets with ASES Directors, visits all ASES sites, responsible for FPM accountability	Indirect
OUSD SITE SUPERVISORS	Coordinate meetings and professional development, meets with ASES Directors, visits all ASES sites, attends required county meetings, assists with accountability	Indirect
OUSD Accounting Tech II	Processes grant funding invoices; reviews quarterly expenditure reports	Indirect

Periodic Review of the Program Plan

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The CQI Plan is formally reviewed on an annual basis to ensure the plan continues to meet the needs of the program participants, academically, socially and physically. As assessment data is reviewed for the ASES program, the Administrator OF Accountability, Equity and School Support and the TOSA for Student and Family Engagement will review other district data available, as well as local health related data, etc. to determine if additional services are needed. They will all assess if activities need to be modified to meet the needs, if the curriculum needs to be adjusted, etc. While this process formally occurs on an annual basis, there continues to be on-going formative assessment of the program in order to make mid-year adjustments as needed, rather than waiting until the next year to implement needed changes and updates.

Fiscal accounting and reporting for the ASES grant

The Administrator, Innovative and Expanded Learning Opportunities is responsible for creating and revising all program budgets, reviewing, and approving all program expenditures (with additional approval requested by the Executive Director of Accountability, Equity and School Support to ensure compliance with grant spending allowances and guidelines. Monthly reports are submitted by each ASES provider detailing expenses. These are reviewed by OUSD Accounting Tech II and the OUSD Fiscal Assistance Accountant before grant funds are disbursed. The Administrator maintains grant budget expense tracking records to ensure that spending is within the guidelines and within the budget amounts per object code.

Additionally, the Administrator submits all attendance reports accurately and timely in the ASSIST web-based reporting system for ASES programs in California. The Administrator works collaboratively with the Accounting Technician to ensure all reports are completed and submitted within the due dates and ensure the district complies in all areas of spending. Due dates of all reports are calendared at the beginning of each year to provide ample time for report preparation and submission. Attendance report information is maintained through a monthly report created and maintained by the OUSD AERIES Information Systems Specialist member responsible for attendance gathering from sites on a daily basis, auditing for accuracy. OUSD also requires that attendance be inputted into the Aeries System. These reports are reconciled monthly by the Attendance Information Specialist who contacts the ASES provider if any discrepancies are noted. The Site Supervisors verify the monthly attendance to ensure the required ADA is being met.

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Local Match

The 2022-2023 match contributions to Orange Unified School District's ASES S.T.A.R After School Program are shown in Attachment 2. The contributions exceed the minimum required amount of \$660,962.67. The grant award amount for the 2022/23 school year is \$2,002,917.25.

OUSD allocates the grant funds to the contracted agencies, of which no less than 85 percent of their contracted amount must be used for direct services to students. OUSD follows all fiscal and auditing standards required by the California Department of Education (CDE) including annual fiscal audits and submits annual budget reports and quarterly expenditure reports as required. OUSD obtains a local contribution of in-kind local funds equal to not less than one-third of the total grant amount. These contributions come from our subcontractor community organizations and nonprofit organizations they work with, as well as schools and district contributions. Facilities and space usage fulfills not more than 25 percent of the 33 percent match. Annually, the match documentation is submitted to the district auditors. The ASES categorical funds are used only to supplement, and not supplant, state and local funds.

The 2022-23 match contributions to Orange Unified School District's ASES After School Program are listed below in Attachment 2. The contributions exceed the minimum required based on 1/3 of the grant award amount.

Attendance Tracking: Sign-in and Sign-out Procedures

Orange Unified takes attendance tracking very seriously. Policies and procedures have been developed to ensure attendance is properly taken and recorded in the Aeries System, on a daily basis.

- The staff pick up prepared ASES attendance sheets from the school front office and take attendance every day at the start of the program in their own management system software.
- At the end of each day, the site leader inputs attendance into the district Aeries system. Attendance is positive; all students are present EXCEPT those marked absent.
- Staff leader is notified by the office if there is a new student.

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- District Attendance monitors all inputs and reconciles numbers. Corrections are due immediately.

Early Release (Attachment 3)

- Every student who attends the ASES Program is signed-out by their parent/guardian as stated in the ASES Sign-Out Policy
- Parents/guardians are required to enter the school campus at the designated location and physically sign out their child from the program.
- In some cases, middle school students are allowed to sign themselves out of the program. This is indicated in their registration form by the parent.
- Parents who pick up their child before the end of the academic component are considered to be under the Early Release Policy. Parents must indicate the reason for the early pick up.

