

# After School Education and Safety (ASES) Program Plan

Prepared by:  
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## 2026-28 Program Plan

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**ASES PROGRAMS**

| School                   | Projected Daily Attendance | Target Population      | % of School Population |
|--------------------------|----------------------------|------------------------|------------------------|
| Altadena Elementary      | 84                         | LCFF-Eligible Students | 58                     |
| Blair Middle             | 69                         | LCFF-Eligible Students | 74                     |
| Charles Eliot Middle     | 111                        | LCFF-Eligible Students | 79                     |
| Field Elementary         | 84                         | LCFF-Eligible Students | 34                     |
| Hamilton Elementary      | 160                        | LCFF-Eligible Students | 52                     |
| Jackson Elementary       | 133                        | LCFF-Eligible Students | 63                     |
| Longfellow Elementary    | 149                        | LCFF-Eligible Students | 83                     |
| Madison Elementary       | 154                        | LCFF-Eligible Students | 98                     |
| Marshall                 | 90                         | LCFF-Eligible Students | 71                     |
| McKinley                 | 84                         | LCFF-Eligible Students | 86                     |
| Norma Coombs Elementary  | 71                         | LCFF-Eligible Students | 75                     |
| San Rafael               | 93                         | LCFF-Eligible Students | 42                     |
| Washington Elementary    | 144                        | LCFF-Eligible Students | 95                     |
| Octavia E. Butler Magnet | 111                        | LCFF-Eligible Students | 74                     |
| Webster Elementary       | 111                        | LCFF-Eligible Students | 82                     |
| Willard Elementary       | 196                        | LCFF-Eligible Students | 72                     |

## **Safe and Supportive Environment**

### **Emergency Plans and Procedures**

PasadenaLEARNs is committed to maintaining a safe and supportive environment through comprehensive, district-aligned emergency preparedness protocols. Each site submits an annual disaster preparedness plan that includes evacuation maps, student/staff accounting forms, staff roles, and detailed emergency procedures. These plans are aligned with the instructional day and are reviewed and approved by the PasadenaLEARNs Program Coordinator and school principal.

All sites are equipped with emergency supply bins containing first aid materials, food, water, and blankets. Site Coordinators and supervisors are issued keys for emergency bins and district master keys by the Director of Maintenance and Operations, enabling full campus access to secure students during Shelter-in-Place or other emergencies.

Monthly emergency drills (earthquake, fire, and active shooter/Shelter-in-Place) are mandatory and conducted in coordination with other on-campus after-school providers. Following each drill, Site Coordinators submit detailed reports documenting execution, timing, accountability, and areas for improvement.

### **Student Safety Protocols**

To ensure student safety, PasadenaLEARNs staff wear clearly marked uniforms and name badges during all program hours. Staff maintain valid First Aid/CPR certifications and current TB clearances, with records housed in both Human Resources and the LEARNs central office. Free certification courses are offered biannually to support staff compliance.

Staff are issued first aid packs for on-the-go emergency response. Program block schedules with group assignments, room locations, and staff contact information are shared with caregivers at the start of each session. Our registration, enrollment, and attendance system houses up-to-date emergency contact and authorized pick-up lists, and students are only released to verified adults over the age of 18 with valid identification.

All incidents and injuries are documented using district reporting forms, submitted within 24 hours to the Program Coordinator for review and follow-up. Relevant reports are then routed to appropriate departments (e.g., Human Resources, Special Education, Student Wellness & Support Services). Caregivers receive timely notification via phone and written notices, including head injury and first aid reports when applicable.

### Staff Training and Collaboration

PasadenaLEARNs staff receive annual safety protocol training in collaboration with the district's Student Wellness and Support Services (SWSS) department. These sessions ensure alignment with current city and district safety practices and include instruction on emergency procedures, staff roles, and student support during crises. Additionally, PasadenaLEARNs offers ongoing professional development opportunities to support staff in effectively implementing and reinforcing all outlined safety protocols across program sites.

### Social-Emotional and Developmental Supports

To address the holistic needs of students, PasadenaLEARNs incorporates social-emotional learning (SEL) throughout the program using curricula approved by SWSS. Activities focus on building emotional regulation, empathy, and relationship skills. All Site Coordinators and Youth Leaders receive annual training in Restorative Practices from the Western Justice Center, equipping them to recognize signs of emotional distress and respond with effective strategies and resources.

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## **Active and Engaged Learning**

### Overview & Alignment with the School Day

PasadenaLEARNs creates a welcoming and inclusive afterschool environment where students feel empowered to engage in academic support, enrichment activities, and build meaningful connections with their school communities. Our program is designed to complement the regular school day and enhance student achievement and positive youth development.

