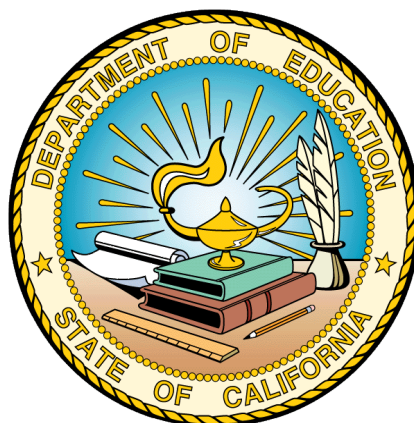


# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

Finley Elementary School

627 E. 6th St. Holtville, CA 92250

School Years: 2022-23, 2023-24, 2024-25



**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

13-23939-6314-EZ

2. County District School (CDS) Code

13-6314-90000000

3. Authorized Signatory (Fiscally responsible for the program)

- a. Name: Celso Ruiz

- b. Title: Superintendent

- c. Contact Info: (760) 356-2974  
celso@husd.net

## 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. Emmett S. Finley Elementary	# 125
2.	#
3.	#
4.	#
5.	#
6.	#
7.	#
8.	#

**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
➤ Socio-Economically Disadvantaged	86.1 %
➤ English Language Learners	59.7 %
➤ Students scoring at “Nearly Met” or “Did Not Meet” on CAASPP 2019 Math	63.9 % of those students that tested.
➤ Students scoring at “Nearly Met” or “Did Not Meet” on CAASPP 2019 ELA	55.04 % of those students that tested
➤	%
➤	%
➤	%
➤	%

(These may be listed on an additional page.)

# After School Education and Safety Program Plan Guide

## 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.

# After School Education and Safety Program Plan Guide

## 1–Safe and Supportive Environment:

### Health and Safety

The safety of all children is important to our program. The Finely Elementary ASES Program staff will do its best to ensure safety of all children during After School Program hours. At least one staff member that is CPR certified will be on site during program hours.

At the beginning of each school year, the school administrator will review the school’s safety procedures plan with the ASES Site Supervisor. In addition, the school administrator and Site Supervisor will discuss specific health plans for students with special needs participating in the Finely Elementary ASES program. The ASES Site Supervisor is expected to communicate all school safety procedures and student health plans to their ASES staff members. During the school year, all ASES staff is to adhere to any safe school announcements that may take place and to limit outdoor instruction, if necessary, due to weather conditions.

### Emergency Drills

Regular emergency drills will be conducted throughout the year to make sure students know what to do in the event of an emergency.

Drills include practice of:

- Fire Drills
- Earthquake Drills
- Shelter in Place/ Stranger on Campus

*Fire and earthquake drills will include the necessary steps, including duck and cover practice (earthquake) and evacuation of room (fire & earthquake) outside to designated area (blacktop or field areas).*

### Medication:

- HUSD ASES Program staff **are not allowed** to administer medication of any kind to any child. Any medication, prescribed or over the counter, brought to the After School Program will be confiscated and secured in the school office for parent/guardian pick up. Parent/Guardian will be notified of confiscation once the child is picked up from program.
- Asthma Inhalers: Children with doctor instructions on file may carry inhalers during program hours.

# **After School Education and Safety Program Plan Guide**

## **In case a child should become ill:**

Staff will contact parent/guardian or authorized person to pick up the child from the program. Illnesses include: fever exceeding 100°F, vomiting, sore throat, body rash, severe coughing, pink eye, or any health condition that may hinder the child's ability to participate in activities. Staff may also send a child home if lice or nits are detected.

## **In case a child should get hurt or injured:**

All sites are provided with First-Aid kits. Program staff will administer first aid to small cuts, bruises, scrapes, etc. Parent/Guardian will be notified of any accidents when the child is picked up.

- If a serious accident occurs and medical treatment is required, staff will follow program emergency procedures.
- Parent/Guardian will be contacted as well as 911 Emergency Assistance if necessary.

## **Personal Property Policy**

**Children in the After School Program must follow all school rules regarding bringing electronic devices, toys, and/or sports equipment to school.** It is vital that parents and children participating in ASES fully understand the school's guidelines and policies. Children are provided a place to put their belongings during program hours. The ASES staff is not responsible for any loss or damages to personal property children bring to the program. This may include, but not limited to, money, electronic devices, toys, and/or sports equipment.

## **Technology Use Policy**

Staff will assist and monitor children in making safe choices while using program computers. All children will follow the HUSD Technology rules, regulations, and Acceptable Use Policy. Children will sign HUSD's Acceptable Use Policy technology form.

Use of technology, networks, and Internet services does not create any expectation of privacy. The program reserves the right to search and/or monitor any information created, accessed, sent, received and/or stored in any format by children on school equipment.

