

# Yuba City Unified School District

## Site Program Plan for After School Education and Safety (ASES)

Site Name	Projected Daily Attendance
Central Gaither Elementary School	100

**ASES Site Coordinator:**

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**What target populations are served by this ASES program?**

Central Gaither Elementary School is the smallest school in Yuba City Unified School District. It is a small rural school of approximately 200 students in grades kindergarten through eighth. It also houses the Deaf and Hard of Hearing students for three counties which is operated through the Sutter County Superintendents of Schools Office. This program has approximately 20 students in grades pre-kindergarten through eighth. All students are welcome to attend the ASES program but we specifically target those students that are low achieving and require intervention. We serve a large number of English Learners as our population is approximately 50% EL students.

**What steps are taken to recruit and select students from the target population?**

The ASES program serves the needs of the students and the local community by providing a safe and enriched after school environment. The ASES program is advertised through school newsletters, posters, and flyers. Enrollment packets for the following school year are distributed to parents each spring and go home again in enrollment packets on the first day of school. Central Gaither has been able to accommodate all students that request the program so no waiting list has been necessary. We provide after school transportation so that all students have access to the program.

## **I. Program Goals and Requirements**

The Central Gaither Elementary School ASES program strives to align with the goals and needs of the site's regular day program. Site administrators and the ASES coordinator assess the needs of the students, parents, schools, and community through multiple sources including analysis of state assessment data (e.g. AYP, API, CST, CELDT, Physical Fitness Testing, Healthy Kids Survey), local benchmark assessment data, and student and parent surveys. The annual surveys specifically ask parents, students, and collaborative agencies for their feedback regarding safety, academic quality, enrichment, and extracurricular activities. illuminate, the district's data management system, provides the ability to link state, district, and school assessments with the California State standards in all content areas. Illuminate data reports are used to disaggregate state, district, and site assessment data to ensure that after school programs are providing appropriate instruction to meet the academic needs of students in all subgroups. Frequent input, including relevant data analysis, and outcome-based decision making related to program administration are ongoing with a collaboration of stake holders who include district administrators, principal, ASES coordinator, teachers, parents, students, and community members. The ASES program plan is reviewed annually in the process of continuous improvement and program development.

Our ASES program serves both as an academic safety net and a social springboard. Our site coordinator works in collaboration with both district and site administration to manage the program in accordance with grant, district, and site specifications. After School Program employees recognize the right of every child to feel happy, safe, and fulfilled within the program. Our program strives to meet the academic and emotional needs of all students including English learners, academically at-risk students, socioeconomically disadvantaged students, and students with disabilities, through structured, creative approaches that engage all students in the learning process.

The following goals drive the Central Gaither Elementary School ASES program:

1. Support and supplement the State standards based core content instruction that students receive during the regular school day with academic support, homework help, and engaging enrichment activities that include science, arts and crafts, computer skills, sports and games, music, and dance.
2. Enable all students to perform at or above grade level, as measured by state standardized tests and local assessments, by providing students with academic support through research-based, curriculum driven interventions.
3. Provide a safe environment and enriching program daily for K - 8 students from the regular school day dismissal to 6:00 pm daily.

4. Provide each student attending our after school program with enriching activities, recreation, a nutritious snack, and access to personnel who are trained to support and nurture students' emotional, behavioral, and physical well-being.
5. Staff our ASES program with highly qualified and caring staff at a ratio of no more than 20:1.
6. Provide ASES program staff with opportunities for professional development and growth in order to ensure that they work effectively with students to deliver effective instruction and to improve their job satisfaction.
7. Ensure administrative oversight from the site principal who works hand-in-hand with the site coordinator to provide educated, positive leadership.
8. Use relevant assessment data to review and evaluate the efficacy of our ASES program.
9. Participate in the network of state and regional supports that are offered to After School program staff.