In close collaboration with the PUSD Curriculum, Instruction, and Professional Development (CIPD) department, PasadenaLEARNs aligns afterschool academic supports with school-day instruction. We use school-based assessment data and site-level priorities—identified in partnership with site administrators and Instructional Leadership Teams (ILTs)—to guide academic planning. Credentialed teachers and program partners are employed to provide targeted tutoring and homework support in small group settings (8–10 students for 60–90 minutes), with a focus on skill development through interactive, hands-on learning centers. Primary grade students receive additional instruction in phonics, phonemic awareness, and early literacy skills.

### Leadership Development & Student Voice

To foster leadership and confidence, PasadenaLEARNs implements student leadership workshops, encouraging participants to explore their strengths and lead through service, collaboration, and creativity. Each program also establishes a LEARNs Student Advisory Group (grades 2-5 for elementary and 6-8 for middle school) to elevate student voice. These groups help plan student surveys, co-design enrichment clubs, and assist in organizing site events, empowering students to take ownership of their afterschool experiences.

### Enrichment & Project-Based Learning

PasadenaLEARNS offers diverse enrichment activities through rotating “clubs,” designed to provide hands-on, project-based learning experiences aligned to both academic and social-emotional goals. Session themes are developed collaboratively with site administrators and are responsive to student interests, school calendars, and academic needs. Enrichment offerings include visual/performing arts, STEM, digital media, team sports, culinary arts, coding, and more. Approximately 30 community partners provide specialized programming that broadens students' exposure to new skills and interests.

Students also participate in PasadenaLEARNS Sports (PLS), which offers semi-competitive seasonal sports leagues across PUSD sites. These opportunities promote physical health, teamwork, discipline, and sportsmanship. Sports include co-ed flag football, girls volleyball, basketball, and soccer. Each season culminates in play-offs and championships with recognition for student achievement.

### Celebration of Learning & Community Engagement

Each year, PasadenaLEARNS hosts two showcases, one winter event held at individual school sites and one spring district-wide celebration. These events feature student performances, exhibits, and interactive activities that highlight student learning, creativity, and growth. caregivers, staff, and community members are invited to celebrate the accomplishments of participating students.

### Summer Program and Community Needs

Pasadena Unified School District (PUSD) serves a diverse and economically stratified population, with more than 68% of students qualifying for free or reduced-price meals. Northwest Pasadena, home to many low-income and immigrant caregivers, houses over half the city's school-age youth. While various community-based organizations offer services, access gaps persist, particularly for students from low-income households, multilingual learners, and students with exceptional needs.

To address these disparities, PasadenaLEARNS designs its summer programming in direct response to community needs, school data, and stakeholder feedback. Collaborating with school sites, district departments, and local partners, PasadenaLEARNS now offers expanded summer programs that operate Monday through Friday for 6-9 hours a day over six weeks, serving students in grades TK-8.

### Academic Enrichment and Acceleration

PasadenaLEARNS provides academic instruction through an accelerated learning model designed to both address unfinished learning and prepare students for the upcoming school year. Credentialed teachers deliver standards-based lessons in English Language Arts, literacy, and mathematics that align with grade-level expectations.

In partnership with the Cesar Chavez Foundation, PasadenaLEARNS also offers literacy and math instruction through a social justice lens. This curriculum promotes academic development while fostering critical thinking, cultural awareness, and civic engagement. Lead Youth Leaders receive annual training and ongoing support from credentialed teachers to ensure high-quality implementation and instructional fidelity.

#### Expanded Enrichment and Sports Opportunities:

To meet the diverse needs of students, PasadenaLEARNS offers a wide range of enrichment options through partnerships with community-based organizations such as Harambee Ministries, Lake Avenue STARS, Day One, No Finish Lines, Harmony Project, and the Pasadena Educational Foundation. These partnerships ensure students have access to high-quality programming that supports academic achievement, leadership development, social-emotional learning, and creative expression.

In addition, PasadenaLEARNS offers Sports Bridge Programs to connect students with PUSD coaches and athletic teams. These programs help students build athletic skills, develop confidence, and foster a sense of belonging within PUSD's broader athletic community—easing the transition into school-based sports programs and strengthening their ties to their school identity.