Users may encounter material they interpret as controversial, inappropriate or offensive. It is the user's responsibility not to intentionally access such material. The following are examples of inappropriate uses that are prohibited:

- Anything prohibited by law and HUSD Technology Rules and Regulations.

## **After School Education and Safety Program Plan Guide**

- Using obscene language or intentionally accessing or possessing obscene or pornographic material, as defined in subdivision (a) of Penal Code Section 313.
- Harassing, insulting or attacking others.
- Using another person's password or distributing another's password.

If a parent or guardian has given written permission, children may be involved in videotaping and photography that will be carefully monitored and shared on the related web sites.

### **Weather**

Children will be allowed to play outdoors in good weather. Outdoor activities will not be allowed on days with unhealthy air quality, nor when the temperature is above 100°F.

### **Parent Pick-Up & Authorization**

Authorized adults picking up child(ren) must sign-out each day on the form provided by staff. Child(ren) will also be released to an older sibling, friend or relative with written permission from the parent or guardian.

- Authorized individuals are those listed on the card as those authorized for emergency contact and/or child pick-up from the After School Program.
- Parents allowing an older sibling to pick up a younger sibling must complete a Release of Liability Form in the registration packet that gives this authorization.
- For safety of every child, please notify the After School Program staff of concerns regarding unauthorized individuals attempting to pick-up your child from the program without your authorization. A copy of the district emergency card is included as part of the registration packet
- At no time will a child be released to a waiting vehicle.
- A photo I.D. may be requested if the individual picking up child is not familiar to staff.

### **After School Program Rules**

The Finely Elementary ASES Program has adopted the regular school-day discipline procedures in an effort to create a seamless transition from the regular school-day to the after-school day. The ASES staff uses positive discipline, defined as managing group behavior to reduce disruptions and to increase student cooperation and responsible behavior. These are the same regular school-day discipline practices and expectations that are observed and practiced in the after school program. Parent/guardians are regularly contacted when a discipline issue arises with an ASES student. An issue report is generated daily. This report is shared with district coordinator and site principal.

## **After School Education and Safety Program Plan Guide**

If an ASES student continues to create discipline situations, the student's parent/guardian will be notified and that student could potentially be suspended for a certain period of days. If this behavior continues, student could permanently lose ASES privileges, which would mean that student will no longer be allowed to participate in Finley's ASES program.

### **2–Active and Engaged Learning and 3–Skill Building:**

Finely Elementary ASES Program provides academic support and enrichment activities designed to support the CCSS (Common Core State Standards) through an intentionally designed curriculum of tutoring/mentoring, sports, book club, newspaper club, cooking, computers, 3-D printing, STEM, gardening and more. These activities encompass the CCSS by providing authentic opportunities for students to plan, create, debate, and support opinions with evidence. The program seeks to give students a voice and encourage them to reflect, debate, and write. The activities from which students choose, broaden their horizons, provide enrichment, and supports their academic growth.

Finely Elementary ASES Program is designed to ensure support for participating students in developing 21<sup>st</sup> century skills necessary to compete in today's world. Students have the ability to practice the skills they will need to compete globally. To bridge the technology divide, all ASES Program participants have access to computers and 3-D printers. All curriculum is tailored to define the knowledge and skills students should have within their K-12 education careers so they are able to graduate from high school and be able to succeed in entry-level, credit-bearing academic college courses, and in workforce training programs. Finely Elementary ASES Programs are dedicated to active implementation of research-based program design, instructional strategies, and best practices for multiple dynamics of our population (i.e. special needs, EL, poverty and other socio-economic impacts, learning styles, etc.).

### **Academic Content:**

All academic and enrichment components of the ASES Afterschool Program are based on the essential California Common Core Content Standards, following the pacing guides of the district when possible.

**Academic Reading/Math Academies** are provided to students in K through 5. These groups are teacher directed and run for an hour three days a week. Students are selected to each grade level group by either the counselor, classroom teacher and/or principal. Students are taught through the same Explicit Direct Instruction model (Learning Objective, Activating Prior Knowledge, Concept Development, Skill Development, Importance, Guided Practice, Closure and Independent Practice) that they are exposed to during the regular school day.

**Tutoring** groups are available to all students in grades K through 5. Tutoring groups are led by a grade-level teachers or ASES tutors. These group sessions run for one hour, 5 days a week. The teachers/tutors help students complete their homework. Students that are having difficulty with a concept or skill are pulled aside by tutor and works with those students at a 6:1 ratio.



## **After School Education and Safety Program Plan Guide**

**STEM Courses** are offered to students in K through 5. These STEM activities are teacher or ASES tutor directed and run for an hour three days a week. Science, technology, engineering, and math (STEM) skills are increasingly necessary to navigate an ever-more complex world and a globalized economy. These courses are intended to provide engaging, hands-on STEM learning programs that are not only getting students excited about these topics, but are also to help them build some real-life skills and proficiencies. Recent analysis of evaluation studies of several afterschool STEM programs showed that high quality programs can lead to increased interest and improved attitudes toward STEM fields and careers, increased STEM knowledge and skills, and increased likelihood of pursuing STEM majors and careers.