Late Release

- ASES staff calls the parent/guardian if a student is not picked-up by 6:00 p.m.
- If the parent/guardian cannot be reached, ASES staff utilize alternate phone numbers.
- ASES staff will remain with the student on campus waiting for the parent/guardian. As a last resort, ASES staff will contact the local police agency to assist.
- The parent is counseled regarding pick up times. If the student is picked up after 6:00 pm three times, he/she may be removed from the program.

12—Sustainability

The Orange Unified School District is committed to the long-term implementation of the ASES S.T.A.R after school program at 11 elementary and 2 middle school sites in the district. The ASES program is funded through a grant from the California Department of Education each year. For the 2022/23 and 2023/24 school years, OUSD received \$2,002,917.25 in ASES grant funding.

Additionally, annually the Administrator requests that each ASES provider review their program services provided to Orange Unified's ASES program and calculate

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the value of those services. This value is sent to the Administrator for inclusion in the Match Report and maintained for audit and grant compliance verification. The total of the in-kind contribution is calculated to ensure compliance to the 1/3 requirement, as well as to meet the restriction of 25% for facility usage.

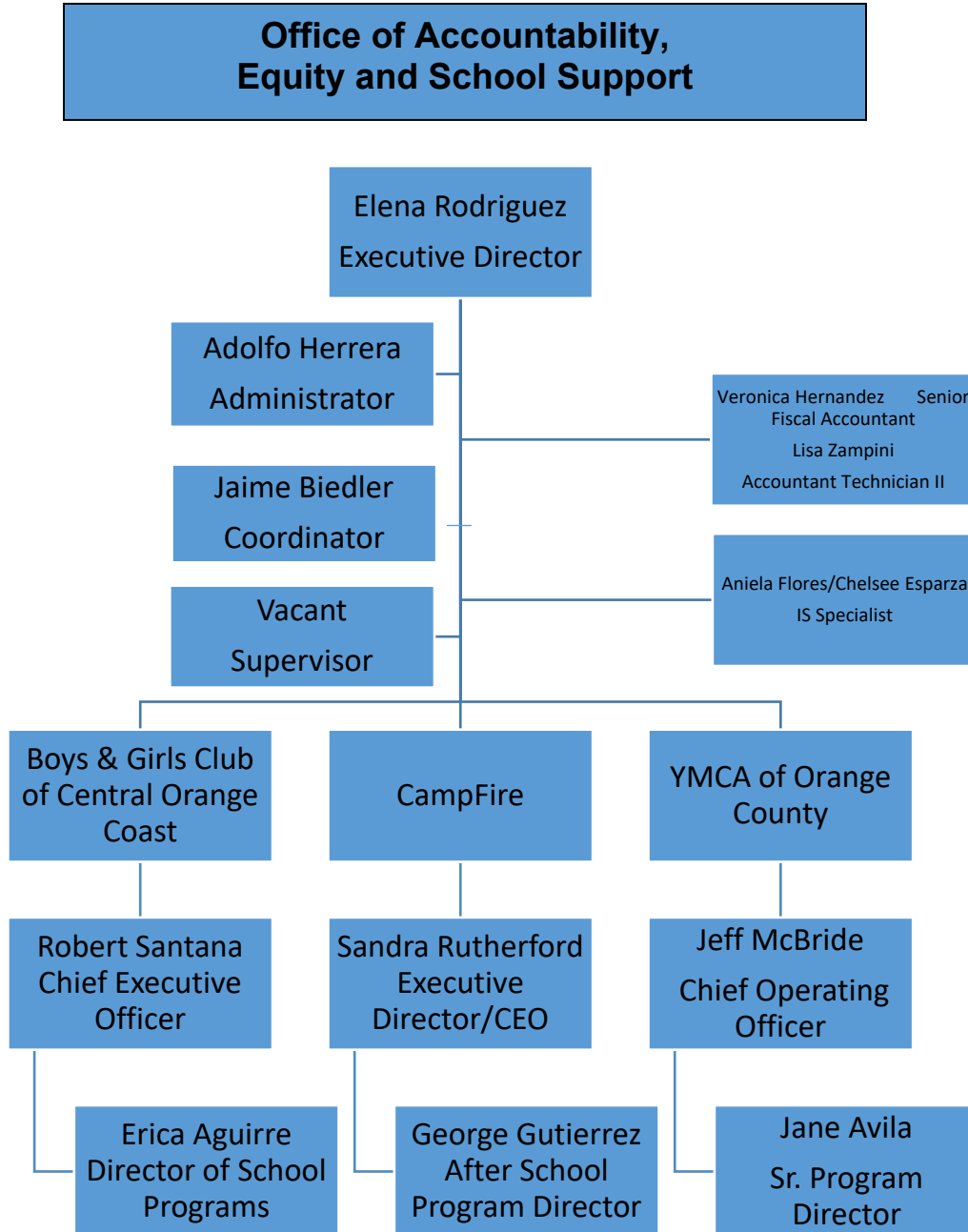
Possible partnerships and funding sources include:

- Expanded Learning Opportunity funding from OUSD.
- Student Enrollment Fees (minus UPP identified students)
- Local Community Partnerships
- Chapman University School of Education
- Regional Center of Orange County
- Start Well Mental Health Consultation for Early Care in Education

An annual review of the program plan and CQI stakeholder meetings will include a discussion of the sustainability plan. The Expanded Learning Coordinator will be responsible for resource development.

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Orange USD ASES Organizational Chart (Attachment 1)



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Match Report (Attachment 2)

Grant Award	\$2,002,917.25
Match Required	\$660,962.67

ASES Match 2021-2022

Camp Fire	2022/23	\$263,029.60
THINK Together	2022/23	\$159,765.17
YMCA	2021/22	\$69,948.00
Boys & Girls Club	2022/23	\$153,630.00
Nutrition Services	Snack 2022/23	\$109,612.00
OUSD District	Salaries 2022/23	\$61,550.40
Facilities	25% Max (\$738,498.75)	184,624.68
	Total	\$1,002,159.85

Principals & School Staff 2022/23

California ES	\$6,597.92
Cambridge ES	\$27,413.97
Esplanade ES	\$20,528.50
Fairhaven ES	\$26,200.57
Handy ES	\$20,733.68
Jordan ES	\$18,723.17
Lampson ES	\$32,976.80
Prospect ES	\$9,209.00
Sycamore ES	\$13,852.68
Taft ES	\$14,321.58
West Orange ES	\$42,663.46
Portola ES	\$17,365.96
Yorba ES	\$32,217.72
Total for Schools	\$282,805.01
Total Match	<u>\$1,284,964.86</u>

Early Release Policy (Attachment 3)



OUSD ASES Program

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ASES AFTERSCHOOL EARLY RELEASE FORM ASES PROGRAMA DESPUES DE LA ESCUELA

Student's LEGAL Name: Last Name <i>Nombre LEGAL del alumno: Apellido</i>		First Name <i>Nombre</i>		Middle Name <i>Segundo Nombre</i>	
School Name: <i>Nombre de Escuela:</i>		Grade: <i>Grado:</i>		Date: <i>Fecha:</i>	
Student Identification Number: <i>Numero de identificación de alumno:</i>					
Date Range of Request (For recurring request only) <i>Fechas en las que no asistirá: (solo para permisos frecuentes)</i>		Start Date: ____/____/____ <i>Fechas en la que comienza:</i>		Check Days That Apply <i>Marque los días que no asistirá:</i>	
End Date: ____/____/____ <i>Fechas en la que termina:</i>		☐ ~~Mon~~ <i>Lunes</i> ☐ ~~Tues~~ <i>Martes</i> ☐ ~~Wed~~ <i>Miércoles</i> ☐ ~~Thurs~~ <i>Jueves</i> ☐ ~~Fri~~ <i>Viernes</i> ☐ ~~Sat~~ <i>Sábado</i> ☐ ~~Sun~~ <i>Domingo</i>			
Early Release/Late Arrival Time <i>Permiso para Salir Temprano/ Llegada Tardía</i>		Early Release Time ____:____ ☐ P.M. ☐ A.M. <i>Hora de Salida</i>		Late Arrival Time ____:____ ☐ P.M. ☐ A.M. <i>Hora de Llegada Tardía</i>	
Reason for Request/ Reason for Late Arrival <i>Razón del permiso/ Razón de Llegada Tardía</i>		☐ ~~Parallel Program~~ <i>Programa Paralelo</i> ☐ ~~Family Emergency~~ <i>Emergencia Familiar</i> ☐ ~~Medical Appointment/Emergency~~ <i>Cita Médica o Emergencia</i> ☐ ~~Child Accident/Illness~~ <i>Accidente/Enfermedad</i> ☐ ~~"Dark 30"~~ <i>Cambio de Horario "Dark 30"</i> ☐ ~~Transportation~~ <i>Transportación</i> ☐ ~~Weather Conditions~~ <i>Condición climática</i> ☐ Other (Please specify reason): <i>Otra (Por favor especifique la razón):</i> _____			
In signing below, I give my child permission to be excused from attending the program, according to the above schedule. I understand that this authorization is contingent upon staff approval, and I understand that I may be required to provide documentation to support the reason for early release. I understand that Orange Unified School District, along with their collaborating partners; YMCA of Orange, Camp Fire, and Boys & Girls Clubs of Central Orange Coast, are not accountable for incidents involving my child which occur before or after his/her authorized arrival and/or departure time. Mediante esta firma doy permiso para que mi hijo/a salga del programa de acuerdo al horario arriba mencionado. Entiendo que esta petición <u>esta</u> sujeta a la autorización del personal, y entiendo que es probable que tenga que presentar documentación que compruebe la razón por la cual tiene que salir temprano. Entiendo que el Distrito Escolar de Orange, junto con sus agencias colaboradoras: YMCA de Orange, Camp Fire, Boys & Girls Clubs de Central Orange Coast, no son responsables por incidentes que le ocurran a mi hijo/a antes o después del tiempo de llegada(s) y/o salida autorizada(s).					
Parent/Legal Guardian Signature: <i>Firma del Padre/Tutor:</i>				Date: <i>Fecha:</i>	
Staff Signature: <i>Firma del Personal:</i>				Date: <i>Fecha:</i>	
Office Use Only: <i>Para Uso de la Oficina solamente:</i>		☐ One-Time Early Release ☐ Recurring Early release ☐ Student is a Walker ☐ Student is Picked up by a Parent or Guardian			