The annual enrollment dates for the Central Gaither Elementary School ASES program are advertised through flyers and school newsletters at the end of each school year. Waiting lists are established as needed. These lists are utilized to maintain constant enrollment throughout the school year. Parents are welcome to complete the registration packet at any time during the school year to have their child placed on the waiting list. Referrals to the program are also made through the Student Success Team process, by regular day teachers, counselors, and site administrators. Program attendance is monitored weekly by the site coordinator to ensure that attendance expectations are being met and that sign-in/sign-out procedures are being used on a daily basis.

## **II. Program Content/Quality**

The After School program serves students in grades K-8. The program operates from regular day dismissal at 2:15pm to 6:00 pm on all student attendance days. After school program hours are divided into three integrated components in order maximize time and effectiveness:

### **1. Homework/Academic Intervention/Tutoring:**

This time of the after school program day is a priority above all other activities. Homework Support classes offer quiet, safe environments for students to complete their homework in a timely manner with staff who can both assist students and check for accuracy. Appropriate time and support are provided at all sites to increase homework completion rates. As students complete their homework this time is also used for daily reading and other literacy activities. Some students attend parallel intervention sessions at this time. Research-based academic interventions in reading and math are provided by site certificated teaching staff to those students with deficits in reading and math. Every effort is made to ensure homework completion by these students when they return to the after school program from their intervention classes.

## 2. **Enrichment Activities:**

After school personnel focus on making connections to the regular school day curriculum, introducing students to new ideas, and developing the talents and interests of each student. Enrichment activities encourage exploration and learning in creative ways. The activities are based on students' needs and interests. Activities include science, arts, crafts, music, career awareness, technology, and community service learning. Parent and student annual afterschool school program survey results are used to identify new enrichment activities that could be added at each site.

## 3. **Recreation/Physical Activities:**

Students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills and recreational and physical activities. The **SPARK** curriculum for physical education activities is implemented. We also offer a variety of outdoor recreation programs such as, but not limited to: soccer, football, dodge ball, tether ball, volleyball etc. Parent and student annual afterschool school program survey results are also used to determine new recreation activities/sports that could be added.

Alignment of the regular school day and ASES programs is evidenced by: 1) instructional content and sharing of instructional resources, 2) tracking student participation and transitions, 3) sharing classrooms and other areas, 4) reinforcing the same rules, classroom management, and common courtesies, 5) identifying ways to overcome obstacles, 6) refining systems to make them compatible. This alignment has resulted in an academic program that is well coordinated with the regular school day program, a policy that students must attend the regular school day in order to attend before or after school programs on any given day, and ensuring that students are offered with a nutritious snack daily.

ASES program staff treat students in a fair and impartial manner by modeling the appropriate behaviors of mentors and teachers when leading activities with students. "Positive discipline" is used to re-direct students to avoid disruptive behavior and increase responsible choices and student cooperation. We have implemented simple, clearly defined rules that align with the regular day but are flexible and accessible to ensure inclusion for all students participating in ASES programs.

The health and safety of all students begins with a seamless transition from the regular school day to the after school program. Student attendance in after school programs is tracked immediately at the end of the regular school day when the after school program starts and monitored throughout the after school program sessions. After school program staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Rules and expectations are outlined in the registration packets that go home to parents and are reviewed with students in after school program classes. Nutritious snacks are provided daily for every student in attendance at after

school programs based on CA state guidelines for child nutrition and under the direction of the YCUSD Food Services Director and site food services staff.

### **III. Collaboration and Partnerships**

The ASES program delivery is designed around a common vision to strengthen school and community coordination, communication, and implementation to best meet the needs of our families and students. The Central Gaither Elementary School ASES program strives to develop and maintain collaborative ties with the following community agencies: Yuba Sutter Regional Arts Council, Sutter County Office of Education, Migrant Education, Gaiser Pets, Sutter County Sheriff's Department, Sutter County Fire Department, UC Davis Cooperative Extension etc.

District and site administrators and the ASES program coordinator meet with partners at least once a year to share ideas, coordinate services, and plan additional offerings or services that could be provided. Partners provide presentations, special classes and activities, supplies, and staff development for ASES program staff.