**Homework Center** is also available to all students and is run by ASES program staff. During this time students can complete unfinished homework and receive homework assistance from staff. **Homework Center** is also available to students participating in after-school sports, band, or other activities who are unable to attend their grade-level tutoring session due to time conflicts.

**Literacy/Homework Center** is open to students in grades K through 5 who have the opportunity to be engaged in literacy activities (Literature Circles, read-aloud, fluency, etc.) in addition to receiving help with their homework. Once homework has been completed students can engage in independent reading and tests using Accelerated Reader.

The **Computer Lab** primarily provides opportunities for students to use the computer-assisted software Accelerated Math/Reader to help them progress towards grade-level Common Core standards and expectations in math and reading. Students also use Khan Academy and Reading Plus programs to ensure that computer time also has an academic component.

### **Educational Enrichment Component**

**Fine Arts and Music Enrichment** are planned to include the five strands of the California Visual and Performing Arts Standards (artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, applications) to students in grades K through 5 with a focus on the key standards at each grade level for each strand. Fine arts and arts and craft enrichment run for an hour five days a week.

**Life Skills** enrichment activities are available to all students in grades K through 5 on a weekly basis. They include a hands-on approach to skills such as healthy diet planning, sewing, and cooking and baking.

**Sports/Recreation** activities, skills building and sports are open to students in grades K through 5. Soccer, volleyball, basketball, and flag football are available for ASES participants to participate in. Dance classes, shields, and cheer are provided throughout the year during ASES hours. Cross-Fit course are offered throughout the year as well to ASES participants. Each course is designed to accommodate the cross-fit level of the participants.

**Web Surfing/Game Consoles** the computers in the classrooms and in the computer lab are available for student use. ASES participants will be allowed to surf the web, practice code, and or any authorized computer activity. Printers will be available for student use. A "Game Room" will designated where ASES participants can use Xbox and Wii game consoles. Board games will also be made available to ASES participants. The game inventory will be updated regularly to keep ASES participants motivated.

## **After School Education and Safety Program Plan Guide**

**Academic field trips** will be planned throughout the year. These field trips will be academic and are intended to provide exposure and enrichment to ASES participants. STEM like trips will be given priority throughout the year. These trips will also take place during intersession and our summer program (which runs six hours for four to five weeks).

The after school program ensures **alignment with the regular school day** by employing some school-day staff in the after school program, both teachers and paraprofessionals. There is constant communication amongst program staff, coordinator, and teachers as to students' progress, homework completion, and student behavior. The ASES coordinator attends weekly teacher meetings and also holds monthly ASES staff meetings. Program staff is also required to participate in staff development provided by the ASES program. All staff development in the ASES program is linked to the staff development provided to the regular school-day teachers. ASES staff works closely with school staff to focus on the DataWORKS Explicit Direct Instruction model that has been adopted for the regular school curriculum. DataWORKS focuses on all students successfully taught grade-level content every day. All lessons in the ASES program follow the DataWORKS model (Learning Objective, Activating Prior Knowledge, Concept Development, Skill Development, Importance, Guided Practice, Closure and Independent Practice) that is followed during the regular school day. The district uses an online assessment recording system to disaggregate student data. Once assessment data is disaggregated, the data is analyzed by the teacher and after-school staff in an effort to make academic decisions for students. Through this process, ASES staff concentrates on supporting the core curriculum of the regular school day and therefore the California State Standards. This same procedure will be implemented as California Common Core Content Standards data is made available to the school site.

The ASES program has also adopted the regular school-day discipline procedures in an effort to create a seamless transition from the regular school-day to the after-school day. The ASES staff uses positive discipline, defined as managing group behavior to reduce disruptions and to increase student cooperation and responsible behavior. These are the same regular school-day discipline practices and expectations that are observed and practiced in the after school program. Student data, teacher lesson plans and discipline procedures are reviewed by both regular school-day and ASES staff to keep these practices cohesive throughout the regular school-day and the ASES program.

### **4–Youth Voice and Leadership:**

Finely Elementary ASES Program authentically partners with students to build their leadership skills. Finely Elementary ASES participants are involved in meaningful opportunities to plan, implement, and evaluate program activities.

- Staff value and encourage student voice and expression. Students have the opportunity to make significant choices about activities in the program.
- Students serve as leaders and mentors to each other.
- Staff support student's leadership development through appropriate skill building opportunities (e.g. goals setting, planning).

# **After School Education and Safety Program Plan Guide**

- Students input and contributions are encouraged in activity planning, implementation and evaluation. As young people gain experience, their input and contributions become increasingly sophisticated.
- Staff provide opportunities for reflection and for students to showcase their work.

