After School Education & Safety Expanded Learning
Program Plan

Fullerton Elementary School District
1401 W.Valencia Drive
Fullerton, CA 92833

714 447-7477

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After School Program Plan

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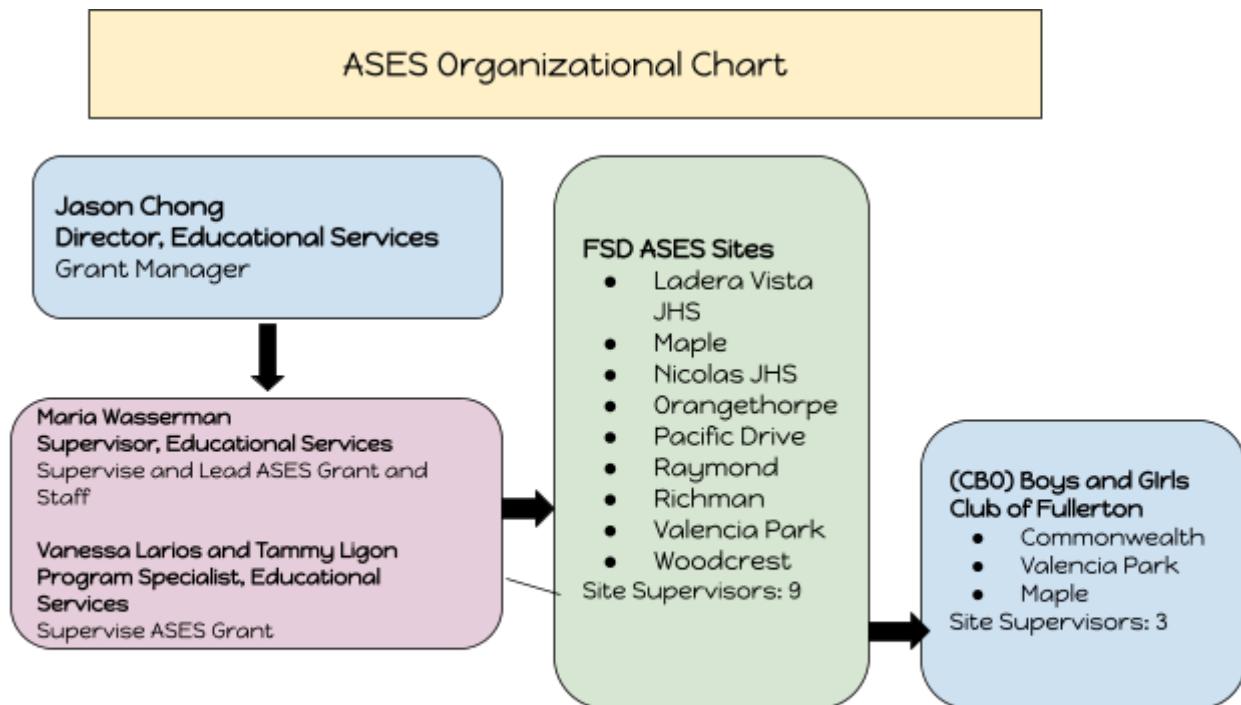**Email:**   jason_chong@myfsd.org
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Expanded Learning Program Sites

Elementary School ASES Programs			
Site	Grades	Program Hours	Projected Daily Attendance
Commonwealth Elementary-BGC Commonwealth Elementary-FSD	TK-6	M,T,Th,F 2:55/ 3:00 pm- 6:00 pm W 1:15 pm-6:00 pm	84
Maple Elementary- BGC Maple Elementary FSD	TK-6	M,T,Th,F 2:15 pm-6:00 pm, W 1:00 pm -6:00 pm	84
Orangethorpe Elementary-FSD Orangethorpe Elementary High Ground	TK-6	M,T,Th,F 2:00 pm/ 2:30 pm- 6:00 pm W 12:10 pm -6:00 pm	151
Pacific Drive Elementary	TK-6	M,T,Th,F 2:30/2:40/2:45/2:50- 6:00 pm, W 12:00/12:15/12:20 pm- 6:00 pm	147
Raymond Elementary- FSD Raymond Elementary Higher Ground	TK-6	M,T,Th,F 2:00/ 2:30/ 2:35 pm- 6:00 pm W 12:00/ 12:10/ 12:20 pm -6:00 pm	123
Richman Elementary	TK-6	M,T, Th, F 2:00 / 2:29 pm- 6:00 pm, W 12:50-6:00 pm	164
Valencia Park- FSD Valencia Park BGC Valencia Park OC United	TK-6	M,T,Th,F 2:50 pm-6:00 pm W 12:30-6:00 pm	100
Woodcrest	TK-6	M,T,Th,F 2:15/ 2:40/2:45- 6:00 pm W 12:30/12:40/12:45 pm-6:00 pm	123
Junior High ASES Programs			
Site	Grades	Program Hours	Projected Daily Attendance
Ladera Vista Jr. High	7-8	M,T,Th,F 3:25 pm- 6:00 pm W 2:35 pm- 6:00 pm	96
Nicolas Jr. High	7-8	M,T,Th,F 3:00 pm- 6:00 pm, W 2:05 pm -6:00 pm	55

Target Population	Percentage of School Population
Free & Reduced Lunch	73%
English Language Learner	18%
Experiencing Homelessness	<1%
Foster Care	<1%
At-Promise=other contributing factors, i.e., truancy, academics, housing, lack of opportunities for extracurricular activities and access to the library, parks, etc.	80%

Expanded Learning Organization Chart

ASES Organizational Chart

Jason Chong
Director, Educational Services
Grant Manager

Maria Wasserman
Supervisor, Educational Services
Supervise and Lead ASES Grant and Staff

Vanessa Larios and Tammy Ligon
Program Specialist, Educational Services
Supervise ASES Grant

FSD ASES Sites
- Ladera Vista JHS
- Maple
- Nicolas JHS
- Orangethorpe
- Pacific Drive
- Raymond
- Richman
- Valencia Park
- Woodcrest

Site Supervisors: 9

(CBO) Boys and Girls Club of Fullerton
- Commonwealth
- Valencia Park
- Maple

Site Supervisors: 3

FSD is the LEA/ Grantee for ASES. We contract with (CBO's) Community Based Organizations to offer programming at additional sites. CBO's staff and run programming, however FSD monitors grant compliance. CBO's are required to meet FSD policies, procedures and expectations.

Educational Services supports the ASES expanded learning program at eight elementary and two junior high schools. To implement a quality experience,Educational Services Expanded Learning Team works closely and collaboratively with all school site personnel, from teachers to classified staff. ASES is under the Educational Services umbrella which enables us to develop a close relationship with school sites to provide appropriate academic support based on specific student needs. On an administrative level, the ASES Director meets with principals, assistant principals, the Assistant Superintendent of Educational Services, the Superintendent, and all Directors within the Educational Services Division. These regular and consistent meetings allow the Expanded Learning Leadership Team to understand the curriculum goals, school site programs, the district educational vision and participate in small group discussions.