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There are two different types of early release for students- Occasional Early Release and Recurring Early Release.

Late Arrival/ Early Release Policy Procedures for ASES

California *Education Code (EC)* sections 8483(a)(i)(B) and 8483.1(a)(1) require grantees to develop a policy for the reasonable early release and late arrival of pupils from before and after school base programs based on local needs. Late arrival and early release policies allow students to arrive late or leave early for a variety of reasons, as developed by the grantee. These policies assist programs in documenting attendance for the day. The program is required to stay open for a minimum of 15 hours per week and until at least 6 p.m. every day school is open [EC Section 8483(a)(1)(A)(i)]; however, students are not required to stay the entire length of the program. The purpose of early release and late arrival policies are to identify the reasons as to why students are leaving before the end of the after school base program or arriving late to their before school program.

The Orange Unified ASES program understands that situations do occur that cause students to need to leave early or miss a day altogether. The items below are examples of excusable reasons for signing out early or missing the ASES program (please note that this list is not exhaustive):

- Parallel program (i.e., Girl/Boy Scouts, sports leagues, religion classes, etc.)
- Family emergency
- Medical appointment/ emergency
- Weather conditions
- Extreme transportation constraints
- Child accident/illness
- Custody agreements
- Observance of religious holidays or ceremonies
- Parent choice (i.e., elementary student attends a minimum of 15 hours/week)
- Walkers (students leave early to walk home during before dark during winter months)

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Occasional Early Release: On occasion, students may need to be released early from the After School Program. When this occurs parents must notify the Site Coordinator in advance, if possible. Only the parent or authorized individual listed on the emergency card will be allowed to sign the student out early (note: photo identification will be required before a student will be released to any individual). He/she will be asked to complete the *district Early Release Form* prior to the student leaving the program and identify the reason(s) for the early release. Staff will document on the attendance roster that the required paperwork was completed by the parent or authorized individual. The parent or authorized adult must sign the student out.

Recurring Early Release: A parent or guardian who wants a student released early on a regularly recurring basis must submit a signed *district Early Release Form* indicating the reason and the period of time (hours and range of dates) for which the early release is being requested. The Site Coordinator will indicate any recurring early release information on the daily attendance sheet, so that all staff will know when the student will be leaving early.

*** Reminder: *All Early Release Forms need to be signed and submitted by the parent and approved by Site Coordinator.***

Late Arrival Policy (After School)

1. All students attending the After School Program must be signed into the program within 30 minutes of the end of the regular school day.
2. Any student that arrives after the 30-minute timeframe will be counted as tardy for the program that day. All tardy students must be accompanied with appropriate documentation issued by school staff (e.g. teacher, nurse, principal) in order to be counted as excused/approved tardy.

There are many students who would like to participate in the various ASES programs offered throughout Orange USD. Where an enrolled student cannot attend the full ASES program each day until the program ends, the ELOP option may be offered. Camp Fire, YMCA of Orange County and Boys & Girls Clubs of Central Orange Coast staff, along with the site principal, are always available to discuss any issues and/ or concerns with the *OUSD District Early Release Policy*.