## **5–Healthy Choices and Behaviors:**

**Life Skills** enrichment activities are available to all students in grades K through 5 on a weekly basis. They include a hands-on approach to skills such as healthy diet planning, sewing, and cooking and baking. Students are encouraged to share their newly acquired skills with family members.

**Sports/Recreation** activities, skills building and sports are open to students in grades K through 5. Soccer, volleyball, basketball, and flag football are available for ASES participants to participate in. Dance classes, shields, and cheer are provided throughout the year during ASES hours. Cross-Fit course are offered throughout the year as well to ASES participants. Each course is designed to accommodate the cross-fit level of the participants.

The ASES coordinators and staff members meet regularly with **Holtville Unified School District Food Services** personnel to ensure that our ASES students are receiving healthy food snacks as determined by state guidelines. HUSD Food Services provide the daily snack that is given out to ASES students. HUSD Food Services provides ASES staff yearly training to ensure that ASES staff correctly distributes and takes care of the food provided by HUSD Food Services. The nutritious snacks are provided by HUSD Food Services. After school snacks provide children with nutrition during after school care and enhance their learning abilities by contribution to their physical and mental well-being. Pizza (low fat cheese) is given to students on Wednesdays. Regular school day classes conclude at 1:30 on Wednesday and extends the time students are in the after school program. Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems and are more attentive to learning. A reimbursable snack must contain full servings of any two of the following four food components: 1) Fluid milk; 2) Meat or meat alternate; 2) Fruit, vegetable, or 100% juice; and 3) Grain or bread product.

We are currently in an active conversation with HUSD Food Services to introduce a supper program Monday through Friday to all ASES students. The purpose of this supper program will be to provide a nutritional supper option that students can enjoy on campus or to take with them to enjoy once they get home.

## **6–Diversity, Access, and Equity:**

Finely Elementary ASES Program creates a safe and adaptive environment, which recognizes that culture, family and personal history is core to a student’s identity formation.

Finely Elementary ASES Program provides students with opportunities to explore their identity within the context of their own culture and increase their openness and understanding toward all

## **After School Education and Safety Program Plan Guide**

people.

- Finely Elementary ASES Program cultivates an inclusive environment where all youth and families are welcome and respected.
- Finely Elementary ASES Staff create a safe atmosphere for students to explore their own identity, including cultural beliefs and practices.
- Finely Elementary ASES students are encouraged to be their whole selves, honoring their culture, sense of self and life experiences.
- Finely Elementary ASES Program makes a genuine effort to ensure staff reflect the diverse race, gender, culture, sexual orientation, language and special needs of the young people being served.
- Finely Elementary ASES Staff respond to students' unique interests, needs and abilities.
- Finely Elementary ASES student's cultures are recognized and understood.

Several events are planned throughout the year where students can “showcase” their talents and their hard work. Students display their artwork, crafts, and meals that they created or made. Often the students cultural background and personal experiences play a big role in the final product. Finely Elementary ASES Programs yearly showcase is a way for all Finely Elementary ASES participants to “showcase” their culture and their own personal experiences. Parents, staff, administrators and community members are invited to witness the great work that Finely Elementary ASES students have produced.

### **7–Quality Staff:**

Holtville Unified School District mandates that all **Instructional Aides meet Federal and State requirements** by ensuring that all Instructional Aides pass a District approved academic assessment test which covers math and language arts and general education focus areas. All ASES employees must pass the same Instructional Aide test to be employed in the ASES program

Staff recruitment is accomplished by use of the Holtville Unified Human Resources job posting service. This service was recently expanded to use EdJoin and ASES positions are posted through this online application process. All staff hired by HUSD must pass the District instructional aide test and be a high school graduation or have a GED.

**Staff retention** is accomplished by effective and timely evaluation process, ongoing staff development which includes in-service in the areas of classroom management, effective teaching strategies, enrichment delivery models, school bullying, communication styles and annual sexual harassment training. Staff development activities are developed by ongoing communication with program administration and Site Facilitators who determine need areas jointly based on the identified needs of students, site observations and input from instructional day staff. A

## **After School Education and Safety Program Plan Guide**

Professional Development Calendar is published annually and updated as needed to reflect the needs of staff. All staff are paid to attend professional development training.

Pay range is also a retention strategy. Holtville Unified offers a competitive pay range which allows for quality entry pay and opportunities for pay increase based on years of experience and field related trainings.

Work environment is conducive to staff retention. Facilities are coordinated closely with the regular school day facility and the ASES staff is embraced as being a continuation of the regular school day and work locations provide a welcoming place for both students and staff to be on a daily and ongoing basis.

Materials are provided that encourage students and staff to attend and administer a well-staffed and supplied school. Staffing ratios are adhered at a 20:1 student/classroom staff ratio.