The program leadership team works in collaboration with both district and community partners, including, but not limited to, the following
- School Site and District Leadership
- Orange County Department of Education System of Support for Expanded Learning
- Community-Based Organization: The Boys and Girls Club of Fullerton

These discussions can often include the following topics:

- Gathering ideas for continuous quality improvement (CQI) of the school site program design;
- Developing strategies to align the school day with academic support and enrichment;
- Engaging in conversations and dialogue with school site staff;
- Receiving input for action plans based on identified needs;
- Developing agreements for shared space and other facility use;
- Reviewing school event calendar for ASES integration; and
- Support of school-wide events and initiatives.

Other collaborative interactions are conducted directly with the school site personnel, i.e., teachers, paraprofessionals, administrators, psychologists, nurses, custodians, nutrition services workers, bus drivers, secretarial staff, and community support service employees. In this way, we can connect with the employees who interact with students during the regular school day. The Supervisor of Educational Services is responsible for the overall supervision of program experiences and compliance. The Supervisor works directly with the school principals on program components, legal requirements, shared use of space, and at-promise students. Each school has a Site Supervisor responsible for the day-to-day operations of the afterschool program. The Site Supervisor communicates directly with the teachers and administrators for the site team to provide appropriate, individualized academic support and create enrichment experiences that allow hands-on engagement aligned to the school day lessons.

The ASES Site Leadership team focuses on students from traditionally underrepresented groups based on ethnicity, gender, age, or disability with school site personnel. CDS identifies at-promise students as from low-income households, with low academic performance, from single-parent homes, or unsafe neighborhoods. We also identify at-promise students as "hard to reach"; not participating in any other extracurricular activities. Social services describe them as victims of domestic violence, abuse, neglect, or experiencing homelessness.

Collaboration with Community
The ASES Expanded Learning team developed curriculum and general program plans based on needs assessments derived from various strategic stakeholders.

Collaboration with Orange County Department of Education and California Department of Education
System of Support for Expanded Learning (SSEL) plays a pivotal role in supporting continuous quality improvement:
- Supporting grantees through communication, staff development, technical assistance liaison to CDE, and leveraging resources;
- Scheduled meetings for Program Administrators, Professional Learning Communities, and a Middle School Cohort;
- Serving as a liaison between districts and CDE; and

- Developing and supporting special projects and events to support Expanded Learning programs.
  - The Million Girl Moonshot
  - Outdoor Equity Program Grant
  - STEAM Hub

Located in a County known for its affluence and exceptional educational system, Fullerton School District ASES serves students at the target schools with multiple risk factors. These risks include but are not limited to lack of formal parental education, unemployment, poverty, inadequate nutrition, substandard housing, lack of health care, and lack of homework assistance. Many of our students do not have access to affordable afterschool or Saturday morning or summer, educational, social skill development, recreational, cultural awareness, fine arts, or technology exploration programs/services because of socioeconomic factors in our parent community.

Further, less than 5% of students participate in organized sports, scouting, music lessons, or other extracurricular activities. Crimes are higher than the average, as reported by police service activity. Our students are at risk of becoming victims, and in some cases, have been victims of abuse, neighborhood gang activity, and "illegal drug" activity during afternoon hours in our neighborhood. The neighborhood schools identified have multigenerational gang influence. The 2020 crime statistics indicated a higher percentage of burglary, auto theft, and robbery in the target school neighborhoods over the other two zone areas identified by the Fullerton Police Department. Data on student/community "Needs/Risk Factors" was gathered from the existing annual Federal, State, District, and School surveys and reports. Data sources include Title 1, State CBEDS, assessment reports, Free/Reduced Lunch Program, community data, and crime statistics. Also, CDS collected parent and child needs based on information from school principals and parents. With the collaboration between home, school, and community, it is noteworthy that we have continued to see growth towards proficiency from the release of the California Dashboard up to the pandemic.

Steps to recruiting and selecting students from the target population(s)

1. Review school demographics, testing results, individual indicators associated with at-promise youth, academic performance, and principal recommendations.
2. Review school site data along with onsite observation with documentation of enrichment experiences aligned to the common core to gain a perspective in students depth of knowledge;
3. Teacher observation of student behaviors that may imply a student at-promise and homework need;
4. Parent information night to assess family need;
5. Registration assistance
6. Individual classroom workshops designed with student interest in mind;
7. Accessibility for all students. Expanded Learning experiences support the student academically. However, key strengths are social-emotional development and participating in experiences that identify a passion. Students may discover their interest

in the arts, engineering, communication, and leadership, leading to academic and personal achievement.

1–Safe and Supportive Environment

The program provides a safe and nurturing environment that supports all student's developmental, social-emotional, and physical needs.

The program is committed to a shared vision of student success and a common vocabulary for Social-Emotional Learning. ASES builds upon existing programs and initiatives from Educational Services and Child Welfare and Attendance, including PBIS, SEL, and emergency preparedness. The Expanded Learning team also commits to recognizing and honoring academics in and out of the classroom. These tenets are embedded in all aspects of the program and encompass the Quality Standards for Expanded Learning. A safe and supportive environment focuses on the physical safety of students and emotional support in developing lifelong skills. Michael Funk described social-emotional learning as the "knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel, and show empathy for others, establish and maintain positive relationships and make responsible decisions."

Safe Environment

The District placed all ASES Programs on school property except for the Commonwealth and Valencia Park Boys and Girls Club Branch. It is on an adjacent community center within view of the school site. Students walk from the school to the joint use community center under team member supervision. ASES also uses shared spaces like classrooms, playgrounds, other service areas, and the use of the community center. All ASES team members follow school district protocols and participate in training relative to campus physical safety including keeping gates locked and secured after school hours, monthly emergency drills, and the use of the Raptor system for outside visitors.

Physical Safety

Staff receives ongoing training in multiple areas:
- First Aid/CPR
- Onsite Emergency Procedures
- Campus Drills
- Monthly Emergency/Radio Training
- Participation in District Emergency Management Program
- Knowledge Saves Lives Training
- Written Emergency Procedures
- Preparedness and Drills
- Timely Issues affecting children and families
- Adverse Childhood Experiences (ACEs)
- Social-Emotional Learning
- PBIS
- Diversity, Equity, and Inclusion

Preparedness and Drills Includes Earthquake, Fire, Lockdown

As part of the Fullerton School District, ASES programs must maintain safe environments for students to learn and develop with qualified staff to support students. Emergency Preparedness is a critical component in meeting these expectations; therefore, we prioritize emergencies and natural disasters preparation. ASES Site Supervisors and team staff develop an "ICS" Incident Command System that models the school ICS, but with afterschool specifics. ASES program team will follow the guidance of the Site Supervisors when doing a drill and provide feedback to improve emergency preparedness. In addition, ASES teams will conduct Fire, Earthquake, or Lockdown Drills monthly to ensure adequate emergency preparation.

