

AFTER SCHOOL EDUCATION AND SAFETY

PROGRAM PLAN GUIDE

Prepared by: Evergreen Elementary School District and YMCA of Silicon Valley

Expanded Learning Division

California Department of Education

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Sacramento, CA 95814-5901

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.



After School Program Plan Guide

Include the following information along with your ASES Program Plan:

1. Grant Identification Number: **43-23939-6943-EZ**
2. County District School (CDS) Code: **4369435**
3. Authorized Signatory (Fiscally responsible for the program)
 - a. Name: **Tonya Trim**
 - b. Title: **Director, Educational Services**
 - c. Contact Info (telephone number and email address)
408-270-6830, ttrim@eesd.org

Program Administrator for Collaborating Agency:

Agency / Community Based Organization (CBO): YMCA of Silicon Valley

Name and Title: Angela Rodriguez, Executive Director for Youth Development

Phone: (408) 715-6533 E-mail: angela.rodriguez@ymcasv.org

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. K Smith Elementary School	86
2. Montgomery Elementary School	84
3. OB Whaley Elementary School	86

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

Target Population	Percentage of School Population
Ø K Smith ELL	36.57%
Ø K Smith Homeless	3.88%
Ø K Smith Foster Care	0%
Ø Montgomery ELL	29.58%
Ø Montgomery Homeless	1.67%
Ø Montgomery Foster Care	0.63%
Ø OB Whaley ELL	45.45%
Ø OB Whaley Homeless	9.88%
Ø OB Whaley Foster	0%

Purpose

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

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

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

Instructions

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

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

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

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 programs operate on school campuses within the Evergreen School District. Students will attend the After School Program at their own school; therefore, they will not need to travel off-site.

On-site, YMCA staff support safe transitions by picking up young students (TK/K) directly from their classroom teachers and assist with supervision during school dismissal for the older students. This process provides an additional layer of safety as students transition from the school day to the after school program.

Safety protocols and policies that are aligned with the Evergreen School District continue through the YMCA for parent release from the after school program. Most students are picked up by family members who are required to sign students out of the program and show identification. The YMCA ensures that all adults signing students out have been identified as a parent or guardian or as an additional authorized pickup. Additionally, policies prohibit releasing students to anyone not on the parents' list or under the influence of drugs or alcohol. The YMCA monitors individuals loitering on campus and contacts the police regarding suspicious individuals. Staff monitor students' whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved. If an emergency should arise, the Y Staff will contact the School Staff and School District Personnel to inform, document, and provide updates.

Students who walk home must have a signed walk-home permission slip on file from a parent or guardian before release.

- 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.

Each school site works closely with the YMCA staff to ensure the school safety plan is implemented. YMCA program staff follow all school and district policies and procedures pertaining to safety, as well as the Y's safety policies. Each month, staff review a safety topic and conduct drills to reinforce safety for students and staff in the program.

School Site Staff and YMCA staff receive training in a variety of procedures aligned with the school day, including active-shooter on-campus response, lockdown, earthquake and fire drills, evacuations, and medical emergency response.

YMCA Site Directors implement school-aligned health and safety plans for all ASPs that are consistent with the plans required by law for regular day programs (fire, lockdown, earthquake, etc.). ASP safety plans and procedures are reviewed and discussed at staff meetings and updated as needed. Site Directors participate in all regular-day safety training and drills, and all

YMCA ASP staff and students participate in ASP safety drills that mirror those conducted during the regular school day to ensure consistency.

Additionally, YMCA staff receive extensive safety training during their annual summer staff training and initial new-hire training (within 30 days), which includes 20 hours of safety instruction across 13 topics, covering child abuse prevention, risk management, first aid/CPR, bloodborne pathogen training, and other critical safety areas.

As an additional safety measure, parents receive information on safety procedures in a Back-to-School packet at the beginning of each school year. Each family completes a health history form upon enrollment, and YMCA staff review the forms for the children in their group. All staff are aware of individual students' significant health issues such as allergies, asthma, and diabetes. All staff are also aware of the particular medication needs of individual children. All medications are locked up (unless they are lifesaving, like an epi-pen or inhaler, then YMCA staff carry them in a first aid fanny pack on their hip) and strictly administered and documented according to parent instructions. If a child has a disability or special need, YMCA staff are included in the child's IEP and are trained to meet the child's specific needs. YMCA staff also receive training in trauma-informed services to better serve youth from a healing perspective.

YMCA ASPs follow district and department protocol for handling student incidents and maintain records of incidents and accidents through written reports and phone logs. These documents are shared with instructional day staff and families. Program staff carry contact information for district and local emergency responders. The Site Director maintains all principal and key district administrator contact information and contacts them in the event of an emergency, once the immediate safety of the children has been secured.

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

Students have the opportunity to provide input on their program, including a curriculum aligned with their interests. Each school site has a strong relationship with the YMCA staff, who also offer input on aligning after school activities with core academic programs. Youth have opportunities to build program content, practice, understand safety measures aligned with the school day, and participate in fun, engaging programming.

Each school site partners with the YMCA to foster a positive school climate. Students are grouped by grade level, and an age-appropriate curriculum is provided for all groups, including daily moderate-to-vigorous physical activity. The YMCA partners with Apperson Evo for the DESSA SEL assessment to track student engagement, set goals, identify school needs, and monitor progress. Projects and activities are then used to target SEL areas, including healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking.

All YMCA staff are trained in classroom management, appropriate disciplinary measures, and in creating caring, supportive environments that maintain high expectations for each student.

Students work with staff to generate group norms and agreements at the beginning of the year. These agreements are visible in each classroom, and staff and students continuously work together to maintain a positive environment. Project Cornerstone, a YMCA-led collaborative for positive youth development in Santa Clara County, provides anti-bullying workshops for students and staff to help create a caring school climate with zero tolerance for bullying. Clear rules, consistent with the school day, are enforced by YMCA staff in partnership with school day staff. A behavior guidance policy is in place and clearly communicated to parents and students, including consequences for poor behavior.