**Volunteers** from community and county agencies, parents and **instructional day staff** enhance the ASES program as guest speakers, tutors and liaisons

### **8–Clear Vision, Mission, and Purpose:**

**Needs Assessment:** Information is gathered from several sources to provide on-going program improvement including:

- Student interest surveys,
- Collaborative meetings with site principal, instructional day teachers, District resource teacher, ASES staff, and ASES Student representatives,
- CAASPP testing,
- ELPAC results and district Benchmark assessments,
- Program administrator observations.

Input from **instructional day staff** is gathered through surveys and discussions. ASES school day teachers will complete a survey in the fall and then in the spring. Three types of surveys are available: student self-reports, program staff reports, and classroom teacher reports. They also provide input through staff meeting presentations and informal discussions. Teachers are invited to submit a list of students who would benefit from the afterschool program each spring prior to registration. Site coordinator meets weekly for discussions with principals to share program updates, hear questions and concerns regarding program design, quality and student needs. Collaboration with these two populations provides information to strengthen alignment of the afterschool program with the instructional day and identify grade level, school wide and individual student needs for the afterschool program to address.

## **After School Education and Safety Program Plan Guide**

**Parents/guardians** of students in the ASES afterschool program provide input via annual satisfaction surveys. They have an opportunity to discuss any issues or concerns on a daily basis at check-out time with the after school staff.

Input from site observations by **program coaches**, and afterschool **program administrators** is documented for adherence to curriculum fidelity, youth development, program design and program environment for professional development and program improvement needs.

### **After reviewing the data, the following program goals were developed:**

1. To increase the proficiency of all students in Math and English Language Arts.
2. To increase English and Math proficiency of English Language Learners
3. To provide enrichment activities for all students.
4. To provide a safe environment that fosters healthy life choices.
5. To provide opportunities for youth voice and leadership.
6. To assist in the implementation of California Common Core Content Standards.

The mission at Finely Elementary is to provide all students an education, which promotes lifelong learning, an appreciation for diversity, and responsible citizenship. The Finely Elementary ASES Program will aid in this endeavor by providing quality after school activities for the students at Finley Elementary.

### **Finely Elementary ASES Vision Statement:**

“Every student will be prepared for success in college, career, and community.”

### **Finely Elementary ASES Mission Statement:**

“To deliver an exemplary education, in a safe environment, which empowers students with the skills, knowledge and attitudes necessary for success in an ever-changing world. ”

Finely Elementary ASES Program fosters the development of lifelong learners by integrating content areas through reading and literature; by providing lessons that accommodate multiple learning and teaching styles; and by supporting teaching and learning through the content areas. In support of this mission, Finely Elementary ASES Program recognizes a child’s individual needs and attributes; understands the need for active involvement; promotes cultural sensitivity and awareness; encourages participation, cooperation and creative expression, and strengthens academic skills.

### **Finely Elementary ASES Program Purpose:**

The intent of the Finley Elementary ASES Program is to provide safe and educationally enriching alternatives for students during non-school hours. The Finely Elementary ASES Program is created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for students in grades K-5. One of the goals of the program is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. The Finely

## After School Education and Safety Program Plan Guide

Elementary ASES Program provides students with academic and enrichment activities, and keep children safely off the streets. The program also provides a wide variety of benefits to participating students including: improved school attendance, English fluency, academic success, crime prevention, and social-emotional skill development.

### 9–Collaborative Partnerships:

**Collaboration with community, county, and state agencies is selected based on the identified program needs.** Being a program that is implemented in a rural area that is far from any major city, the collaboration between Holtville Unified School District personnel and the after school program is vital. Also, Imperial County Office of Education is key in making connections with agencies and groups that will help meet both academic and enrichment needs of our ASES program. A close collaboration with San Diego Office of Education, After School Region 9, provides staff development and program ideas that are essential to our ASES program.

**Table 1 Current Collaborative Partners and Roles**

Name/Organization	Role / Responsibility
Site Principal	Provides and facilitates effective communication between afterschool and instructional day staff, arranges for custodial and facilities including computer lab, materials, printing use as in-kind for the afterschool program. Provides administrative guidance as needed.
Site Custodial	In-kind services that provides assistance in the daily maintenance of ASES portables and classrooms. Helps in creating a clean healthy environment.
Resource Teacher	In-kind services that provides professional development to ASES staff and feedback to help ASES staff meet the needs of ASES students.
Instructional Day Teacher	Provides feedback/requests on ASES students. Helps in linking the after school program to the regular school day.
ELOP Site Coordinator	Provides additional staffing resources and additional program funding to provide enrichment opportunities for all students participating in after school or extended day opportunities.
Imperial County Office of Education	Provides low cost professional development, free administrative training, resources and site evaluations.
City of Holtville	In-kind leadership, recognition, evaluation and planning through the School, and Community. Provides fields for sport activities.
Holtville USD	<b>In-kind services</b> are provided by the district. The Director of Assessment provides technical assistance for use of Data Director to assist in analyzing the needs of students in the afterschool program, Nutritional Services provides nutritional snacks and guest speakers on healthy eating habits. The Technology Department provides training and technical assistance for accurate attendance and achievement tracking through Genesis, the Financial Department prepares monthly financial reports of expenditure and completes the annual and end of year financial report to the State. The district after school coordinator