#### CDF Freedom Schools Summer Program®

PasadenaLEARNS also operates the Student's Defense Fund's Freedom Schools Summer Program® for students furthest from opportunity. This research-based, culturally responsive program focuses on literacy, self-esteem, and civic responsibility through a six-week curriculum anchored in the following five pillars:

1. High-quality academic enrichment
2. Caregiver and community engagement
3. Civic engagement and social action
4. Intergenerational servant leadership
5. Nutrition, health, and mental wellness

By combining academic instruction, diverse enrichment options, athletic engagement, and social-emotional support, PasadenaLEARNS ensures that every student has access to summer opportunities tailored to their academic, social, and personal growth.

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### **Skill Building**

PasadenaLEARNS is committed to supporting student academic achievement and overall success through intentional, aligned academic and enrichment activities that complement the regular school day. Our program provides students with structured opportunities to reinforce classroom learning, develop critical skills, and engage in hands-on enrichment experiences that foster both cognitive and social-emotional growth.

### Academic Intervention and Enrichment

During the 2025 summer program, PasadenaLEARNs partnered with PUSD credentialed teachers to deliver targeted academic interventions. Key initiatives included:

- Power Up: Focused early literacy intervention led by PUSD teachers.
- Paper GROW and Mathnasium: Provided tier II and tier III math support for students needing intensive intervention.
- Cesar Chavez Foundation Partnership: Delivered literacy and math instruction through a culturally relevant, social justice-based curriculum.

For the 2025–26 school year, PasadenaLEARNs will continue these successful programs to ensure continuity of academic support and accelerate student learning. The goal is to close learning gaps by extending and reinforcing concepts introduced during the school day.

### Ongoing Monitoring and Alignment

Program impact is measured using i-Ready benchmark assessments, student attendance data, and regular input from site staff. Site Coordinators meet monthly with school principals to ensure that LEARNs activities remain aligned with each school's goals and student needs. Instructional coaches and school counselors collaborate with LEARNs staff to identify students who may benefit from additional support, including reaching out to caregivers of non-participants to encourage enrollment.

Teachers also play a key role by recommending students for the program during Caregiver-Teacher Conferences and helping tailor interventions based on academic performance and behavior data.

### Daily Homework Support and Skill Building

Academic support is embedded in the daily schedule, with structured homework time provided Monday through Thursday for a minimum of 30 minutes. During this time, students receive homework assistance from Youth Leaders and credentialed staff. Students who complete their assignments early are provided with supplemental skill-building activities and access to digital learning platforms to reinforce academic concepts.

Small group tutoring is also offered by credentialed teachers, focusing on reteaching core content and providing individualized support to help students master grade-level skills.

### Enrichment and Holistic Development

To complement academic instruction, PasadenaLEARNs offers a wide variety of enrichment opportunities tailored to student interests. Program partners provide specialized classes in areas such as:

- Graphic design
- Entrepreneurship
- Robotics and coding

- STEM and science exploration
- Sewing and creative arts

In addition, theme-based enrichment classes are designed by program staff to reflect student interests and cultural relevance. Physical fitness is integrated daily through structured play, dance, cheer, team sports, and movement-based activities to promote wellness and active lifestyles.

### Responding to Community Needs

Program design is directly informed by community and caregiver feedback. In recent surveys, caregivers cited academic support, safe supervision, enrichment opportunities, and social-emotional development as primary reasons for enrolling their students in PasadenaLEARNs. In response, the program has expanded offerings to ensure students benefit from a well-rounded before school, after school, and supplemental program that meets their academic and developmental needs.

By aligning with school-day priorities, offering targeted interventions, and incorporating diverse enrichment experiences, PasadenaLEARNs continues to provide high-quality out-of-school time programming that supports the whole student.

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## **Youth Voice and Leadership**

PasadenaLEARNs is committed to fostering student agency, leadership, and voice by providing meaningful opportunities for students to shape their afterschool experience. Student feedback, academic performance data, and program evaluations are used to inform program design, staff training, curriculum development, and enrichment offerings.

### Feedback and Continuous Improvement

Students complete annual program surveys to share feedback on program quality and offerings. This data is analyzed as part of the program's continuous quality improvement (CQI) cycle and used to guide decisions about curricula, projects, and enrichment options. Academic and attendance data also help evaluate the effectiveness of interventions and guide targeted support.

LEARNs staff work closely with school-day educators to align enrichment activities with instructional priorities. Staff attend coaching clinics and professional development on topics such as STEM integration, Arts Attack curriculum, and Thrively Strengths Exploration to ensure programming remains relevant and responsive to student needs.

### Leadership Opportunities and Student Advisory Councils

Each PasadenaLEARNs site hosts a LEARNs Student Advisory Council (L-SAC) composed of students elected by their peers—grades 2–5 at elementary sites and 6–8 at middle schools.