The YMCA structures its programs to align with the 40 Developmental Assets identified by the Search Institute to support positive youth development. Staff receive training to understand the developmental phases of children in grades K–5 and to provide activities and relationships that support areas such as school engagement, caring school climate, relationships with caring adults and peers, self-esteem, sense of purpose, planning and decision-making, peaceful conflict resolution, cultural competence, and a sense of belonging.

While staff are trained in the developmental stages of school-age children, they also work closely with families and schools to understand each child's unique developmental stages and needs. Curriculum and activities are planned by grade level to address general developmental stages and are adjusted as needed to support individual needs in both delivery and content. The YMCA Site Directors are part of the PBIS team at the school site. They engage in monthly meetings/trainings and align PBIS to after school programming.

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.

Alignment with Common Core Standards is pivotal to program design. The Educational and Literacy Element combines school district curricula with certified, aligned after school curriculum products, including Social-Emotional Learning through Apperson Evo, I-Ready, and CATCH (Coordinated Approach to Child Health). In addition, the ASES program complements and coordinates with existing supplemental educational programs at each school site, including extended-day intervention and enrichment. Students enrolled in both the ASES program and extended day instruction continue to receive academic support as part of the comprehensive program.

Homework assistance is a daily component of the program, and YMCA staff are trained to provide adequate support and guidance to students working through assignments. The Site Principal collaborates directly with YMCA staff to support alignment of academic activities with the school day. The District provided I-Ready professional development for YMCA staff to ensure students receive additional support in achieving their weekly academic goals.

The YMCA of Silicon Valley also uses the Weikart Center's research-based improvement system to guide program quality. This system helps youth programs set meaningful, data-driven improvement goals, implement new practices, and create powerful developmental environments for youth. Staff conduct a program quality assessment in the fall, and Weikart provides site-specific focus areas in the nine areas listed below;

1. Structure and Clear Limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community
6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

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

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

The district and YMCA are committed to health, fitness, and wellness for students and their families. YMCA experience is leveraged to deliver opportunities, such as water safety, family nights, group exercise classes, youth sports teams, and performing arts activities. Youth development also includes character education, service learning, and fostering positive relationships among program participants and staff. Guest speakers focus on topics including aspirations, goal-setting, respect for diversity, conflict resolution, and career planning.

Creative enrichment activities include arts and crafts, performing arts, culinary classes, and gardening. Club programs integrate youth interests and include options such as dance, chess, photography, journalism, girls' image, and a variety of sports. Overall, after school activities are planned and implemented to meet both long-standing and evolving needs identified by students, school staff, and families.

Specific program components include:

- **Academic support:** Small group, differentiated instruction in core subjects facilitated by After School Leaders and the School Principal to help students reach grade-level expectations (30–45 minutes daily).

- **Academic enrichment:** STEM and digital arts activities (72 hours/year, 30–45 minutes daily) to foster curiosity and skill mastery.
- **Healthy eating and physical activity:** CATCH, activity clubs, dance, sports, and nutrition education to promote physical health (45 minutes daily).
- **Youth development activities:** Project-based learning (2x/week) for skill-building, teamwork, and leadership; college and career exploration (2x/month); leadership development (1x/week).
- **Social responsibility activities:** Service learning projects (1x/quarter), multicultural arts and performances (1x/week), global learning and cultural exploration (1x/week).
- **Parent/caregiver engagement:** Monthly events, volunteer opportunities, parent training, and peer-to-peer parent connections.

Programming is intentionally designed to be structured and engaging to support academic achievement and grade-level growth. Student needs are continually assessed through formal and informal feedback systems, including surveys, social-emotional assessments (DESSA), youth voice and choice conversations, ongoing school-site staff discussions, and Program Quality Assessment (PQA) stakeholder conversations. Findings from these assessments are used to refine programming on an ongoing basis, ensuring that summer and regular after school activities meet the evolving needs of students, families, and the community.

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

Evergreen School District does not receive ASES Summer Supplemental funding; however, the YMCA of Silicon Valley continues its efforts through the Summer Learning Program. The district also addresses food insecurity among McKinney-Vento (MKV) families. MKV students who attend the after school program are eligible to receive food and other necessities, such as toiletries, during times when the ASP is closed for extended breaks, including holiday, winter, and spring breaks.

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.
- 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 the community, to achieve program goals.

Each school day, the administration and teachers work closely with YMCA staff to bridge the school day and out-of-school time for students who need additional support. School administration and teachers collaborate with YMCA staff to ensure out-of-school enrichment activities align with the school day curriculum.

YMCA staff provide homework support and small-group or one-on-one assistance to students with IEPs or those identified as having special learning needs.

YMCA programs incorporate the “4 C’s”: collaboration, communication, critical thinking, and creativity to teach 21st-century skills throughout project-based learning across all fields. Staff develop activities using the SAFE framework (Sequenced, Active, Focused, and Explicit Learning goals) and communicate those goals to students. Activities are explained step by step, designed to engage students hands-on, demonstrate and practice skills, and focus attention on skill development. Each activity also includes observation and reflection on learning objectives and skills learned.

In addition to STEM programming, the YMCA curriculum emphasizes 21st-century skills across all activities. After school clubs host culminating events, such as drama, dance, music performances, and student forums, where participants share their experiences and teach peers the skills they have learned. Academic enrichment and clubs build sequentially on lessons, promoting students’ development and mastery of both hard and soft skills.

YMCA also incorporates the Developmental Assets framework, with weekly lessons focused on one or more of the 40 youth development assets identified by the Search Institute. Students develop achievement motivation, planning and decision-making skills, cultural competence, a sense of purpose, conflict resolution skills, and engagement in learning, all tools that support future academic and personal success.