## After School Education and Safety Program Plan Guide

	provides oversight, conducts staff evaluations, plans, presents and evaluates effective professional development for all afterschool staff; and garners resources and additional funding to provide on-going program improvement opportunities.
California State Parks	Provide funding opportunities for enrichment field trips. Also provide the educational component of ASES field trips

**Table 2 Potential Collaborators**

Imperial Valley College	In-king provides guest speakers, lectures, mentors
School Site Council	Provides resources for parent volunteers in the afterschool program, allocates GATE and discretionary funds to support additional enrichment activities for the afterschool program.
Site PTA/ ASB and PTO Clubs	Provides funding from fundraising for certificated teachers and materials for enrichment classes for six weeks three times a year. Students participate in drama, music, art and science fair activities. Provides volunteers for collaborative school wide events that include the afterschool program and instructional day program.
Holtville Boys and Girls Club	Provide additional enrichment courses to ASES participants.

**Table 3 Current Collaborative Partners and Meeting Schedule**

<b>Name/Organization</b>	<b>Meeting Schedule</b>
Site Principal	Weekly meetings and regular communication via email or phone to discuss needs, concerns, suggestions, etc. from information obtained from site custodial, resource teacher, and instructional day teachers.
Site Custodial	Meets with principal. Regular interaction with ASES staff to discuss needs, concerns and suggestions.
Resource Teacher	Meets with principal.
Instructional Day Teacher	Meets with principal weekly.
Region 9 Afterschool Technical Assistance Area	Quarterly meeting scheduled at Imperial County Office Education. Meeting schedule to be determined by ICOE and Region 9. One or two yearly site visits scheduled, determined by Region 9.
Imperial County Office of Education	Quarterly meetings scheduled at Imperial County Office of Education. Meeting time and date is determined by ICOE.
City of Holtville	Holtville Unified School District and The City of Holtville have two yearly joint meetings. Schedule varies depending on scheduling logistics.
Holtville USD	Site principal meets weekly with HUSD personnel and information is discussed at weekly meeting.



# After School Education and Safety Program Plan Guide

## **10–Continuous Quality Improvement: Continuous quality improvement cycle**

**Assess Program Quality:** Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities.

Program effectiveness will be monitored by ASES administrator, ASES staff, ASES participants, ASES parents and district administrators based on data collection, student surveys, parent surveys and feedback from regular school day teachers and administration.

Pursuant to EC 8484(1)(2) Formal data for semi-annual and annual reporting will include attendance in the ASES Program and instructional day, proficiency on any assessment or reporting requirement established by the CDE and identification of English Learner status. Data collection will also include ELPAC test, the California Healthy Kids Survey, rates of homework completion, and instances of behavior incidents for monitoring on-program effectiveness.

**Plan:** Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.

Finley ASES Program staff will meet three times a year to review data and survey findings. First meeting will take place one week before the beginning of the regular school year. The second meeting will take place at the end of 1<sup>st</sup> semester. The third and final meeting will take place at end of 2<sup>nd</sup> semester, where planning for Summer ASES will also take place. ASES administrator will give feedback obtained from site principal and school day teachers. It is the responsibility of ASES site coordinator to administer student and staff survey at least twice a year, end of 1<sup>st</sup> semester and end of 2<sup>nd</sup> semester.

**Improve Program Quality:** Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, re-assess and update the action plan accordingly.

The purpose of the three meetings is to set goals for our ASES program, our students, and our staff. CDE Expanded Learning Division, has developed a Quality Improvement Tool template and users guide as a compliment to the Department’s Guidance for Developing and Implementing a Quality Improvement Process. Finley Elementary ASES Program will use this document as a resource to create and document site level continuous quality improvement (CQI) plans. The document is a resource for programs and sites to summarize assessment data and outline site level goals, objectives, and activities included in their site level CQI plan.

## After School Education and Safety Program Plan Guide

### Quality Program Improvement Plan (Example)

<b>Program Site:</b>	Finley Elementary		
<b>Aligning Quality Standard:</b>	Skill Building		
<b>Quality Program Improvement Goal #1:</b>	Provide meaningful and purposeful activities that assist ASES students in building 21 <sup>st</sup> Century Skills.		
<b>Objective 1:</b>			
<b>Activities</b>	<b>Individual(s) Responsible</b>	<b>Date(s)</b>	<b>Support/Technical Assistance Needed</b>
Hour of Coding	ASES Staff	Mon & Tues	Khan Academy/Coding basics

Finley Elementary ASES Program will be focusing on measuring ASES program success by looking at regular school day attendance, CAASPP results, and student satisfaction survey.

Describe the results of the selected outcome measures in the table below.