L-SAC members gather student input through surveys, plan events such as field trips, school spirit days, and showcases, and contribute directly to program improvement efforts. Under the guidance of Site Coordinators or Youth Leaders, L-SACs promote leadership, collaboration, and decision-making skills.

### Student Choice and Ownership

PasadenaLEARNs enrichment classes are structured as student-selected “clubs.” Prior to each session, Youth Leaders present club descriptions and sample work to students, who then rank their club preferences. Students are placed based on their choices, grade level, and class capacity. Popular clubs, such as culinary arts and video production, may be offered multiple times to meet demand. This process ensures students have a voice in their learning experience and are engaged in activities aligned with their interests.

Classroom culture also reflects student voice. Youth Leaders facilitate the creation of classroom agreements in collaboration with students. These agreements outline expectations for behavior and community norms, empowering students to take ownership of their after school environment and their interactions with peers and staff.

### Service Learning and Real-World Impact

Students in grades 3–8 participate in at least one service learning project each year, designed to address real community needs and foster civic responsibility. Past projects have included:

- Collecting toiletries for local homeless shelters
- Donating socks to caregivers in transition
- Hosting canned food drives for local pantries
- Organizing Christmas toy drives for local schools
- Preparing Thanksgiving meals for families in need

Each service learning project includes a written student reflection on the purpose and impact of the project, as well as documentation such as photos or letters of receipt from partner organizations. These activities encourage students to connect their learning to real-world challenges and build empathy, leadership, and a sense of community responsibility.

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### Healthy Choices and Behaviors

PasadenaLEARNs promotes student wellness by aligning program activities with the PUSD Student Wellness Policy (BP 5030), which emphasizes the critical connection between student health and academic success. In partnership with district departments and community organizations, the program fosters healthy habits through balanced nutrition, daily physical activity, and intentional social-emotional learning.

### Nutrition and Wellness Practices

All PasadenaLEARNs sites participate in PUSD's Supper Program, offering well-balanced meals that meet California Nutritional Guidelines and the District's Wellness Policy. During the school year, students receive a nutritious supper; in the summer, breakfast and lunch are also provided. Meals emphasize healthy options and include fruits, vegetables, whole grains, and lean proteins.

Examples of meals served:

- Pepperoni pinwheel, broccoli florets, juice box
- Beef chimichanga, celery sticks, applesauce cup
- Bean & cheese quesadilla, cucumber slices, juice box
- Anytimer's protein pack, celery sticks, applesauce cup
- Turkey & cheese sub sandwich, zucchini sticks, frozen peaches

### Physical Fitness and Movement

PasadenaLEARNs supports the district's goal for students to engage in at least 30 minutes of physical activity daily. The program offers a variety of developmentally appropriate, research-based activities through:

- PasadenaLEARNs Sports and Cheer
- Yoga, dance, Zumba, and tennis
- OPEN (Online Physical Education Network) and SPARK (Sports, Play, and Active Recreation for Kids) curricula

These curricula offer flexible, high-quality physical education tailored to student age, ability, available space, and equipment.

### Social-Emotional Health and Mindfulness

The program uses the Second Step curriculum to develop students' social-emotional competencies, including self-regulation, empathy, and responsible decision-making. Mindfulness practices are embedded throughout the program day, including calming exercises at the start of each session, soothing music during independent work time, and positive affirmations posted in classrooms to promote a nurturing and safe environment.

### Health Education and Wellness Partnerships

PasadenaLEARNs partners with local wellness organizations to extend learning beyond nutrition and physical activity. Notable collaborations include:

- Young & Healthy: Lessons on healthy eating, bike safety, and marijuana awareness
- Common Threads: Small Bites cooking classes featuring hands-on, nutrition-focused lessons with no-knife cooking techniques
- Beat the Streets, Pasadena Tennis Association, California Youth Karate Club, and Girls on the Run: Specialized fitness and sports instruction that promote strength, confidence, and active lifestyles

Through these integrated supports, PasadenaLEARNS empowers students to make healthy choices, build lifelong wellness habits, and thrive in safe, supportive environments that prioritize their physical and emotional well-being.

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### **Diversity, Access, and Equity**

PasadenaLEARNS fosters an inclusive environment that reflects and celebrates the diversity of its students and community. Diversity is intentionally reflected in staffing, student engagement, and program offerings across all sites and administrative offices. Programs are designed to affirm students' cultural identities and provide opportunities to explore and celebrate diverse traditions.