YMCA programming is designed to meet the academic, social-emotional, and enrichment needs identified by schools and the community. YMCA staff work closely with school administration and teachers to align enrichment activities with the regular school curriculum, ensuring continuity and reinforcement of learning for students who require additional support before, during, or after the school day.

YMCA staff also integrate the Developmental Assets framework to support students’ social-emotional development and 21st-century skills, aligning with school priorities and community needs. Activities emphasizing collaboration, communication, creativity, and critical thinking prepare students to succeed academically, socially, and personally, while ensuring programs respond to the unique needs of each school site and community.

YMCA administers surveys to families and youth at least twice per school year. The YMCA also regularly gathers feedback from the school Principal and the District. All gathered feedback is reviewed and assessed to inform next steps to strengthen the program.

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.

Active student engagement is the cornerstone of a strong youth development program, and the YMCA embeds key youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership, with youth serving as active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities; and (4) youth contribute to their communities through service. These supports and opportunities are integrated throughout all YMCA programs.

Students experience shared leadership with staff, and leadership opportunities are available for all youth, not just presumed “leaders.” Students take an active role in managing their time and learning, and in shaping the program through scaffolding and role and responsibility designations. YMCA staff provide guidance and ensure the safety of students in decision-making and leadership roles.

YMCA staff are trained to assess the quality of the learning environment using the Weikart Youth Program Quality Assessment (PQA) tool. Staff are trained to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and assigning students roles, including line leaders, supply monitors, physical activity leaders, timekeepers, and recorders. The goal of youth involvement and leadership is to foster youth ownership of the program and provide opportunities to develop and enhance skills and competencies.

- 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.

The YMCA promotes Leaders in Training (LITs), composed of 5th- to 8th-grade students, who propose, plan, and lead club activities, cross-age tutoring, health presentations, and service-learning projects. With staff guidance, LITs help other students brainstorm activity ideas and vote for clubs. They also present and role-model content to younger students aligned with the YMCA's core values of caring, honesty, respect, and responsibility, as well as the Evergreen School District's vision of students as partners in developing their unique potential. LITs support lesson setup and delivery alongside staff members and independently under supervision.

LITs provide ongoing leadership within the programs. They tutor 1st- and 2nd-grade students in reading, contribute to planning activities, and provide feedback that has influenced program schedules (e.g., physical activity before homework), curricula, snack choices, activity implementation, and the overall after school climate. Through the confidence they gain as

student leaders, some LITs have also influenced policy and practice during the school day, including school lunch menus and the promotion of caring school climates.

Weekly, staff incorporate a “Kids' Choice” activity, providing students with opportunities to suggest activities they are interested in and vote on which activity they would like to participate in. In addition, staff intentionally create natural opportunities for students to take on leadership roles during daily programming, such as serving as a line leader, table leader, or assisting peers, to encourage responsibility, engagement, and leadership development.

- 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).

As part of its commitment to positive youth development, the YMCA structures programs so that students in lower grades can make choices aligned with their interests and strengths. Students provide feedback to staff, LITs, and peers on topics or interests for activities and clubs. Based on this feedback, staff plan the curriculum and activities, and students are encouraged to actively choose which enrichment activities to participate in. Enrichment choices vary each semester, allowing students to explore a wide range of options over time. Opportunities for choice for younger students include voting on activities, themes, and events, project, and field trip ideas; selecting from planned activities; and completing surveys to share their ideas and perspectives.

Evergreen School District and the YMCA view service learning as a gateway for leadership, teamwork, and community connection. After school, students identify community needs, reflect, and evaluate projects to inform future initiatives locally, nationally, or globally. Examples of service learning projects for older students include Second Harvest's Food Drive, school site cleanups, and care packages assembly for homeless shelters.

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 YMCA and Evergreen School District are committed to modeling healthy choices for youth and promoting lifelong wellness. As leaders in the after school community, the YMCA works closely with school site partners to encourage and model healthy eating and regular physical activity. All activities in YMCA after school and summer learning programs adhere to, and often exceed, the district's wellness policies.

Programs emphasize “food as fuel” and avoid using food as a reward. All snacks and meals served meet or exceed district nutrition standards. YMCA staff model healthy eating and, while in the program, do not consume or promote fast food or other commercial products that are high in sugar or saturated fat. Programs adhere to national nutrition and physical activity standards,

including avoiding the sale of cookies or cakes at after school events, PTA activities, or fundraising events. Resources are also provided to families on food security, including referrals to Second Harvest Food Bank for those in need, to ensure alignment with the school wellness plan.

YMCA staff wellness policies emphasize modeling healthy behaviors, self-care, nutrition, and physical activity, supported by staff training on after school nutrition, healthy menu development, and wellness practices. Healthy Eating/Physical Activity standards for YMCA programs include:

- Providing safe drinking water at all times and avoiding beverages with added sweeteners.
- Offering recommended foods for on-site events, including fruits, vegetables, whole grains, lean proteins, and lower-fat condiments.
- Serving fruits or vegetables at every meal and never serving fried foods.
- Providing at least 30 minutes of moderate-to-vigorous physical activity daily, including bone- and muscle-strengthening activities, outdoors whenever possible, and inclusive of all abilities.
- Offering a mix of competitive and non-competitive physical activities.
- Integrating physical activities with enrichment, academic, or recreation content.
- Limiting screen time to less than one hour per day and using structured digital lessons that actively engage students.
- Encouraging children to enjoy healthy foods by leveraging peer modeling, group dynamics, and parent involvement through advisory meetings and family health nights.

- 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.

Physical activity is prioritized in Evergreen School District and YMCA programs. Children participate in moderate-to-vigorous physical activities for at least 30 minutes daily, promoting long-term health habits. Participation in team sports and group games supports motor skills, movement knowledge, and social-emotional development. YMCA expertise is leveraged to offer swim instruction, family nights, yoga, Zumba, and youth sports teams. The YMCA also participates in county, regional, and federal initiatives, including YMCA of the USA's Healthy Eating/Physical Activity program and the AfterSchool Alliance/National Institute on

Out-of-School Time (NIOST), which foster and disseminate effective health and fitness practices.