Selected Outcome Measures	Results
3rd Grade: Students scoring at “Nearly Met” or lower on CAASPP 18/19 Language Arts	62.03%
3rd Grade: Students scoring at “Nearly Met” or lower on CAASPP 18/19 Math	60.97%
4 <sup>th</sup> Grade: Students scoring at “Nearly Met” or lower on CAASPP 18/19 Language Arts	53.57%
4 <sup>th</sup> Grade: Students scoring at “Nearly Met” or lower on CAASPP 18/19 Math	60.72%
5 <sup>th</sup> Grade: Students scoring at “Nearly Met” or lower on CAASPP 18/19 Language Arts	49.33%
5 <sup>th</sup> Grade:	70.67 %

## After School Education and Safety Program Plan Guide

Students scoring at “Nearly Met” or lower on CAASPP 18/19 Math	
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### **11–Program Management:**

**Fiscal accounting** and reporting requirements are accomplished by developing a fiscally prudent grant budget which include the 15 percent limit for administrative costs and the at least one-third requirement of matching funds as well as in-direct costs. This budget is developed for the design, implementation and maintenance of the program. A fiscal technician meets regularly with program administrators to monitor and adjust the budget to meet program needs.

Holtville Unified utilizes the internal SACS (Standardized Accounting Code System) program to format and track expenditures, and the ASSES grant is included in this process. The Holtville Unified ASES Program participates in the semiannual attendance report process, the annual audit process and collects data for the Categorical Programs Monitoring process and uses the After School Support and Information System.

Efforts are on-going to obtain in-kind local matching funds. Memorandums of Understandings are created and aligned to program needs specifically stating the roles and responsibilities of each agency and the ASES Afterschool Program. A summary of in-kind services, materials and resources is maintained by the program administrators and submitted for the annual audit.

**In-kind contributions** are obtained by program administration and site supervisors being vigilant as to the importance of community connections and the services provided by all entities that assist the ASES program provide quality facilities, services and personnel throughout the year. The use of an In-kind Match Forms is communicated to ASES personnel each year and an in-kind document form is maintained to assist with accounting and CPM.

# After School Education and Safety Program Plan Guide

## After School Education & Safety (ASES) Program

In-Kind Contribution Report  
2021-22 Fiscal Year

School Site:	Finley Elementary School	
Total Award Amt:	<b>\$ 210,629.17</b>	
Required Match:	\$ 69,507.63	33% of Grant
Max Facility Match:	\$ 17,376.91	25% of Required

### In-Kind Salaries and Benefits

Name	Position	Annual Salary	Annual Benefits	Total Sal + Ben	% to ASES	Total Match
Lawson, Adrienne	Acct Technician	\$ 67,017.04	\$ 52,938.89	\$ 119,955.93	2.50%	\$ 2,998.90
Perez Estrada, Diana	Accounting/HR Supervisor	\$ 78,121.00	\$ 48,987.84	\$ 127,108.84	2.50%	\$ 3,177.72
Wells, John-Paul	Asst Supt	\$ 146,314.00	\$ 105,865.81	\$ 252,179.81	1.00%	\$ 2,521.80
Estrada, Betsy	Acct Technician	\$ 50,417.50	\$ 34,609.15	\$ 85,026.65	5.00%	\$ 4,251.33
Heras, Ann	Asst to Supt	\$ 73,642.00	\$ 52,185.17	\$ 125,827.17	1.00%	\$ 1,258.27
Page, Marco	Site Principal	\$ 106,435.85	\$ 59,694.44	\$ 166,130.29	10.00%	\$ 16,613.03
Galvan, Edgar	Custodian	\$ 35,832.00	\$ 22,982.51	\$ 58,814.51	10.00%	\$ 5,881.45
Loya, Norma	Custodian	\$ 38,878.02	\$ 31,382.16	\$ 70,260.18	10.00%	\$ 7,026.02
Vasquez Mariz, Ricardo	Custodian	\$ 35,379.64	\$ 24,588.62	\$ 59,968.26	10.00%	\$ 5,996.83
Ruiz, Hector	Grounds	\$ 37,552.58	\$ 25,970.74	\$ 63,523.32	10.00%	\$ 6,352.33
Mata, Miguel	Maint Supervisor	\$ 83,513.08	\$ 69,114.30	\$ 152,627.38	5.00%	\$ 7,631.37
Castro, Raymundo	Maint Worker	\$ 55,529.16	\$ 35,207.28	\$ 90,736.44	1.00%	\$ 907.36
Cruz, Leonardo	Maint Worker	\$ 18,370.10	\$ 51,933.30	\$ 30,373.35	1.00%	\$ 303.73
Chabolla, Luz	Cafeteria Manager	\$ 69,337.00	\$ 49,510.33	\$ 118,847.33	2.50%	\$ 2,971.18
Ruiz, Celso	Superintendent	\$ 172,520.62	\$ 119,711.02	\$ 292,231.64	1.00%	\$ 2,922.32
<b>Grand Total In-Kind Salaries and Benefits Costs</b>						<b>\$ 70,813.64</b>