Bullying Policy

The Board of Trustees for the Fullerton School District recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No individual or group shall physically, verbally, or by other means harass, sexually harass, threaten, intimidate, cyber-bully, cause bodily injury to, or commit hate violence against any other student or school personnel in a systematic or reoccurring manner.

Cyberbullying includes transmitting harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies. It can include using a telephone, computer, or any wireless communication device on school premises or off-campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity to damage or victimize that person's reputation.

Students are encouraged to notify school staff when they, or their peers, suspect bullying. School staff that witness bullying shall immediately intervene to stop the incident when it is safe. (Education Code 234.1) Students may submit a verbal or written complaint of conduct they consider bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved by site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

Guidance Towards Self-Regulation

The role of the ASES team is to guide the child so that they understand appropriate and inappropriate behavior to be able to self-regulate their behaviors. The goal is for the child to learn to control impulses, self-discipline, and become intrinsically motivated. It is important to understand appropriate behavioral expectations for each stage of development (Identified in the developmental theories portion provided to all staff).

Factors that influence the behavior of children

- Methods adults use to initiate interactions
- How adults talk to children
- Set-up of the environment
- Choice of equipment, materials, activities, and projects
- The method adults use to deal with unsocialized behaviors

Considerations for interpreting the underlying message in a child's behavior
1. Are the child's basic needs being met?
2. Does the environment fit the child?
3. Is the child's behavior a cry for attention?
4. Is the child's behavior stemming from a feeling of powerlessness?
5. Did the child learn this behavior by being rewarded for it in the past?
6. Does the child clearly understand why their behavior is appropriate?

Behavior and Classroom Management/Support Classroom Management

Generally, classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. (www.cultofpedagogy.com) As the school developed its Positive Behavior Interventions and Supports (PBIS) plans in recent years, the Expanded Learning team also adopted those plans. Focusing on using positive language, the team developed an ASES-specific behavior matrix.

Continuous professional development is a critical component of providing a safe environment for the students. The expanded learning team works closely with the Student Support Services and Child Welfare and Attendance (CWA) department to provide the latest training for behavior management, social-emotional well-being, and mental health support. Recently, a district psychologist provided Suicide Risk Assessment and School Violence Risk Assessment to the Expanded Learning Site Supervisors. CWA worked closely with the Expanded Learning Leadership team to develop the PBIS Behavior Matrix.

Behavior Management

Behavior management is a process that guides people to change their actions within a specific context. Staff implement behavior management to change challenging behaviors and habits such as those that occur in education and behavioral health. The process involves
- identifying the problematic behavior,
- raising awareness about alternative behaviors,
- changing the environment to reduce challenging behaviors, and
- offering positive reinforcement to encourage alternative behaviors (reference.com).

The ASES team uses behavior/classroom management skills to meet the needs of students while participating in indoor/outdoor experiences. Team staff must verbally remind and review students of behavior expectations to maintain safe learning environments.

Classroom Management	Behavior Management

Components:	Components:
● Materials management ● Policies and procedures ● Classroom layout ● Time Management ● Instruction ● Preventive	● Reducing problem behaviors ● Teaching productive behaviors ● Consequences of behaviors ● Cumulative process for managing chronic problem behaviors ● Can incorporate social skills ● Preventive
● Designed for the whole class	● Design for particular students needing additional support
● Seen every day in classrooms	● Seen only as needed in classrooms
● Routine-driven	● Consequences-driven

Supportive Environment-Social Emotional

Ongoing Professional Development with SEL Integrated Enrichment Curriculum

Social-Emotional Learning (SEL) is how people learn to manage their emotions, interact with others, and achieve goals. The Every Monday Matters curriculum develops life skills through weekly lessons. Expanded learning programs expertise in SEL can support these outcomes:

Self-awareness: Young people can recognize and understand their identity and feelings. Self-management allows young people to regulate and monitor their behaviors, feelings, and impulses to make responsible decisions, maintain focus, and achieve goals.

Social awareness: Young people have the capacity for empathy, and they can consider and appreciate the diverse feelings, perspectives, and personal contexts of others. Developing interpersonal skills allows young people to use effective communication and collaboration skills to establish and maintain positive and productive relationships.

Self-efficacy: Young people believe in their capabilities and ability to learn, achieve goals and succeed. Through a growth mindset (WE CAN), young people realize that they can, through their efforts, grow in their intelligence and abilities.

SEL is essential to success in school, work, and life. SEL skills support student learning of the Common Core State Standards and college and career readiness. SEL skills prepare students to be successful adults. SEL is also important for developing healthy relationships, productive careers, and socially conscious, engaged citizens.

Shared Resources:
- California's Social and Emotional Learning Guiding Principles
- CASEL
- Social-Emotional Learning in Expanded Learning Programs
- Social and Emotional Learning in California: A Guide to Resources
- Search Institute's 40 Developmental Assets
- Social-Emotional Learning Collaborating States Initiative

2–Active and Engaged Learning

Program design and activities reflect active, meaningful, and engaging learning methods that promote collaboration and expand student horizons.

Many agencies work in tandem to support the Fullerton community in educational, social, recreational, health, and safety objectives. In collaboration with our Community-Based Organization, these agencies develop support systems for children and families. The primary goal of the ASES programs is for our students to receive opportunities to improve academic achievement in reading and math in addition to all of the core academic subjects, participate in a myriad of enrichment experiences, and extend parent involvement. These areas, combined with a supportive community and a sense of identity and purpose, forms the basis of our vision. Students are selected based on need, school site staff referral, and program registration process.

Program Goals

1. Family Engagement
2. Develop and implement enrichment opportunities reflecting the needs and interests of children to allow for student success;
3. Develop link between family, school, and after school program relative to academic support through differentiated/personalized instruction;
4. Increase concept development in math and science through hands-on projects aligned to common core or related virtual field trips, e.g., Aquarium of the Pacific;
5. Provide equal academic support and enrichment opportunities (e.g., Building a Mini Soap Box Racer). Maintain (1) an hour of academic support and (2) and an hour of enrichment daily. Thereby, we ensure that the value of enrichment experiences will not supersede academic support.

Methods of Recruitment and Maintaining Attendance

1. Program Content
   a. Participation in school events
   b. Collaboration with other district expanded learning programs
   c. Comprehensive visual and performing arts programs
   d. Clubs and Hobbies aligned with student interest
2. Incentives such as recognition for achievement or homework completion
3. Field Trips to broaden perspectives and experience
4. Designing an environment that is warm, welcoming, and supports the students
5. Positive interactions with school staff and program staff

Academic Assistance: The afterschool team creates a seamless transition from the educational school day to the afterschool program. Site Supervisors and the ASES team meet as needed with grade-level teachers to determine the support needed for the afterschool program to meet the needs of each student. The ASES team takes a holistic approach to learning; they differentiate instruction. We will continue to implement the current models of educational support. This model includes daily academic assistance,mentoring, classroom teacher communication, parents/guardians, access to technology, internal/external motivators for academic success, and establishing a consistently positive relationship with students. The ASES team also integrates educational interventions as needed to support the students' needs.