Collaborative partnerships enhance the YMCA's healthy living focus, including:

- **Santa Clara County Public Health Department:** Provides training, curriculum, family health education resources, and funding for childhood obesity prevention activities.
- **Healthy Behaviors Initiative (HBI):** The YMCA is one of ten original statewide organizations with an After School Healthy Behaviors Learning Center designed by the Center for Collaborative Solutions. Best practices from HBI are incorporated into all after school and summer programs. Building on HBI, the YMCA was the lead agency for a Local Network project funded by the Network for a Healthy California, focusing on healthy eating, physical activity, and access to nutritious food.

- C. Give 3-5 examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.

Evergreen School District's Child Nutrition Services Department (CNS) contracts with the YMCA to provide a healthy daily supper to students through the Child and Adult Care Food Program (CACFP) At-Risk Afterschool Meals Program. All meals follow the meal pattern requirements of the National School Lunch Program, School Breakfast Program, and CACFP.

Meal options include items such as string cheese, a variety of fresh fruits and vegetables, whole grain snacks, yogurt, milk, and sun butter sandwiches. During summer programming, the YMCA utilizes the Summer Food Service Program to provide healthy breakfast and lunch options, ensuring all meals comply with California Education Code requirements and support student wellness.

Evergreen School District and YMCA follow the same meal patterns outlined by CACFP, as shown below. A complete meal may include items such as whole-grain crackers, a cheese stick or yogurt, baby carrots, an apple, and 1% whole milk.

Please see the CACFP nutrition summary below for reference.

Meal components and food items ¹	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ²	Adult participants

Fluid Milk	4 fluid ounces 3	6 fluid ounces 4	8 fluid ounces 5	8 fluid ounces 5	8 fluid ounces 6
Meats/meat alternates 7	1 ounce equivalent	1½ ounce equivalents	2 ounce equivalents	2 ounce equivalents	2 ounce equivalents
Vegetables 8	⅓ cup	¼ cup	½ cup	½ cup	½ cup
Fruits 8	⅓ cup	¼ cup	¼ cup	¼ cup	½ cup
Grains 9	½ ounce equivalent	½ ounce equivalent	1 ounce equivalent	1 ounce equivalent	2 ounce equivalents

<https://www.fns.usda.gov/cacfp/nutrition-standards/lunch-supper-meal-pattern>

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.

Evergreen School District and the YMCA aim to consider all dimensions of diversity, including ethnicity, income level, and special needs and abilities, when creating student activities and opportunities. Staff receive ongoing training in cultural diversity and inclusion, participate in the annual Inclusion Collaborative State Conference, and share insights from the conference through ongoing staff development.

Global learning is a key component of Evergreen's mission and a central part of the YMCA's after school program, engaging students in exploring their own and others' cultures. Students also lead clubs and activities connected to their cultural backgrounds, including teaching and leading games like golf and soccer. Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully.

Search Institute's 40 Developmental Assets, part of the Project Cornerstone initiative, further promotes diversity and builds positive cultural identity among youth. The YMCA's STEM initiative is also intentional in communicating that women, Latinos, and African Americans can

enter and succeed in science, technology, and engineering fields, ensuring students see representation by introducing them to professionals who reflect their own heritage and cultures.

Each year, the YMCA designates a week to learn about and celebrate Welcome Week. A time dedicated to recognizing and honoring cultures from around the world. This week, students can explore diverse cultural traditions and languages, enjoy meals inspired by different countries, learn engaging global facts, and participate in meaningful cultural experiences that promote inclusion and understanding.

- B. Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.

Evergreen School District and the YMCA take diversity, equity, and inclusion seriously. Evergreen has an adopted equity policy and is engaged in a multi-year contract with an external agency to address equity systemwide. The YMCA is recognized for its inclusion practices, and program directors receive inclusion training and maintain an inclusive mindset. Staff work closely with district leaders and school administrators to identify students who would benefit from inclusive programming.

Families and students are actively engaged through designated events, including family nights, parent workshops, and routine student progress check-ins. Flyers and meetings are offered in multiple languages, and interpreters are provided when needed. When students with special needs express interest in enrolling, school and YMCA staff collaborate with parents to support the child's IEP or 504 Plan and train site staff on the specific disability or need. Activities are adapted to ensure full inclusion, staff-to-student ratios are adjusted as needed, and the on-campus locations ensure physical accessibility for students and families using assistive devices.

The YMCA's commitment to hiring staff who reflect the community's linguistic and cultural diversity also supports English Language Learners by ensuring equitable access to the curriculum and activities. Recruitment and training efforts remain focused on building a bilingual, culturally responsive workforce that mirrors school demographics.

Evergreen School District and the YMCA collaborate closely to ensure equitable access for students who may face barriers to participation. The district collects detailed student data and insights to identify families most likely to benefit from after school programs, including those in higher-need categories. Together, the district and YMCA actively engage these families through parent communication systems, mailed materials, and multilingual communication to ensure accessibility. YMCA staff support this effort through their multicultural and multilingual expertise, helping families navigate program enrollment and providing an inclusive environment that fosters academic achievement, a sense of belonging, safety, and expanded learning opportunities outside the regular school day.

The program also addresses other potential barriers, including program hours, transportation, low school-day attendance, medical conditions, and students caring for younger siblings. Multilingual, culturally competent staff communicate with families in their home languages and cultures. Because many families walk to and from school, special early-release accommodations are made during the winter months.

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.