### In-Kind Facilities

Bldg Type	Sq Ft	Price/Sq Ft	Total Match
Portable	540	\$ 21.00	\$ 11,340.00
Portable	540	\$ 21.00	\$ 11,340.00
Portable	540	\$ 21.00	\$ 11,340.00
Portable	540	\$ 21.00	\$ 11,340.00
Portable	540	\$ 21.00	\$ 11,340.00
Portable	540	\$ 21.00	\$ 11,340.00
<b>Grand Total Facilities In-Kind Costs</b>			<b>\$ 68,040.00</b>
<b>Eligible Facilities Costs</b>			<b>\$ 17,376.91</b>

**Total Eligible In-Kind Costs** **\$ 88,190.55**

Report Completed By: John-Paul Wells, Assistant Superintendent

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **After School Education and Safety Program Plan Guide**

A school program that can clearly demonstrate its positive impact on the academic and social success of their students based on data can make it easier for it to find sustainable opportunities.

- Our first approach would be to visit ELAC and School Site Council and present to them the data that shows the positive impact our after school program has. ELAC and School Site Council have a direct say as to how school monies are spent. These groups have the ability to put Finley Elementary ASES Program on a priority list that would get them funding in the districts LCAP.
- Finley Elementary ASES, if needed, would look to any community partner that would be willing to contribute monetarily to our after school program. We would look in the community for organizations, companies or individuals who could donate materials, time, and/or expertise.
- Finley Elementary ASES would work closely with ICOE to obtain and apply for any grant that is available for such programs.
- If Finley Elementary ASES needed to find other sources of sustainable monies then possibly charging a fee to parents whose students were actively participating in the Finley Elementary ASES Program. This would be as a last resort.

**Attendance** is collected on a daily basis using scanning software provided by CitySpan. CitySpan is powerful and user-friendly software that meets the service tracking needs of ASES Programs and grant administrators. The software enables users to manage information with greater efficiency and to automatically generate required ASES attendance reports. CitySpan's ASES software guides you through the process of registering students and tracking their participation in program activities. Users record key information on each participant including name, address, school, emergency contacts, demographics and **EARLY RELEASE** information on each student. Once registered, participants are enrolled in program activities and their attendance tracked. Several tools support data collection, including pre-printed attendance forms and options that integrate wireless and PDA technologies.

**Early release** procedures are established at Finley Elementary ASES, which accounts for all students needing to leave prior to the conclusion of the full program and parent signatures or releases are closely monitored and maintained by site level leads. CitySpan software does not allow for a student to be scanned out if their scanning out time does not coincide with their Early Release Policy on file.

## **After School Education and Safety Program Plan Guide**

**The program plan is reviewed** with site supervisors, school day Leadership team and site administrator on a semiannual basis to ensure progress and adjustments needed to meet plan goals. All collaborators and partners are invited to participate in this process. CAASPP data (for 2018/2019), California Common Core Content Standards (availability to be determined) English Language Proficiency Assessment for California (ELPAC) scores, Benchmark assessment and any assessment or reporting requirement established by the CDE data results are reviewed in the fall of each year to inform any needed modifications in the school plan.

**If the program has implemented SB 429 of 2011, which allows 6 hours supplemental grant programs (prior approval required by CDE), include the following:**

**A plan to provide for each student who qualifies for Free and Reduced Price Meals at least one nutritionally adequate meal during each program day (section 8483.76 (e) of the Education Code);**

The California Department of Education (CDE) administers two summer meal programs that provide nutritious meals for disadvantaged children, the Summer Food Services Program (SFSP) and the Seamless Summer Feeding Option (SSFO). Such programs are vital in low-income areas, where children often rely on free or reduced-price school breakfast and lunches for their nutrition. Holtville Middle School is a participant in SSFO. Students participating in the ASSES summer component will get a nutritional meal daily. Scheduled time to take ASSES students will be determined by HUSD Food Services. All students under the age of 18 qualify to receive this meal. ASSES will work closely with HUSD Food Services personnel to ensure that our ASSES students participate daily in this summer food program. The hours of operation will be from 8:00 am to 2:00 pm so providing this meal to all ASSES students is essential.

**An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Sections 8483.76(f)(2) of the Education Code).**

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## **After School Education and Safety Program Plan Guide**

**Early release** procedures are established at Finley Elementary, which accounts for all students needing to leave prior to the conclusion of the full summer program and parent signatures or releases are closely monitored and maintained by site level leads. CitySpan software does not allow for a student to be scanned out if their scanning out time does not coincide with their Early Release Summer Policy on file.

### **12–Sustainability:**

A school program that can clearly demonstrate its positive impact on the academic and social success of their students based on data can make it easier for it to find sustainable opportunities.

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