Further, the Expanded Learning team blends differentiated/personalized instruction through project-based learning with enrichment experiences. The ASES Site Supervisors create and develop daily lesson plans that align with Common Core State Standards (CCSS), CDE Expanded Learning Quality Standards, Next Generation Science Standards (NGSS), and Search Institutes Forty Developmental Assets. The ASES program facilitates engaging, quality, purposeful, and intentional enrichment experiences. The daily enrichment aligns with what each grade level is learning during the school day, and we facilitate the opportunity for the students to do the projects that they do not get to do during the day.

ASES Enrichment Pillars and Weekly Focus

Objective: To facilitate engaging, quality, purposeful, and intentional enrichment experiences.

Daily Schedule:	Monday: (SEL) Social-Emotional Learning	Tuesday: STEM (Science, Technology, Engineering & Math)
Sign-In (15 min.) **Academic Support** (60 min.) - Reading - Homework Support - Core Day Subject Support **Enrichment Opportunities** (60 min.) - Weekly Focus (45 min.) - Outdoor/Brain Break (15 min.) **Supper** (20 min.) **Restroom & Transition Breaks** (15- 30 min.) **Sign-Out/Clean-Up** (15- 30 min.)	40 Developmental Assets - Life Skills	- Anything STEM-related! - Digital Citizenship
	Wednesday: **Outdoor Enrichment** **Clubs & Rotations**	**Thursday:** (SEL) Social-Emotional Learning - Character-Building - EMM - Life Skills
	Friday: The ARTs - Visual or Performing - Use of Different Mediums - Focusing on the Art Process; no crafts or product art	**Special Events**

To address the achievement gap, we will utilize resources from Educational Services and school sites. The Science, Technology, Engineering, Arts, and Math (STEAM) captures and engages student learning. Also, the Site Leadership team has direct access to information regarding in-class student performance that will enable them to individualize academic support as appropriate.

Enrichment: This grant provides additional enrichment experiences to complement existing programs. ASES designs recreation and education activities to have carryover value that provides intrinsic protective factors and supports resiliency skills development. Their experience may spark an interest or uncover a special gift that will set them on a pathway to success. Through participation, children/youth will learn to make appropriate choices during their leisure time (Recreation and Education in School-age Programs, Marilee Cosgrove, 2004). A May 2007 study by researchers at the University of California, Irvine, and the University of Wisconsin, Madison, and Policy Studies Associates, Inc. linked regular participation in high-quality afterschool programs to significant gains in standardized test scores and work habits as well as reductions in behavior problems among disadvantaged students. According to research, after school programs nurture positive interpersonal relationships and actively engaged students through a blend of recreational, arts, and enrichment activities.

Clubs, Hobbies, the Arts: Participating in clubs and hobbies provides experiences for students to socialize, build confidence, develop personal skills, team building, conflict resolution, and most importantly, demonstrate the opportunities available. Clubs can include sports, ceramics, fine art, theater, choral, film, other technology, cartooning, construction,

gardening, culinary, thematic schemes, physical fitness, collections, and more. Collaboration with our community partners will enable students to participate in many arts experiences. These experiences include music, dance lessons, mastering fine art skills in print, collage, sculpture, photography, and more.

Digital Creativity: A digital strand will incorporate the curricular standards, communication, collaboration, and creativity through the iPad. In this opportunity, Innovation and Instructional Services trainers and art instructors from the All the Arts for All the Kids Foundation will work with afterschool programs to help students understand how to visually tell a story through storybooks, podcasts, comic strips, and animations on the iPad. Working with both traditional art tools and art apps on the iPad, students will create digital comic books that reinforce curricular topics from the classroom. The art instructors will also provide enrichment activities that develop student knowledge of artistic composition and techniques embedded in the Visual and Performing Arts Standards. Classroom teachers will also participate in the program to support the curricular connections. Student learning will be supported and extended through visual and media literacy by integrating images into the storytelling process.

Field Trips: Field trips enable staff to expand children's learning beyond the classroom walls into the vast community outside. They provide children with experiences that cannot be duplicated but are integral to school and life instruction. Field trips are the living laboratories in which students learn through active, hands-on experience with the rich resources of the local community. In addition, field trips enable students to develop a perspective and understanding of different cultures and life events, which shape our world. Field trips will include cultural events and places such as Dia De Los Muertos, Muzeo, Latin American Museum, and Lunar New Year. Additional field trips can consist of other events such as professional baseball and basketball games, bowling leagues, plays, concerts, aquariums, zoos, and parks.

Literacy: Literacy encompasses the ability to read, write and speak. There are multiple opportunities for students to participate in language and literacy development with a seamless resource and referral system. As the school characteristics chart indicates, most of our students speak Spanish and English. The literacy program will be site-specific based on the needs of the students and designed to supplement existing services. Activities that promote literacy may include the following.

- **Game Day**: Board games, card games;
- **Parent Involvement**: Opportunities when appropriate may include homework support, field trip chaperones, sports league officials, career days, hobbies, and more;
- **Technology**: Parents may join their child in technology-based literacy work with iPad apps that focus on reading fluency, comprehension, and storytelling. With the help of program personnel, parents will work on iPads to develop their verbal and written communication skills in a supportive 21st-century environment. Most importantly, digital citizenship helps parents understand the social media tools their child uses. Site Supervisors integrate the Common Sense Media - Digital Citizen Curriculum and the Google Interland curriculum twice a month.

Character Development/Community Service: The ASES Expanded Learning program integrates the six pillars of character within academic assistance and enrichment experiences. The pillars are trustworthiness, respect, responsibility, fairness, play by the rules, being kind, and citizenship. The emphasis is on the internal motivation towards being a person of character. Examples include pride campaigns, recognition wall for student achievement, student-developed code of conduct, peer counseling/mentoring, personal journal keeping, personal mission statements, sports, self-collages, shared learning, and goal setting. Opportunities are available for Community Service within the school environments, such as homework buddies, school beautification projects, i.e., campus clean-up and garden. In May, ASES Expanded Learning programs participated in the annual Love Fullerton project. Other collaborative projects include Lights on Afterschool and student Showcase in the Arts. These are shared projects with our Community-Based organizations.

Example Common Core Alignment 6th Grade Math 6g. Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and different shapes; apply these techniques in the context of solving real-world and mathematical problems.

Construction of the Ultimate Skyscraper Contest: In a team of four, design and construct a skyscraper using triangles, quadrilateral, and polygons by composing and decomposing triangles, rectangles, and other shapes. Construction materials include cardboard, glue, paint, cellophane, and patterned paper. Begin by drawing plans to scale on graph paper. Document the process through photos and have the size of each. Results are presented at a showcase event at the end of the project period.

Science
Grade 1 Tire Garden
Students know roots are associated with the intake of water and soil nutrients plus green leaves are associated with making food from sunlight.

Grade 4 Compost

Students experience decomposing: many fungi, insects, microorganisms, and plants recycle matter from dead plants, plus animals.