Culturally relevant enrichment activities include language classes (Spanish, French, Mandarin), Folklórico Dance, Hip-Hop, and African Drumming. Participation in community events—such as the Latino/Jamaican Heritage Parade, Black History Parade, Día de los Muertos, and Chinese New Year—further enhances cultural awareness and engagement.

PasadenaLEARNS also partners with organizations like the Children's Defense Fund Freedom Schools® and Harambee Ministries to provide programs that empower youth from historically underserved communities.

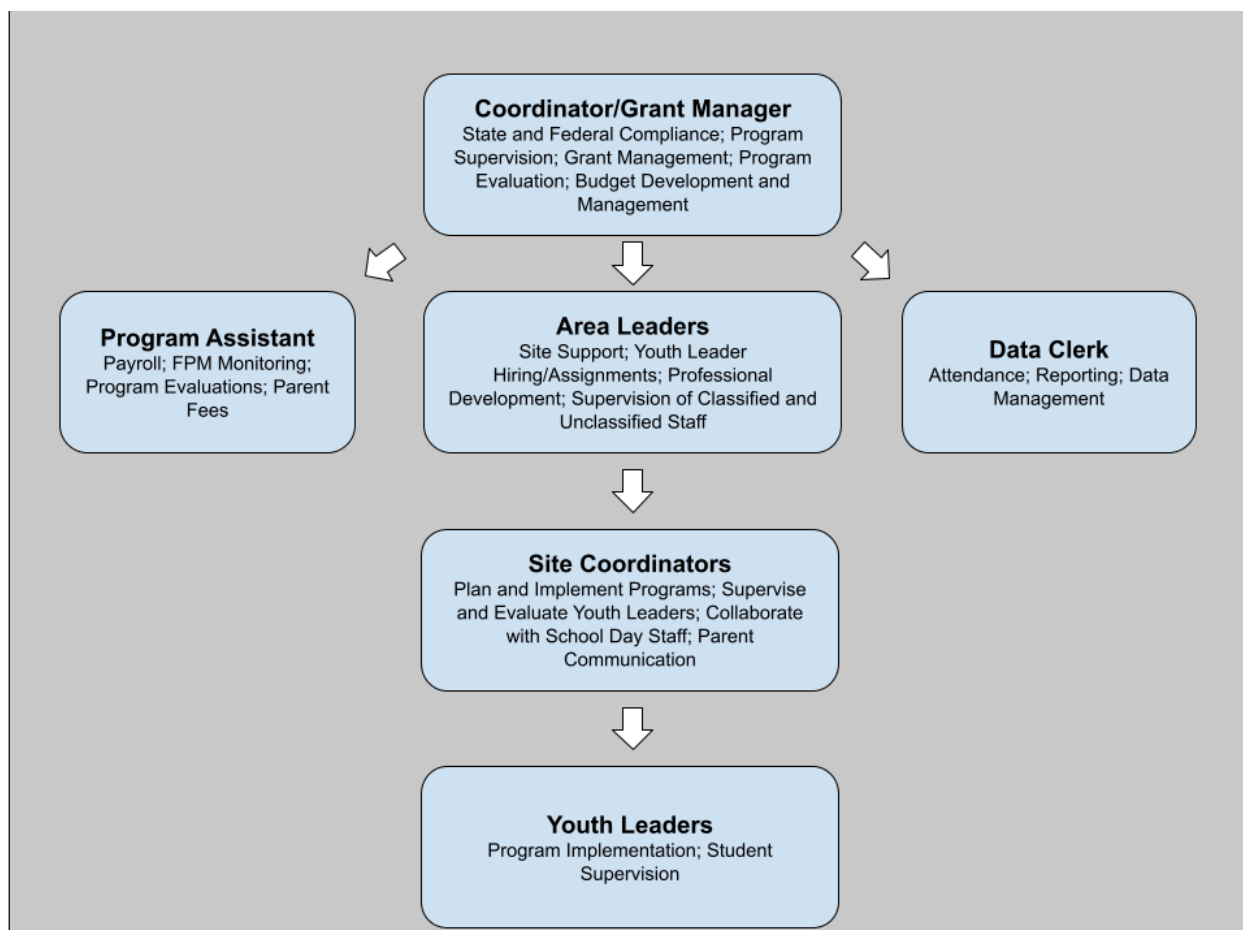
To ensure equity and accessibility, PasadenaLEARNS supports students with exceptional needs, English Language Learners (ELLs), and others who may face barriers to participation. Practices include:

- Bilingual communication and staff representative of student demographics
- Inclusion training for staff, including strategies for supporting students with behavioral challenges
- Collaboration with the Special Education Office, site principals, and classroom teachers to identify and support students with disabilities
- Participation in IEP meetings to align after school supports with students' needs (e.g., homework support, behavioral incentives, calming spaces)
- Support for caregivers in seeking services through the Regional Center
- Hiring credentialed PUSD teachers to provide targeted academic support, especially for ELL students

These strategies ensure that all students have access to enriching, supportive, and culturally responsive programming.