All YMCA leadership and school-site staff are required to have prior experience working with children, curriculum expertise, cultural competency, and sensitivity to linguistic, gender, and class differences, as well as an understanding of poverty’s impact on education. YMCA site-level staff must meet the instructional aide requirements for the Evergreen School District, which include holding an AA degree or equivalent college units. Many after school program staff are members of the communities they serve and are fluent in students’ home languages, including Spanish, Mandarin, Cantonese, and Vietnamese. Site Directors must demonstrate supervisory ability and have experience working in complex organizations.

The requirements for Instructional Assistants/Paraprofessionals are the following:

1. Must have an A.A. Degree or 48 semester units or 60 quarter units
2. High school diploma and pass the CODES/Para Professional Proficiency Exam

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

The YMCA recruits staff through multiple channels, including website postings, school community boards, and local State and Community Colleges in Education and Recreation departments. Recruitment emphasizes experience working with children, curriculum interests, and cultural competence.

Oversight and accountability include a YMCA Executive Director who works directly with District staff on broader Region 5 and after school issues. At the local level, a YMCA Program Director oversees all district programs. Both the Executive Director and Program Director work closely with the Evergreen School District’s Assistant Superintendent of Educational Services and the ASES manager to ensure compliance and the timely submission of reports. The Program Director is regularly present on school sites to provide feedback to Site Directors, supervise staff and students, and coordinate with school site staff. All staff meet minimum district aide requirements, and personnel records, including DOJ and FBI checks, are maintained in personnel files at the YMCA Association office.

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

The YMCA provides extensive professional development opportunities. Each year, staff attend over 50 hours of training in addition to regular staff meetings. Mandatory training includes Child Protection, First Aid and CPR, Classroom Management, Curriculum Planning, Behavior Guidance, Health and Wellness programming, family engagement, developing school relationships, and Child Development. Additional training is based on staff needs and interests, including conferences and workshops.

Quarterly staff training covers academic support, behavior guidance, youth development, diversity and inclusion, service learning, working with children with special needs, trauma-informed practices, and SPARK activities. Staff also participate in ongoing Youth Program Quality Improvement (PQA) training using Weikart tools, focusing on active, participatory approaches; building community; cooperative learning; homework assistance; planning and reflection; reframing conflict; establishing structure and clear limits; and empowering youth voices. Training also addresses grant requirements, including attendance and safety.

Site Directors receive regular guidance on budgets, strategic decision-making, performance management, coaching, and mentoring. Weekly staff meetings include both training and troubleshooting, and monthly system-wide meetings enable Site Directors to share strengths and collaborate on problem-solving. Formal program evaluations are conducted at least twice per year by YMCA leadership, including written reports and debriefs with Site and Program Directors. Program Quality Improvement Plans help guide staff development, reinforce strengths, and address areas needing improvement. Staff receive ongoing informal performance evaluations, annual merit reviews, and coaching based on program evaluation data.

The YMCA follows the 10-30-60 professional development model: 10% formal training, 30% quality coaching and mentoring, and 60% on-the-job experience with supervision. Site Directors provide in-the-field coaching, giving immediate feedback and modeling high-quality practices for line staff.

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

The YMCA of Silicon Valley serves as the subcontractor for the Evergreen School District's after school ASES programs. In this role, the YMCA is responsible for staffing, curriculum implementation, professional development, and overall program management. YMCA staff coordinate closely with school administration and district leadership to ensure alignment with the school day, oversee student safety, provide enrichment and academic support, and maintain compliance with grant and program requirements. The YMCA also manages program evaluation, reporting, and quality improvement, ensuring a consistent, high-quality after school experience across all sites.

Organizational Chart:

District Partner:	Tonya Trim; Assistant Superintendent Denise Herrera; ASES & ELOP Manager
Sub Contractor:	YMCA of Silicon Valley
YMCA Executive Director:	Angela Rodriguez; Compliance & Quality
YMCA Program Director:	Joshua Roy; Operations Support & Quality
YMCA Program Director:	Marisela Cisneros-Estrada; Operations Support & Quality
Site Directors:	Direct on-site Operation Supervisor; Coaching & Supporting Leaders; Safety Compliance; Quality Compliance; School Partner; Enrollment Complaint
Leaders:	In Ratio (TK/K: 1:10 student leader ratio & School Age: 1:20 student ratio); Leading academic aligned curriculum; supervision of students

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.

The Evergreen School District (EESD), as the Program Grantee, collaborates with the YMCA of Silicon Valley to assess stakeholder needs and set priorities for after school programming. Needs are identified using multiple data sources, including student eligibility for free and reduced-price meals, student performance on local assessments, suspension and expulsion rates, attendance and truancy data, and school and community safety information.

Regular communication with principals, instructional day teachers, and other school staff informs program development, and these conversations continue throughout the school year to adjust goals and activities as needed. Family surveys provide additional feedback to inform policy and program decisions. Staff meetings allow program staff to share insights and concerns, while external stakeholders, such as the Santa Clara County After School Collaborative, inform broader program policy and direction.

- 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.

EESD's mission and vision guide the development of program goals:

- **Goal 1: Student Success** – Provide high-quality academic support and enrichment to ensure students develop proficiency in core subjects and gain additional physical, social-emotional, and enrichment experiences. Data is collected through student performance assessments, program participation logs, and state/local test scores.
- **Goal 2: Culture, Climate, and Safety** – Maintain a safe and welcoming environment for students and staff by ensuring supervision and engagement during after school hours. Data is collected through student surveys, parent feedback, and staff observations.
- **Goal 3: Attract and Retain Students** – Offer engaging learning opportunities that extend beyond the school day, including STEM and enrichment activities. Data is collected via participation records, pre- and post-assessments, and program evaluations.

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.

The Evergreen School District leadership and YMCA staff collaborate annually to review program activities, student data, and community needs. Stakeholders engaged in this process include program staff, principals, instructional day teachers, parents, students, and community partners. Communication is facilitated by the Site Director, who is on campus six hours per day and attends school meetings to ensure alignment between after school programming and the instructional day.