Grade 6 Map of Mars

Read a topographic map and geologic map for evidence provided on the maps and construct/interpret a simple scale map.

Grade 8 Soil Test

Students know how to determine whether a solution is acidic, basic, or neutral.

Visual and Performing Arts Content Standards

Grade 1 Find the Beat
1.DA:Cr2a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.

Grade 2 Path Map
2.DA:Cr2a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.

Grade 3 Clay Sculpture
3.VA:Cr2.1. Create personally satisfying artwork using a variety of artistic processes and materials.

Grade 5 Paper Collage
5.VA:Cr3. Use art vocabulary to describe personal choices in artmaking and in creating artist statements.

Grade 7 Guess My Emotion
7.DA:Cr3. a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent.

Physical Education
Grade 1 Madcap Jump Rope
1.9 Jumping and swinging rope held by others.

Grade 2 Ribbon Dance
1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.

Grade 6 All Sorts of Sports
3.4 Participate in moderate to vigorous physical activities a minimum of four days each week.

3–Skill Building

The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills, and provides activities to help students achieve mastery. The ASES team provides students academic time to complete assignments, read, and work on projects. Through the encouragement and support of the ASES team, students gain academic proficiency during this period of the day. The team also provides additional opportunities for literacy and enrichment through STEAM projects, hands-on activities, and online subscription programs supported by the district. Their success in the program builds with each assignment and activity leading to improved achievement during the school day.

Low-income students are at risk due to the correlation of other risk factors to academic performance. To reduce our student risk factors and promote student achievement and social success, we utilize all resources to supplement the existing Expanded Learning programs.

Program administrators base site and curriculum proposals on community need assessments, student academic performance indicators, school demographics, students eligible for free or reduced lunches, and prior ASES Expanded Learning parent, teacher, and child surveys. The truancy rate is 32% in Title I schools. In addition to expanding existing services, other requested programmatic areas support students learning at home, such as English Language Development classes and effective behavior management.

In addition, we provide parent/guardian requested resource and referral assistance such as family physical/mental health, parent substance avoidance education, parenting classes, employment counseling, adult literacy, computer technology, and vocational training. Historically, the Fullerton School District Expanded Learning programs have consistently maintained a minimum of 85% student attendance, with many schools achieving 100%.

Data Collection Collaborating with Site LeadsCoordinator for Student Data, Student Support Services, and Director of Child Welfare and Attendance on standard collection and analysis of the following:
- Health Issues
- Intervention
- Referrals and follow up for Community Resources
- Student attendance
- Truancies
- State Testing Outcomes
- Anecdotal Records

Distribution and tabulation of survey results:

- Administrators
- Community-Based Organizations
- Parents/ Guardians
- Principals
- Staff
- Student
- Other support services when applicable

Other methods of assessment:

- Analysis of alignment of CDE Quality Standards for Expand Learning
- Environmental Rating Scale
- Extra-Curricular Engagement
- Self Evaluation
- Team Collaboration meetings on assessment results and development of a plan to strengthen the program
- Anecdotal Records

Projected Assessment Participants Where Applicable:

- Community-based Partnerships

- Director, Visual and Performing Arts
- Director Child, Welfare and Attendance
- Director of Child Development Services
- Director Student Support Services
- Parent Volunteers
- Parents
- Principals
- School Site Council
- Site teachers

4–Youth Voice and Leadership

The ASES program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation and provides ongoing access to authentic leadership roles.

Program Content/Quality

Researchers have documented that the academic achievement gap between low-income minority students and more well-off children is due to the opportunity to engage in extracurricular experiences and parent engagement that reinforces lifelong learning. ASES Expanded Learning grant supports our efforts to provide academic opportunities in a myriad of ways through traditional means and vigorous standards-based enrichment. Several aspects of the program offer advantages to students that are more difficult to offer during the regular school day:
- Flexible schedules;
- The time and space to offer in-depth project-based learning;
- Flexibility for field trips and learning outside the classroom;
- Informal learning environments that encourage active participation;
- Greater access to parents because programs often extend into the early evening
- Academic support and enrichment experiences encompass the breadth of the program, which will include summer camp and preschool parent/child interactive classroom.

These advantages will allow us to create a continuum of learning.

Leadership: Leadership opportunities exist in various ways, such as introducing the six pillars of character: caring, fairness, respect, reasonability, and trustworthiness. Leadership enables children to demonstrate their skills, interests, and knowledge. ASES team members integrate behavior management, bullying, interpersonal relationships, and social-emotional development throughout the leadership component. Researchers examining benefits for students link extracurricular activities with student engagement. The findings conclude that extracurricular activities appeal to student interests, encourage peer interaction, prompt cooperation, build student-adult relationships, provide structure and challenge, and draw students, especially minorities and women, to science.

Positive student outcomes are contingent on meeting individual and group needs. Regardless of age group, students have direct input relative to program content. This feedback is accomplished through site-specific surveys while our most important conversations occur with each age group. All sources of assessments, i.e., administration, teachers, parents, and community, are valued and aligned to designing projected outcomes. The principal tenets are derived from the *Minnesota Guide to Affect After School Practices* and *Every Monday Matters*, empowering children and youth.

Youth Voice

What It Means: Programs authentically partner with our youth to build their leadership skills. Young people are involved in meaningful opportunities to plan, implement, and evaluate program activities.

Why It Matters: Young people are more likely to stay engaged in the program when adults include their ideas and contributions, placing their interests at the center.

What Effective Practices Look Like:
  ● Staff value and encourage youth voice and expression. Youth have the opportunity to make meaningful choices about activities in the program.
  ● Youth serve as leaders and mentors to each other.
  ● Staff supports youth leadership development through appropriate skill-building opportunities (e.g.goals setting, planning).
  ● Youth input and contributions are encouraged in activity planning, implementation, and evaluation. As young people gain experience, their input and contributions become increasingly sophisticated.
    Staff provides opportunities for reflection and student work showcase.

Every Monday Matters
Every Monday Matters is a robust curriculum for engaging youth in topics and activities that build self and social responsibility, awareness, and engagement. Through hands-on social and emotional learning students, K-8 students learn in real-time how to be confident, empathic, caring, and impactful in positive ways. The monthly themes, weekly topics around "I Matter," "You Matter," and "We Matter" supports the understanding of one's self-worth, how to engage in healthy and strong relationships, and to be active members in the classroom, community, and world. They have a voice.

5–Healthy Choices and Behaviors

The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices in an environment that supports a healthy lifestyle.

The Board of Trustees recognizes a strong link between student health and educational outcomes. To promote healthy eating and physical activity, the District will use the Whole

School, Whole Community, Whole Child model (WSCC) to provide a comprehensive wellness program. (Appendix A: WSCC Model) The Superintendent or designee shall support and reinforce health literacy through WSCC's ten components: (1) health education; (2) physical education and physical activity; (3) nutrition environment and services; (4) health services; (5) counseling, psychological, and social services; (6) social and emotional climate; (7) physical environment; (8) employee wellness; (9) family engagement; and (10) community involvement. Research shows that two components, good nutrition and physical activity throughout the day, are strongly correlated with positive student outcomes. Less-than-adequate consumption of specific foods, including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, physically active students do better academically (American Heart Association, 2010; Nansel, 2010, Van Dusen, 2011).