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## Quality Staff



### Staff Qualifications

PasadenaLEARNS employs Youth Leaders and PUSD credentialed teachers. All Youth Leaders must meet the district's minimum instructional aide qualifications, which include either 48 semester or 73 quarter college units from an accredited institution or passing the district's Youth Leader exam. Additionally, all applicants must have at least six months of experience working with students in a school setting.

### Recruitment and Hiring

Job openings are posted on the PUSD Human Resources website, EdJoin, and job platforms such as Indeed, Handshake, and LinkedIn. Staff also recruit at local college fairs and post opportunities on campus job boards.

Applicants may apply online or in person at the district office. Qualified candidates are interviewed by a panel of Site Coordinators and Area Leaders. Successful candidates complete the district's clearance process, which includes:

- FBI/DOJ fingerprint background check
- TB clearance
- Valid First Aid/CPR certification

Placement considers prior experience, grade-level preference, and education level. Compensation is determined based on qualifications and degrees earned.

### Professional Development

Staff participate in a mandatory two-day training conference at the start of each school year.

Ongoing professional development is provided through:

- Monthly workshops on the last Friday of each month
- Bi-monthly onsite trainings led by Area Leaders and Site Coordinators
- Individualized classroom support

Training topics include:

- Trauma-informed care and promising practices
  - Supporting foster and homeless youth
  - Quality Standards for Expanded Learning
  - Promoting student leadership
  - Supporting English language learners
  - Building effective classroom communities
  - Inclusive strategies for students with behavioral needs
  - Youth Mental Health First Aid
  - Second Step curriculum implementation
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## **Clear Vision, Mission, and Purpose**

### Needs Assessment

PasadenaLEARNs utilizes SBAC results, i-Ready benchmark assessments, and attendance data to identify student needs. The 2022 SBAC data revealed a need for targeted academic support, particularly for English Learners (ELs) and foster/homeless youth. In response, the program offers after-school English Language Development (ELD) with certificated teachers, LPAC test prep, math tutoring, and homework support. PasadenaLEARNs also collaborates with school and group home counselors to ensure foster/homeless youth receive academic and social-emotional support.

Pasadena's crime rate—higher than 70% of cities in California—reinforces the importance of providing safe spaces for students during out-of-school hours. With Expanded Learning Opportunities Program (ELO-P) funding, PasadenaLEARNs now serves over 1,000 additional students before and after school.

### Program Goals and Evaluation

Based on the needs assessment, PasadenaLEARNs has established the following goals:

1. Improve academic outcomes for English Learners and foster/homeless youth.

2. Increase student attendance and program engagement.
3. Foster safe, supportive learning environments.
4. Strengthen school-day alignment through collaboration with teachers and principals.
5. Support social-emotional development and positive peer relationships.

Evaluation includes review of SBAC and attendance data, student and caregiver surveys, and site-based assessments. Coordinators meet regularly with Site Coordinators to analyze data, establish SMART goals aligned with California's Quality Standards for Expanded Learning, and adjust programming as needed.

### Stakeholder Engagement

PasadenaLEARNS aligns with PUSD's strategic vision and actively engages stakeholders in shaping its mission, goals, and activities. Input is gathered through:

- Annual Surveys: Students, caregivers, and principals provide feedback on program quality, alignment with school goals, and areas for improvement.
- Advisory Committee Meetings: Held twice annually, these meetings include program staff, school-day staff, caregivers, and community partners who review evaluation data, share site feedback, and plan future events.
- District Collaboration: The Program Coordinator attends bi-monthly leadership meetings to share updates and explore district-wide partnerships.
- Community and Caregiver Engagement:\*\* PasadenaLEARNS staff participate in:
  - LCAP Workgroup
  - District English Learner Advisory Committee (DELAC)
  - Parent Advisory Committee (PAC)
  - District Leadership Network (DLN)
  - African-American Parent Council (AAPC)

### Program Mission

PasadenaLEARNS creates safe, nurturing, and innovative learning communities where students can:

- Expand academic learning
- Build positive relationships
- Engage in enriching experiences
- Develop essential life skills

This collaborative and data-driven approach ensures PasadenaLEARNS remains responsive to the evolving needs of students, families, and the broader school community.