Data sources include attendance logs, school records, surveys, and assessment results. Feedback from teachers, parents, and students informs continuous improvement. Program quality is monitored through the Youth Program Quality Assessment (PQA) and its extensions, helping to identify staff training needs and refine program design. As part of annual evaluations, the YMCA also partners with the Evergreen School District to proctor the CQI process and assess the current needs and strengths of all programs. All stakeholders are working together to assess, plan, and implement improved programming.

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.

Evergreen School District has added a layer of support through the newly established ASES Manager position, which collaborates directly with the YMCA to develop, revise, and implement Program Plans regularly. Quality Standards and Continuous Quality Improvement (CQI) practices are incorporated into the Program Plan to ensure alignment with state expectations and best practices. The district's ASES manager meets with the YMCA Executive Director to review compliance, safety, and quality assessments and to update the Program Plans annually.

Additionally, Evergreen School District and the YMCA prioritize the continuous improvement of program infrastructure while expanding learning opportunities for students. As the combined ASES and expanded learning programs grow, the partnership focuses on providing additional staff, resources, and supports to meet student needs. Building and strengthening the program's structure is central to both organizations' annual quality goals, ensuring that as programs expand, high-quality experiences are maintained for all students, staff, and families. This approach creates new opportunities for students, supports staff capacity development, and reinforces program sustainability.

Once revisions are made to the Program Plan, the ASES Manager meets with Evergreen School District's Assistant Superintendent of Educational Services to review the plan, gather feedback, and ensure alignment with district and departmental goals, vision, and mission. This collaborative review ensures that program growth is intentional, well-supported, and consistent with the district's strategic objectives.

- B. List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

Key partners in the planning, implementation, and monitoring of the after school program include the Evergreen School District and the YMCA of Silicon Valley. The collaboration is structured across three levels: district, county, and site, each with specific roles and contributions to ensure program quality, alignment, and continuous improvement.

1. District Level

At the district level, the Assistant Superintendent of Educational Services and ASES Manager of the Evergreen School District work closely with YMCA leadership, including the Executive Director and assigned Program Directors. Together, they collaborate on staff hiring and professional development, ensuring compliance with fiscal and program requirements, and developing program plans and contracts, including Memorandums of Understanding.

District-level collaboration ensures alignment with school and district goals, vision, and mission, and provides oversight to maintain high-quality programming while expanding learning opportunities.

2. County Level

At the county level, both the district and YMCA engage with broader regional partners to maintain program quality and compliance. Participation includes collaborating with Santa Clara County personnel, attending countywide meetings and workshops, and actively engaging in the Santa Clara County After School Collaborative. These efforts help keep programs up to date with CDE guidelines and grant requirements, ensure adherence to funding expectations, and provide opportunities to share best practices and training resources across the region.

Additional county-level partnerships through the YMCA include:

- **Project Cornerstone** – Strengthens developmental assets, supports literacy programs, prevents bullying, and provides adult training and consulting in youth development.
- **Region 5 After School Partnerships** – Supports capacity-building and compliance for ASES and 21st CCLC programs, with YMCA leadership guiding training and technical assistance.
- **Santa Clara County Office of Education (SCCOE)** – Partners with the Y to implement the Fit for Learning curriculum and participates in the Early Learning Master Plan, serving on committees focused on articulation, alignment, and quality.

3. Site Level

At each school site, collaboration focuses on ensuring that program activities meet the unique needs of students and families while aligning with school-day goals. YMCA site teams, led by Site Directors, meet regularly with principals, teachers, and specialized staff to review individual program plans, provide feedback, and identify opportunities for improvement. This site-level engagement supports Continuous Quality Improvement (CQI), enables tailored staff training, and strengthens alignment of after school programming with the school's academic and social-emotional objectives. Principals include after school staff in training and professional development to further ensure integration and consistency across all learning environments.

Overall, partnerships at multiple levels are sustained year-round through ongoing, two-way communication, including in-person meetings and email. Regular collaboration ensures that additional resources, staffing, and infrastructure are available as programs grow, maintaining quality while meeting evolving student and community needs. By leveraging this multi-level network of partners, Evergreen School District and the YMCA can provide enriched learning opportunities, uphold rigorous quality standards, and continuously improve program implementation to better serve students and families.

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

The Evergreen School District recognizes the value of community partnerships in enhancing students' health, well-being, and learning opportunities. In collaboration with the YMCA of Silicon Valley, the district seeks to maintain and strengthen existing partnerships, including relationships with higher education institutions such as Stanford University and San José State University, as well as technology companies, including Hewlett Packard, Apple, and Intel, which support STEM initiatives within the After School Program and Summer Learning Program.

In addition to maintaining these partnerships, the district actively seeks to expand the range of experiences available to students by exploring new collaborations that provide unique and enriching opportunities. These potential partnerships include culinary arts programs, esports and intramural sports, and other innovative experiences that support expanded learning opportunities. The district's goal is to leverage these partnerships to enhance student engagement, build new skills, and broaden the scope of after school programming, while ensuring alignment with the district's goals, vision, and mission.

The district leads the process of identifying, vetting, and establishing these partnerships, with the YMCA serving as a key collaborator in program implementation and logistics. Through this approach, the Evergreen School District ensures that all partnerships are strategically aligned to support continuous quality improvement, student growth, and enrichment opportunities for all participants in the after school program.

10—Continuous Quality Improvement

- A. Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the *Quality Standards for Expanded Learning in California*, available on the After School Network web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

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

The Evergreen School District, in collaboration with the YMCA of Silicon Valley, uses a data-driven Continuous Quality Improvement (CQI) process to ensure the after school program meets high-quality standards and aligns with the California Quality Standards for Expanded Learning. Program leadership, including the District's Assistant Superintendent of Educational Services and ASES manager, reviews program quality assessments annually and uses the results to refine, strengthen, and improve program delivery. The CQI process actively involves

families, students, school staff, and YMCA personnel to ensure a comprehensive evaluation and responsive program planning.