The Wellness Advocacy Council is a group of community and school stakeholders that meet four times a year to promote and advise on the Wellness Policy within the Fullerton School District. Committee members are from the community and the school district, including the Orange County Health Agency, Fullerton Collaborative, Council PTA, St. Jude's Hospital, the Dairy Council, teachers, nurses, psychologists, and administrators. The afterschool program has direct involvement in supporting the established district goals to ensure a seamless transition between the school day and the afterschool program. ASES integrates these components into the outline for daily operations and specific program content areas identified throughout the quality standards.

Specific focus areas

1. Physical education and activity
2. Nutrition environment and services
3. Social-emotional climate
4. Family Engagement
5. Community Involvement

School Nurses also are available to provide health and safety instruction.

Supper Program and Nutrition Services

In partnership with Fullerton School District Nutrition Services Department, ASES will provide a daily meal (supper) and snack throughout programming that meets California Department of Education Nutritional Guidelines. The Site Supervosor will document food allergies and dietary restrictions to accommodate the child's needs.

Example Menus

Goldfish Crackers
Honey Graham
Crackers
Mozzarella String Cheese

Sunbutter Cup

Cheez-it
Honey Graham Crackers
Chicken Bites, Sweet
BBQ-Jack Links
Mozzarella String Cheese

Nacho Dip Cheese Cup
Salsa Cup, Fresh
Tortilla Chips

Athletics and Challenges
The mission is to challenge our at-promise students to experience personal achievement through goal setting, character development, adult mentoring, and improved health. Students may participate in athletic activities such basketball, flag football, soccer, softball, and leagues. Physical activity is well associated with improved overall health. Physical activities programs help school-aged children develop social skills, improve mental health, and reduce risk-taking behaviors (*Patel D.R., & Luckstead E.F. Sports participation, risk-taking, and health risk behaviors. Adolesc Med. 2000;11:141-155).* Opportunities engaging in physical activity correlate to the benefits described in California After School Physical Activity Guidelines.

Benefits
- Improved academic performance;
- Improved brain function, including the ability to concentrate and focus;
- Healthy growth and development;
- Lower risk of becoming overweight;
- Lower risk of developing chronic health conditions such as type 2 diabetes,
- Heart disease and high blood pressure;
- Reduced stress and symptoms of depression and anxiety;
- Increased feelings of self-worth and self-esteem.

Physical activity aligns with the requirements listed in section 7 of the guidelines to ensure that all students achieve the appropriate physical activity after school.
- Provide a minimum of 30 to 60 minutes of physical activity during the expanded learning program.
- Students not engaging in physical activity elsewhere will be provided up to 60 minutes of recommended Moderate-to-Vigorous Physical Activity (MVPA) during the afterschool program.
- Arrange the afterschool schedule to ensure that students do not sit for more than 60 minutes at a time.
- Limit recreational "screen time" to 30 minutes and total "screen time" to 60 minutes per afterschool session.
- Offer physical activity at or near the beginning of the afterschool session.

Whenever possible, use physical activity to reinforce and extend other afterschool goals and activities.

6–Diversity, Access, and Equity

The ASES program creates an environment where students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, or gender identity and expression. The District developed a framework to support employees in understanding these three critical ideas through the Framework for Cultivating Diversity, Equity, and Inclusion. The braiding of these two crucial principles allows for a flow of information, resources, and support.

Equity refers to the fair and respectful treatment of all people. We are committed to doing everything possible to identify and eliminate unfair biases, stereotypes, or barriers that may limit full participation in our education system/ASES, which encompasses equal access and diversity.

The disparity in educational outcomes between student populations is one of the most significant challenges facing our public education system. Gaps in test scores, graduation rates, and college readiness pose a fundamental problem that school officials must solve. Students who regularly participate in California's afterschool and summer programs can gain up to 115 additional days of learning, expanding the regular school calendar by more than 60 percent. It is time young people spend working hands-on with science and technology, participating in the arts, being part of a team, and experiencing success through new and engaging activities.

ASES creates a safe and adaptive environment, recognizing that culture, family, and personal history are core to a young person's identity formation. ASES provides children/youth with an opportunity to explore their identity within the context of their own culture and others, thereby deepening young people's sense of self-esteem and increasing their openness and understanding toward all people. This opportunity is evident in the use of curriculum by Shell Education on Strategies for Culturally and Linguistically Responsive Teaching and Learning. Also, the examination of culture identifies within hands-on engagement through the arts and celebratory festivals (*Minnesota Guide to Affect After School Practices*).

Best Practices
- ASES cultivates an inclusive environment where all youth and families are welcome and respected.
- The team members create a safe atmosphere for children and youth to explore their own identity, including cultural beliefs and practices.
- Youth are encouraged to be their whole selves, honoring their culture, sense of self, and life experiences.
- The administration makes a genuine effort to ensure staff reflects our young people's diverse race, gender, culture, sexual orientation, language, and special needs.

- Team members meet youth "where they are" and respond to their unique interests, conditions, and abilities. Young people's cultures are recognized and understood.
- Team members design individualized accommodations to support active engagement from the diverse student population, including ELL, disabilities, allergies, medical alerts and potential barriers to participation.
- Team members meet these accommodations through ongoing communication between Student Support Services, the teacher, the family, and the ASES team.
  ASES Teams have developed safe spaces and calm down area for children/youth in the program.

Accessibility

All facilities are strategically located within walking distance so all families can participate. Further, in cases where transportation is a barrier to participation, the Fullerton School District and the Boys & Girls Clubs provide this service to increase access.

7–Quality Staff

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation, and improvement.

Expanded learning programs are part of Educational Services and consists of a Director, (2) Program Specialist, a Supervisor, an Administrative Specialist and a Clerk. Many of the personnel working within the afterschool programs have received a bachelor's degree or higher in education, human services, or liberal studies and complete requirements for multiple subject teaching credentials. In addition to the site staff, certificated teachers support this program. All team members receive Livescan screening, and CDS team members train First Aid/CPR employees with up-to-date certification.

Each program location has an onsite Supervisor who actively delivers services and staff supervision. The ratio is 1:10 for TK-K grade and 1:20 for 1 –6th grade. When needed, the Site Supervisor will step in to ratio. Further, the team members are trained in inclusion methods to allow equitable access for special needs children. Facilities are wheelchair accessible.

Supervisor of the ASES Expanded Learning Program: The Supervisor of the ASES Expanded Learning Program holds a Degree in Child Development, Education, Recreation, or a related field and oversees all programmatic components. The Supervisor of ASES will hold a Site Supervisor permit from the Commision on Teacher Credentialing within 1 year of being hired. To ensure program quality, the administrator provides broad-based training opportunities and bimonthly meetings with site leads, parents/guardians, community-based partners, and essential school personnel. They are responsible for working with each school to maintain documents for program compliance. The employee also communicates to school administration, parent advisory councils, and other school site personnel.