### **IV. Staffing**

The Central Gaither Elementary School After School program adheres to high quality staffing standards by ensuring that employees meet the same federal, state, and district requirements to work with students as regular day program instructional aides:

- 1) High school diploma
- 2) Health screening (current TB skin test results)
- 3) Background screening (fingerprint clearance)
- 4) Plus one of the following:
  - a. AA degree
  - b. 48 units of college credit
  - c. Proficiency on the Adult Education Proficiency Exam

Referrals and word of mouth continue to be our main source of recruiting ASES staff. Prospective employees are interviewed by the site coordinator and reference checks are completed. District office Human Resources staff process employee paperwork following YCUSD policies and procedures. In addition to formal training opportunities, after school personnel receive on-going coaching and support from site administrators, the district Before and After School Program coordinator, and our site ASES program coordinator.

Volunteers allow for smaller groupings and more individual attention to students. Volunteers complete health and background screening as required by the district. Volunteers work hand-in-hand with our highly qualified staff to assist in monitoring activity stations and to model positive social skills.

ASES staff recruitment, hiring, and retention practices are aligned to the after school program goals and outcomes. We have many dedicated employees who have worked in our site program for multiple years.

ASES program activities follow the regular school day themes and pacing guides as well as working to enhance student achievement in core content areas, leadership skills, and social skills. Students are grouped into classes and activities according to grade level, ability level, and interests. All ASES program activities are intended to keep students motivated and actively engaged. The staff to student ratio does not exceed 20:1.

Professional development is offered to our after school employees on a regular basis. Professional development topics are determined by staff input and program need. Employees are paid to attend professional development sessions. Effective classroom management and instructional strategies are discussed and reinforced at our monthly ASES Program staff meetings. Training in youth development, classroom management, curriculum, and effective instructional practices is offered at least once a year. In addition to the professional development that is provided locally, our ASES Program coordinator and line staff attend training opportunities sponsored by CAL-SAC and other regional and statewide organizations. Site ASES staff have recently participated in:

- English Learner Education
- CPR/First Aid
- Spark Physical Education
- Behavior/Classroom Management
- Arts and crafts
- Nurtured Heart Approach
- Community Relations

## **V. Program Administration**

Under the leadership of our site principal and ASES program coordinator, we implement sound fiscal planning and management with clear adherence to local, state, and federal audit requirements and ensure that 85% of the funding is used for direct services. Evidence is provided through internal documents external audits, and CDE reports.

The Central Gaither Elementary School ASES program is supported by in-kind contributions and services from various agencies as well as with site and district in-kind contributions, human resources, and participation. This can be attributed to the active alignment between district, school, county, and program goals, and community, student, and parent needs. Our ASES program successfully shares classrooms, restrooms, the computer lab, the library, the multi-purpose room, kitchen facilities, playgrounds, staff and office spaces. Regular support services are provided by district administrators, site administrators, school secretaries, school custodians, district and site nutritional services staff, district payroll department, district human resources department, district warehouse staff, and

district accounting staff. We take pride in working as a team to provide services that ensure success, effectiveness, and consistency.

Daily attendance is recorded using City Span, the district's ASES program attendance data base. This web-based software allows site and district administration to monitor each ASES site's attendance regularly to ensure attendance targets are met. Attendance is submitted to CDE semi-annually (January and July) via ASSIST. Daily sign-in/sign-out sheets are kept on file at our site for five years. The YCUSD Early Release Policy (attached to this plan) is posted at the sign-in/sign-out station. All ASES personnel strictly adhere to the early release policy. Students are required to be signed out each day by a parent, guardian, or other authorized individual.

This plan ensuring program effectiveness and fiscal accountability is updated at the beginning of each school year. The yearly evaluation process includes:

- the "Learning Circle" meeting with key staff including the site principal, regular day teachers, site coordinator, and key ASES program staff
- annual parent and student surveys that assess their perceptions of the ASES programs' effectiveness
- collaboration with district administrators

## **VI. Outcome Measures and Evaluation**

Annual evaluation data includes qualitative descriptions of our ASES program's impact on students and their families through student and parent surveys and quantitative analysis of the ASES program's impact in terms of student attendance, students served, and students' academic progress.