Each year, program quality assessments are conducted during November and December. Key stakeholders, including Site Directors, program staff, parents, teachers, and District representatives, receive training on conducting observations, collecting evidence, and assessing program quality using the Weikart Youth Program Quality Assessment (PQA) tool. The collected data is reviewed collaboratively to assign scores to each Quality Standard. Trends, areas for improvement, and opportunities for growth are identified and incorporated into the District's Continuous Quality Improvement instrument. Site Directors then meet with school principals to share assessment data and finalize after school program goals. The district's Assistant Superintendent and ASES manager, in collaboration with YMCA leadership, reviews the final assessment results and approves the completed CQI.

Performance measures for the after school program are aligned with the instructional day and address participants' academic, social-emotional, and developmental needs. Communication between YMCA program staff and school-day staff is facilitated through the Site Director, who is on campus six hours per day and participates in regular school staff meetings. This ongoing collaboration ensures that activities and curricula are tailored to student needs and informed by current academic data.

Program improvement is continuous and guided by the District's strategic priorities, with YMCA providing expertise and support in program design, professional development, and instructional strategies. Annual PQA assessments at all Evergreen ASP sites inform the development of Program Quality Improvement (PQI) plans. Each PQI plan addresses priority areas identified through the PQA, establishes clear goals, benchmarks, and action steps, and guides staff professional development, including targeted Weikart Youth Work Methods training in alignment with assessment results.

Timeline and Stakeholder Roles:

- **October–December:** Initial PQA observations and data collection are conducted. Stakeholders—including Site Directors, principals, teachers, parents, District staff, and YMCA program staff—participate in observations, interviews, and feedback sessions. Action plans are drafted to address one or two high-priority areas.
- **November–May:** Implementation of the PQI plan occurs. Site teams meet monthly to monitor progress, review data, and adjust strategies as needed. Program Directors meet biweekly with Site Directors to track progress on action steps.
- **Ongoing:** District and YMCA leadership analyze data to guide improvements in policy, program design, instructional strategies, and staff development. Evaluation results inform staff performance reviews, program goal refinement, and identification of successful practices for replication and dissemination.

The CQI process also ensures compliance and accountability. Evergreen School District maintains oversight for Federal Program Monitoring (FPM) and other grant requirements. At the same time, YMCA staff provide support in document preparation and coordination with the California Department of Education (CDE). This collaboration ensures adherence to state monitoring requirements and accurate reporting.

Results from the CQI process are communicated to families, community partners, and stakeholders to maintain transparency and demonstrate program impact.

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.

Evergreen School District collaborates with the YMCA to ensure the district's and schools' strategic plans and objectives align with the YMCA's vision, mission, and strategies, creating a comprehensive, integrated After School Program (ASP).

The district's vision *"Evergreen Elementary School District, in partnership with the community, will be a place where teachers, staff, and students are partners in developing each student's unique potential"* and mission statement, *"Evergreen Elementary School District, in partnership with the community, provides all responsibility and a commitment to academic and civic excellence."* serves as a guiding principle for all program planning.

Program funding is directly tied to these goals and is allocated to provide meaningful, hands-on services to students at each site. Funding supports staffing ratios that allow for individualized academic support, small group interventions, and enrichment activities such as STEM, arts, and physical education programs. Additionally, funding provides supplemental educational materials, curriculum resources, and social-emotional learning opportunities that directly serve students and enhance their overall learning experience. Special consideration is given to students with the greatest needs, including those who are economically disadvantaged or at risk, to ensure equitable access to high-quality after school and summer programs.

Beyond direct student services, funding also supports family engagement initiatives and community partnerships that strengthen the district's collaborative approach to education. By strategically aligning funding with the district's mission and vision, Evergreen ensures that resources not only reach students directly but also foster measurable outcomes in academic achievement, social-emotional growth, physical well-being, and overall readiness to learn.

- 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.

Each site within the Evergreen School District's After School Program is organized to ensure strong leadership, clear lines of supervision, and high-quality implementation of academic and enrichment programming. The YMCA collaborates closely with the district to maintain alignment with school-day goals, safety requirements, and enrichment objectives. Communication flows regularly between YMCA staff, site directors, school administrators, and classroom teachers to address student needs, program planning, and operational concerns. Program staff participate in weekly meetings to review progress toward site goals, plan upcoming activities, and address issues as needed. Site Directors also convene monthly meetings with school-day staff and principals to ensure full integration with school priorities.

The organizational structure for each site is as follows:

- **Site Director (full-time, on campus a minimum of six hours per day):** Oversees all program staff and site operations. Facilitates communication with the principal, instructional day teachers, and other school staff. Responsible for overall program planning, curriculum implementation, risk management, safety, and coaching staff on effective program delivery and behavior guidance strategies. Attends all regular school-site meetings and serves as the primary liaison to school-day staff.
- **Assistant Site Director:** Reports to the Site Director and assists in ensuring smooth program operations. Supports student and staff safety, enforces policies and procedures, and provides coaching and mentorship to newer staff.
- **Trained YMCA Program Staff:** Report to the Site Director and are assigned groups by grade for the year. Staff provide academic assistance, enrichment activities, relationship-building with students and families, and implementation of program plans. They also work closely with school-day teachers to align activities with academic assessments and learning goals. Staff are required to meet the district's Instructional Aide standards, possess curriculum expertise, and demonstrate cultural competency.

This structure is supported by a robust system of communication, including daily check-ins, weekly staff meetings, monthly site team meetings, and ongoing coordination with district leaders. Administrative oversight is provided through detailed fiscal reporting, insurance coverage, and human resources management to ensure accountability, compliance, and the safety of all students and staff.

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.

Evergreen School District, as the program grantee, is responsible for periodically reviewing and updating the After School Program Plan, in collaboration with the YMCA of Silicon Valley, the

subcontracted program partner. The district's ASES Manager leads the review process and ensures alignment with district priorities, state requirements, and site-level needs.