Teachers: Teachers are Certificated Personnel with a Multiple Subject Credential who will collaborate with the Site Supervisor to assess student learning and design enrichment curriculum to support academic learning objectives. The teacher also provides specific

instruction such as sewing, woodshop, band, reading club, digital creativity, career pathways, robotics, speech and debate, and Math Olympics.

Site Supervisors: Site Supervisors hold a Bachelors' or a combination of education and experience equal to a minimum of 48 college units. Their overall responsibility is of onsite program operations. They assist in program coordination, direct activities, and assign personnel as needed to provide a positive environment for students. They interpret provisions of law, rules, regulations, and district policy to staff, other agencies, and the public; establish and maintain effective working relationships; communicate effectively both orally and in writing with team members, parents, students, the community, and District personnel.

Instructional Assistants: Instructional assistants hold a minimum of 6 college credits in child development and two years of experience. They adapt activities, assignments, and materials to allow all students to perform at different learning levels. They also design an integrated curriculum aligned to content standards and implement these experiences through clubs, hobbies, and special events.

Nurses: Our ASES Encore Program has a Credentialed, Registered Nurse, who supports all medical needs of ASES students.

Volunteers: Volunteers include parents, college interns, and high school students. Volunteers enhance opportunities for children and are not in place of paid staff to maintain ratios or overall program quality. Before placement in the afterschool program, volunteers will be interviewed, fingerprinted, and provided district and Expanded Learning expectations for Volunteers

When placing team members and volunteers, the administration considers the balance of talents and skills at each program site. It ensures consistent academic assistance along with a multitude of enrichment opportunities.

Human Resources recruit new team members through Edjoin, website, farmers markets, word of mouth, and recruitment fairs in the academic departments at our local colleges and universities. They receive an extensive orientation with an employee handbook, which is program-specific in addition to the policies and procedures of the organization. The potential team members complete a skills and interests assessment during the interview process. The new employee is on six-month probation with an evaluation every two months. General training includes overall program operations, classroom management, inclusions, universal precautions, emergency operations, child abuse mandated reporter, CPR/First aid, health, safety, and nutrition. In addition, trainings are delivered annually to all program staff, including volunteers, collaborative members, site leads, instructional aides, and administrative personnel.

Staff development includes strategies for active engagement aligned to NGSS, Common Core content standards in art, drama, games, math, music, science, and social studies. After the initial training, ASES Site Leadership team develop weekly lesson plans and correlate the activity to a California Department of Education content standard. In addition, training focuses

on leadership, 40 Developmental Assets, and behavior management/guidance/bullying. Additional training by other resources includes Orange County Department of Education System of Support Expanded Learning & Student Achievement and Wellness, BOOST Conference, OC STEM Hub, and site-specific content presented by other professional organizations.

8–Clear Vision, Mission, and Purpose

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation, and improvement. We balance the specific mission and purpose of the expanded learning program with district and school goals.

Mission

It is our mission to defend and promote the potential of all children and youth. We are committed to providing children and youth with a developmentally appropriate and caring environment that supports emotional, social, cognitive, and physical development. We are committed to establishing a community where children, parents, teachers, and staff together will be engaged in an inspiring, joyful, and inclusive environment.

The dual purposes of the expanded learning programs for school-age children are to provide academic support and enrichment opportunities. Site Leadership Team design recreation and education experiences to have carryover value that provides intrinsic protective factors that support the development of resiliency skills. Children will have myriad possibilities investigating the arts, math, science, social engagement, and other curricula. Through active participation, children will learn to make appropriate choices during their leisure time. The program's goal is to expand the learning environment and link activities to areas of study at school.

Values

The program's values align with the District's Framework for Cultivating Diversity, Equity, and Inclusion. We believe we must recognize and be aware of each person's right to self-identify. We build empathy and mutual respect through knowledge and acceptance of each person's diversity. We demonstrate and recognize diversity by providing an inclusive and equitable environment. We uphold the framework through seven specific areas:
- Collaboration
- Integrity
- Respect
- Communication
- Lead Learner
- Empathy
- Student-centered

School Board Goals

1. High Expectations for ALL Students
2. Long-term District Financial Stability
3. Recruit, Hire, Support, and Retain Exceptional Staff Objectives to reach
4. Welcome and Engage Families and Community
5. Promote Safety, Mental/Physical Health, and Well-being

The ASES team seamlessly aligns program objectives with the School Board's.

Stakeholder Data

ASES Program Leadership along with the Site Leadership team determined the needs of the community, students, parents, and schools through various data:
- Assessment Scores
- Principal, Teacher, School Psychologist Input
- Crime Statistics
- Mapping of Neighborhood Assets, i.e., transportation, parks, community resources
- Truancy
- Juvenile Crime rate
- Student Interest Survey

Communication

The ASES program exists within a larger community. We engage with our stakeholders in various ways:
- Collaborative partnerships to outline methods, input, and strategies
- Participation in the LCAP process to gain knowledge of current trends and needs and articulate the needs of those same students and families in the afterschool setting
- Participation in District Leadership meetings (twice per month)
- Ongoing communication with school site administration teachers
- Annual stakeholder surveys and meetings

Child Development Services participates in the District Safety Committee to examine truancy, absenteeism, and other at-promise factors that impact students' overall educational experience. Further engagement includes parent orientations, participation at school site special events, presentations to the Boards of Trustees, Spotlight at General Management and Leadership meetings, communiqués that demonstrate alignment of after school to the school day with documented (visual) outcomes. Plus, resources and professional development are shared, such as Restorative Practice, McKinney-Vento, Emergency Preparedness, and Curriculum Alignment.

Goals to Enhance Opportunities & Engagement
1. Streamline enrichment framework by developing specific content based on identified needs in social-emotional development, extra cultural opportunities in sports and the arts, and special events planned and executed by students
2. Increase family engagement to build home-school connections

3. Develop comprehensive professional development to develop quality staff and provide tools to support the changing and diverse needs of students

9–Collaborative Partnerships

The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools, and the community.

It is a team that works together to train/educate staff and design the curriculum. The ASES team creates activities to ensure academic assistance and well-rounded enrichment programs correlate to the California Department of Education content standards. The administrative team schedules small group collaborative meetings to address the community needs and the organization's mission. Through collaboration, the community has benefited from a seamless support system of volunteers, adult tutors, instructional materials, transportation, facility use, projects for youth, and other resources.

We work closely with our families to achieve the following goals:
● Empower community residents to have an active role in issues that affect their lives by increased involvement in community-based organizations;
● Advocate for and enhance the city-wide coordinated network of services for families in need to support a positive educational environment and increase access to these services;
● Establish structure and policies through which leadership is shared among collaborative partners to sustain programs and services.