## 2026–28 Continuous Quality Improvement Goals

### Youth Voice & Leadership

- Implement LEARNs Student Advisory Groups (L-SACs) at all sites by December of each school year.
  - *Measure:* L-SAC rosters submitted to the Director.
- Facilitate monthly L-SAC meetings to plan student-driven enrichment clubs, spirit days, events, and field trips (January–May annually).
  - *Measure:* Monthly agendas and meeting outcome summaries submitted to the Director.

### Quality Staff

- Site Coordinators engage in monthly staff recruitment activities (November–March each year).
    - *Measure:* Evidence submitted monthly (e.g., recruitment calendar entries, job fair confirmations, screenshots of postings).
  - Site Coordinators and Youth Leaders complete two Cypherworx online professional development modules per month (November–May).
    - *Measure:* Monthly review of Cypherworx training completion records.
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## **Collaborative Partnerships**

The after school program is developed and maintained through strong collaboration with district leadership and community organizations. Key internal partners include the Superintendent, Deputy Superintendent, Assistant Superintendent of Academic Services, and the Coordinator of Expanded Learning Programs.

The Coordinator of Expanded Learning Programs meets annually with community partners to assess collaboration effectiveness, review contracts, discuss renewals, and identify in-kind services. These partners include:

- College Access Plan (CAP): A contracted service provider with an MOU that also offers in-kind services. CAP delivers college and career exploration classes and supports middle school students in researching career pathways.
  - Young and Healthy: Provides in-kind workshops promoting healthy choices, behaviors, and student safety.
  - Partnership for Children, Youth, and Caregivers: Offers in-kind services connecting students to wraparound community resources that support holistic development.
  - Day One, Boys and Girls Clubs of Pasadena, and the City of Pasadena Human Services Department are also consulted annually to strengthen community alignment and ensure program responsiveness to student and family needs.
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## **Continuous Quality Improvement**

PasadenaLEARNS utilizes a comprehensive Continuous Quality Improvement (CQI) process aligned with the Quality Standards for Expanded Learning in California. Student success is measured through data collected in the district's Aeries Data System, which tracks attendance, grades, test scores (e.g., SBAC, iReady), and English Learner reclassification rates. This data helps identify academic needs and inform enrichment opportunities at each site.

Academic performance data is disaggregated and shared with staff and stakeholders to guide program planning and assess effectiveness. District Instructional Coaches support curriculum development based on identified needs, and research-based tools such as Imagine Learning are implemented to strengthen literacy and math skills.

Program alignment with the instructional day is monitored through monthly meetings between Site Coordinators and principals to review goals, effectiveness, and areas for improvement. Principal input ensures that programming remains supportive of school-day priorities.

Caregiver satisfaction is assessed through annual surveys conducted each fall and spring. Results are analyzed to determine program impact and guide decision-making. In 2021–22, over 80% of caregivers reported satisfaction and alignment with program goals.

Each year, PasadenaLEARNS selects one Point-of-Service and one Programmatic Standard to focus CQI efforts. Site Coordinators develop and monitor Program Quality Improvement Plans using S.M.A.R.T. goals, incorporating feedback from Youth Leaders. Plans are reviewed and adjusted throughout the year to ensure progress and responsiveness to evolving student needs.

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## **Program Management**

### **Alignment of Funding with Vision, Mission, and Goals**

PasadenaLEARNS strategically allocates 95% of grant funds toward direct services to meet the identified needs at each program site. Key investments include:

- Additional paid hours for Site Coordinators and Youth Leaders to participate in professional development at County and District levels.
- Recruitment of full-time staff to support program expansion.
- Hiring of certificated teachers to provide academic tutoring and homework support.
- Employment of Behavior Intervention Specialists to address student mental health needs.
- Targeted academic and language support for English Learners, led by credentialed PUSD teachers.

- Expansion of service agreements with partners to increase enrichment offerings (e.g., robotics, video production, guitar, game animation).
- Additional Youth Leaders to lower staff-to-student ratios and improve support.
- Increased hourly rates for Youth Leaders to attract and retain high-quality staff.

#### Organizational Structure and Supervision

The program maintains a clearly defined organizational structure with designated roles and lines of supervision:

- Coordinator: Oversees program development, compliance, budgeting, CQI, grant reporting, stakeholder engagement, and staff supervision; holds weekly meetings with HR and site leadership teams.
- Area Leaders: Supervise and coach Site Coordinators; conduct site visits and observations; meet with principals and facilitate monthly cluster meetings.
- Site Coordinators: Manage day-to-day operations; oversee Youth Leaders; maintain attendance; coordinate with school staff and caregivers; lead planning and communication efforts.
- Youth Leaders: Supervise student groups; implement daily activities; engage with families; attend professional development and staff meetings.
- Administrative Assistant: Manages site budgets, payroll, purchasing, equipment, and compliance documentation.
- Clerk Typist: Processes fee payments and verifies weekly attendance accuracy.