The program plan is formally reviewed annually, with key collaborative partners convened at the beginning of each school year to review implementation priorities, program goals, and any required updates. Participants in this annual review include district leadership, the YMCA Executive Director or designee, YMCA Program Directors, and site leadership. Feedback from the prior program year informs updates to the program plan.

Throughout the school year, implementation is monitored at the site and district levels. Site Directors provide ongoing feedback through regular meetings with principals and school-day staff, and district and YMCA leadership review program progress during scheduled check-ins. When programmatic, operational, or compliance-related needs arise, updates to the program plan are made as needed to ensure continued alignment and effective implementation.

While a comprehensive Continuous Quality Improvement (CQI) process is described in Section 10, CQI findings also inform the program plan review cycle. Data from quality assessments, attendance trends, and stakeholder feedback are incorporated into annual planning discussions to support continuous refinement and strengthen program outcomes.

This structured review process ensures the program plan remains current, responsive, and aligned with student needs, district goals, and expanded learning quality standards.

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

- Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures.
 - Early release and late arrival policies and procedures (*EC* Section 8483[a][1]).
- Refer to the CDE's Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

Evergreen School District, as the Local Educational Agency (LEA) and program grantee, maintains overall responsibility for fiscal oversight, compliance, and reporting for the After School Program. The YMCA of Silicon Valley, as the contracted community-based organization (CBO), is responsible for the day-to-day implementation of fiscal tracking, attendance systems, and operational procedures, as outlined in the contract and the Letter of Agreement between the district and the YMCA.

YMCA After School Programs are supported by ongoing federal and state categorical funds, with additional in-kind and cash matching contributions from partners, as outlined in the Letter of Agreement. To ensure compliance with grant fiscal requirements, each school site is assigned a dedicated YMCA cost center. All program expenses, whether personnel or non-personnel, are

directly attributed to the appropriate site cost center and general ledger account. The YMCA employs a contract grant manager who monitors each cost center, with specific attention to the required 85 percent direct service and 15 percent administrative cost allocation. Accounting records are reviewed and closed monthly to ensure accuracy. Quarterly, the grant contract manager compiles expenditure reports for submission to the Evergreen School District's Director of Fiscal Services. These reports are reviewed by district fiscal leadership and verified by the YMCA Vice President before submission. The YMCA also conducts an annual program compliance audit and undergoes an independent audit. Upon review and approval, Evergreen School District submits required fiscal reports to the State through the ASSIST system. These procedures provide documented evidence of budgetary accountability and appropriate use of grant funds.

Attendance is tracked daily to ensure student safety and compliance with state requirements. Program staff utilize a paper roster in combination with an electronic sign-in/sign-out system through Playerspace. Staff sign students in upon arrival, recording the staff member's name and the student's time of arrival. Parents or guardians are required to sign students out at pick-up, documenting their name and the time of departure. Attendance records are maintained on site and electronically and are available for monitoring, reporting, and auditing purposes.

Early release and late arrival procedures are implemented in accordance with Evergreen School District's policies and align with the local educational agency's early release policy for the regular school day, as required by Education Code Section 8483(a)(1). When early release is requested, parents or guardians must document the reason for early pickup on the roster, and staff must verify that the request meets the policy's allowable conditions. Late arrivals are documented in the same system. Evidence of implementation includes completed rosters, electronic attendance records, and periodic administrative reviews.

The system addresses the following program administration requirements:

- **Fiscal Accounting and Reporting:** Program expenditures are tracked by site cost center, reviewed monthly, compiled quarterly, and submitted to the district for State reporting. Independent and internal audits ensure compliance with fiscal requirements.
- **Local Match Requirement:** Cash and in-kind contributions equal to at least one-third of the state grant amount are provided by partners and documented in accordance with EC Section 8483.7(a)(7).
- **Attendance Tracking:** Daily sign-in and sign-out procedures using rosters and Playerspace ensure accurate attendance documentation, student safety, and compliance.
- **Early Release and Late Arrival Policies:** Policies are aligned with district procedures, consistently implemented at all sites, and documented to ensure accountability and student safety.

Through clearly defined LEA and CBO roles, formalized agreements, and consistent documentation practices, Evergreen School District ensures strong program administration, compliance, and effective oversight of all after school program operations.

12–Sustainability:

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

Evergreen School District leads the effort to ensure the after school program remains financially sustainable and accessible to all students. Families eligible for Free or Reduced-Price Meals, as well as youth experiencing homelessness, are not charged tuition. For all other families, a sliding-fee scale applies, and no student is ever turned away for inability to pay. The YMCA of Silicon Valley supports the district by conducting fundraising campaigns that help subsidize program costs and maintain equitable access.

The district, in partnership with school sites and the YMCA, provides critical resources to sustain programs, including facilities, staff time, credentialed teacher support, professional development, and operational coordination. Funding is strategically aligned with district priorities through the Local Control Funding Formula (LCFF) and Local Control Accountability Plans (LCAPs), supplemented by nominal parent fees, grants, donations, federal nutrition reimbursements, and community partnerships that provide training, curriculum support, and family resources.

As the ASES grantee, Evergreen School District re-applies for funding and integrates expanded learning support within the district's LCAP. District leadership convenes with the YMCA Executive Director and site leadership teams at the start and end of each school year to review program needs, resources, and long-term sustainability strategies. A formal sustainability review occurs each fall, and detailed planning begins three years before each grant's expiration.

Partnership development is central to the district's strategy for long-term program success. Evergreen School District, in collaboration with the YMCA, actively seeks and maintains partnerships to expand program opportunities and enhance student experiences. These efforts ensure high-quality, enriching programs that support academic growth, social-emotional development, and family engagement. The district's sustained success since launching after school programs in 1998 demonstrates the effectiveness and impact of this collaborative, forward-looking approach.