The outcome measures pursuant to EC 8484(a)(2) that have been selected to demonstrate program success are: annual regular school day attendance, after school program attendance, and results of the California Standards Test (CST) in ELA and Math. Data is gathered for every student participating in YCUSD ASES programs. This data is compared to the students' past performance and with the CST performance levels of students who do not participate in ASES programs. YCUSD's outside evaluator, Minicucci Associates, analyzes and compiles the annual data, submits the evaluation report to CDE, and prepares an annual ASES Program evaluation report that is shared with the YCUSD Governing Board, district and site administrators, and site coordinators and line staff.

Student progress is also monitored through a continuous improvement process where outcome indicators are analyzed and used to adjust after school program services as needed in order to better meet the needs of participating students. State standardized test results and site assessment results are housed in Illuminate. Site administrators use Illuminate reports to monitor students' longitudinal performance data. Review of formative and benchmark assessment data allows us to determine if our after school program is successful, to develop

new enrichment and recreation programs to better meet participating students' needs, and to redesign academic interventions in ELA or Math to make them more effective.

The Central Gaither Elementary School ASES program provides a wide range of support to our students and their parents during the out of school hours when families and children lack access to other alternatives. Within a safe, structured, and inviting environment, students get extra support with homework, explore and expand their knowledge through creative projects, and enjoy learning during engaging educational games. Administrators, teachers, staff, parents, community members, and students themselves have seen many examples of positive and permanent changes in student behavior, school participation, and academic performance. Methods used to improve the Central Gaither Elementary School ASES program based upon the results of the outcome measures include, but are not limited to:

1. Reviewing and analyzing annual evaluation data yearly with district and site administrators and ASES program leadership teams
2. Using daily feedback and informal/formal survey results from participating students and their parents to make program recommendations and implement program improvement strategies.

Central Gaither Elementary School ASES Plan  
Updated and Revised July 2013

**Yuba City Unified School District (YCUSD)  
ASES After School Programs  
Early Release Policy**

YCUSD after school programs, funded through ASES grants, operate on all school days from the end of school to 6:00 p.m.

YCUSD after school programs provide academic support, enrichment and recreational opportunities for students.

**It is expected that students attend the after school program on a regular basis.**

Under certain conditions, students may need to leave/be picked up early:

1. Student attends a parallel program (programs in the community such as organized sports, scouts, youth group activities, private music or dance lessons)
2. Family schedule makes it difficult for student to be picked up at end of program.
3. Student has other non-program obligations
4. Student has a medical appointment
5. Student safety (ex: students who walk or ride bikes home will be released at least 30 minutes before dark – **parent/guardian must complete and sign a Student Release Form**)

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Parent/guardian acknowledgement:

I have read and accept the YCUSD ASES Early Release Policy.

Student's name: \_\_\_\_\_ Student ID# \_\_\_\_\_

School: \_\_\_\_\_ Grade level: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Phone number: \_\_\_\_\_

**Yuba City Unified School District (YCUSD)  
ASES Before School Programs  
Late Drop-Off Policy**

YCUSD before school programs, funded through ASES grants, operate on all school days from 6:00 am to 8:00 am.

YCUSD before school programs provide homework support, enrichment and recreational opportunities for students.

**It is expected that students attend the before school program on a regular basis.**

Under certain conditions, students may need to be dropped off after 6:00 am but no later than 8:00 am:

- 1. Student attends a parallel program (programs in the community such as organized sports, scouts, youth group activities, private music or dance lessons)
- 2. Family schedule makes it difficult for student to be dropped off at the beginning of the program
- 3. Student has other non-program obligations
- 4. Student has a medical appointment
- 5. Student safety (ex: students who walk or ride bikes to school should not be arriving before 7:00 am)

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Parent/guardian acknowledgement:

I have read and accept the YCUSD ASES Late Drop-Off Policy for Before School Programs.

Student's name: \_\_\_\_\_ Student ID# \_\_\_\_\_

School: \_\_\_\_\_ Grade level: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Phone number: \_\_\_\_\_