(See Section 7 – Quality Staff for organizational chart.)

#### Program Plan Review Process

The Program Plan is reviewed annually, incorporating input from community partners and stakeholders. The review process is detailed in Section 9.

#### Administrative Systems and Compliance

- Fiscal Monitoring and Reporting\*\*: The Program Coordinator collaborates with the grant Fiscal Analyst to monitor budgets, track expenditures, and ensure timely reporting.
- Local Match Requirement\*\*: Coordinator and Fiscal Analyst meet annually with district leadership to document in-kind and cash match contributions equaling one-third of the state grant.

#### Attendance Procedures

- Youth Leaders sign students in/out daily.
- Site Coordinators verify and enter attendance into Aeries daily.
- Attendance sheets are submitted weekly to the central office.
- Data Control Clerk audits attendance entries and ensures accurate data entry in Aeries.

## **2026–28 ASES Program Plan: Caregiver Survey Data Summary**

### Program Satisfaction (2024–25 Baseline Data)

*Percentage of caregivers who reported feeling “very satisfied” or “satisfied” with program components.*

- Homework Assistance – 83%  
Caregivers reported a strong level of satisfaction with the academic support provided. This indicates that students are receiving consistent help with assignments, though there is room to strengthen alignment with classroom instruction and enhance communication with teachers around student progress.
  - Enrichment Activities – 92%  
High satisfaction ratings reflect that the program is offering engaging and diverse enrichment opportunities. These results support continued investment in student-led clubs, arts, STEM activities, and interest-based learning experiences.
  - Relationship Building – 95%  
Caregivers expressed very
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### Service Outcomes (2024–25 Baseline Data)

*Percentage of caregivers who agreed or strongly agreed with each statement about program impact.*

- Provides a safe space for my student – 94%  
Most caregivers feel the program offers a secure and structured environment. Maintaining and enhancing site safety procedures, supervision ratios, and staff training will continue to be priorities.
  - Motivates students to learn – 82%  
While satisfaction is positive overall, this category presents an opportunity for growth. Increasing student voice in enrichment design and integrating project-based learning may help boost student motivation and engagement.
  - Supportive learning environment – 94%  
Responses show strong confidence in the program’s ability to support academic and social-emotional needs. Continued collaboration with school-day staff will reinforce consistency in expectations and reinforce instructional supports.
  - Encourages caregivers to be active partners in the school – 81%  
This reflects a need to strengthen caregiver communication, outreach efforts, and involvement opportunities. Strategies such as multilingual communication, family workshops, and regular feedback cycles will be implemented to improve engagement.
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## How This Data Informs the 2026–28 Plan

- The program will continue to prioritize relationship building and safe environments, as these remain strong areas of caregiver satisfaction.
- Expansion of enrichment offerings and student-led programming will support higher engagement and learning motivation.
- Strengthening caregiver communication and involvement will be a key goal over the next two years.
- Academic support structures will be reviewed and aligned more closely with classroom expectations to address identified areas for improvement.

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## **Sustainability**

PasadenaLEARNS implements a multi-faceted sustainability strategy that includes diverse funding sources and community partnerships. Since 2016–17, fee-based programs have been offered at school sites not eligible for ASES funding, with scholarships available for students qualifying for free or reduced-price meals. These programs are self-sustaining and help offset operational costs, allowing continued access to quality after school services at low or no cost.

In 2019–20, a one-time caregiver registration fee was introduced to support the purchase of program supplies and materials, with fee waivers offered to eligible families. Revenue from these fees supplements existing programs and enhances site resources.

The Pasadena Educational Foundation (PEF), a key district partner, actively seeks private funding and in-kind support from foundations, corporations, civic organizations, and individuals. Potential funders include the California Community Foundation and Pasadena Community Foundation, among others. Additionally, program partners are encouraged to seek grants and funding aligned with their focus areas (e.g., arts, STEM, sports) to support their involvement in PasadenaLEARNS.

The sustainability plan is reviewed and updated annually using data from the Local Control and Accountability Plan (LCAP), fee-based program revenue, and private donations. The revised plan is approved by the Authorized Agent responsible for resource development.

- high satisfaction with how staff build positive relationships with students. This suggests that staff-student connections are a core strength of the program and should continue to be emphasized through staff training and youth development practices.