All the Arts for All the Kids Foundation: This established and successful arts education program provides students with additional lessons in music, visual art, dance, theater, and digital filmmaking. Staff from the afterschool program are being trained as program teachers and will then prepare all staff to implement key components of the program. In addition, content artists' classes are open at each school in STAGE (theater production), choir, Ballet Folklorico, and guitar. ASES students actively participate in these specialized classes. Art bonds children to their culture and communities and promotes positive development skills that can help with success in school, life, and work. These opportunities are in alignment with the vision and mission.

Healthy Neighborhoods Partners: St. Jude Hospital, Community Organizers, West Fullerton Local Organizing Committee, Solidarity, California State University Fullerton, Community Action Partnership, and the Fullerton Collaborative collaborate in four neighborhoods in South Fullerton on obesity prevention policy issues. They have worked on open space issues, school lunches, gang prevention, access to fresh fruits and vegetables, and healthy drink choices. The afterschool programs participate in the healthy food program with a dietitian that works with students on menu planning, introduction to healthy foods, and fun and engaging physical activities. In addition, nurse practitioners from St. Jude Hospital present nutrition lessons for students and parents and gardening projects.

Fullerton Police Department Gang Prevention: The Fullerton Tokers Town gang is the largest street gang in Orange County and is considered criminally active. Fullerton gangs are involved in homicides, robberies, aggravated assaults, firearms possession, narcotics sales, possession and use, and felony vandalism, witness intimidation, and various nuisance-related activities. The primary objective of this project is to intervene in the lives of families who have school-age children exhibiting high-risk behaviors related to the gang lifestyle. Through a collaboration of City Departments, schools, and community-based organizations, these groups address the problem of gang activity using a multi-faceted approach through the office of Child Welfare and Attendance. The overarching project goal is to reduce the ever-rising number of inter-generational gang members and continue the momentum of gang violence suppression, intervention, and prevention.

Summer Programs (SolFul): SolFul is an initiative started by Fullerton Advocating Community Transformation (Fullerton ACT), a committee under the Fullerton Collaborative, an open forum amongst faith-centered community leaders who encourage one another to take steps in transforming the Fullerton community. Fullerton ACT also works with the City of Fullerton and the Fullerton School District through the Fullerton Collaborative to present the city's needs to our church communities. SolFul is one of the first opportunities to unify the city's churches and build relationships with our communities. Initially, budget cuts have forced the closure of summer school and given thousands of children nowhere to go. For seven weeks, the organization engages the children of Fullerton through exciting and fun programs centered on art, sports, and academics. Children in the afterschool program located in the most challenging gang areas have the opportunity to participate in experiences that would otherwise not be available. It also allows for continuous programming to support at-promise students. Though other summer programs now exist, SolFul continues to provide summer programming for our students.

Parent Advisory: Our long-term goal is for each school site to have a parent support group identified as a parent advisory council. The council's purpose is to review parental input, advice, and feedback and view them as essential elements in developing quality afterschool experiences. Parents are actively involved in designing the annual afterschool program plan, and each site's design is specific to the needs and interests of the school population served. Past practices in the parent group have been essential in extending enrichment experiences for children/youth, such as school musicals, career fairs, special events such as Dia de Los Muertos, and social guidance. Parents can be involved in academic support for those students most at risk and are below basic in language arts and math. It is an integrated approach using technology and the arts to reinforce concept development and explore personal interests.

Ongoing communication: The ASES team reinforces constant communication between program supervisors and each program location through daily interactions. A logbook identifies updates, notes to staff, and the daily schedule. School site supervisors confer daily with office personnel regarding attendance and classroom teachers' needs on student performance and ideas for the team members to incorporate to assist students. Collaborative partners meet

bi-annually to establish and review program goals and objectives. Grantee and Community-Based Partners meet monthly, whereas site supervisors meet weekly.

10–Continuous Quality Improvement

The program uses data from multiple sources to assess its strengths and weaknesses to improve program design, outcomes, and impact continuously.

To support operations and focus on continuous quality improvement, the Supervisor of ASES Expanded Learning prepared an extensive list of critical areas for Site Supervisors and Instructional Assistants. This information is easily accessed to revisit and change as needed and provides a foundation for our work. Data-driven dialogue is part of the monthly Site Supervisor meeting to address patterns, trends and develop resources and strategies as required. This data includes parent feedback, the need of the school identified by the principal and school site leadership, and other information gathered from different sources and experiences that support the development of ideas put into action.

Example

Dream Catcher is an initiative to highlight students who take their learning beyond the classroom to impact their community. We participate in this annual initiative with a campaign to share what our students are doing with their interests, passions, and strengths. Dream Catchers are students pursuing their passion and making their dreams a reality. This recognition program is for students who are putting their dreams into action. FSD will highlight students who have shown dynamic skills in identifying and putting their goals into tangible actions. Dream Catchers can also be students who make a difference in their community. Dream Catchers is one portion of the PATHFinder program, created by the FSD Dream Big initiative to enhance personalized learning in the District.

Program Plan Living Document

To support continuous quality improvement and provide Site Leadership and Instructional aides the tools they need to develop and implement ASES, the Supervisor of Educational Services updates documents for reference, support, and compliance. In addition, for the school year 2023-2024, the program plan was reviewed and modified according to need. This review ensures that current patterns and trends are addressed in each area in the quality standards and receives input when a change occurs at the District level and school site administration.

Welcome to The Encore Central:

FULLERTON SCHOOL DISTRICT
ENCORE! EXPANDED LEARNING **CENTRAL**

General Information	Health & Safety	Employee Personnel Forms

District Wide Information:
 ● District Staff Handbook
 ● Professional Standards of Conduct
 ● Student Employee Interaction
 ● FSD Emergency Communications
 ● Risky Behaviors Guide
 	
 Mileage Forms:
 ● Mileage Electronic Form (Done Monthly)
    LAB Budget #:
 1208555271-5220
    ASES Budget #:
 0132952201-5220
 ● Mileage Chart
 ● Mileage Rate
 	
 Bell Schedules:
 ● Bell Schedule for All Schools
 	
 Program Flyers, Handbooks, & Plans:
 ● Updated Staff Handbook coming soon
 ● The LAB Flyer
 ● TheLAB Parent Handbook 2023-2024
 ● ASES Flyer
 ● ASES Parent Handbook 2023-2024
 ● ELOP Plan Guide
 ● ASES Safety Plan
 	
 Contact Information:
 ● LAB Contact Info 23/24
 ● ASES Contact Info 23/24
 	
 Website Links:
 ● Encore: ASES Website Link
 ● Encore: The LAB Website Link
 ● PowerSchool Link
 ● IReady Link
	ASCIP Forms:
	 ● ASCIP Procedures
	 ● ASCIP Confidential School Incident Report
	 ● Head Injury Checklist
	 ● Injury Report
	 ● Head Injury Notification:
	    English, Spanish, Korean
	
	 Medical:
	 ● ASP Medical Review- New Students
	 ● Suicide Prevention Forms
	 ● First Aid Guidelines for School Office
	 ● FSD School Illness Guidelines:
	    English, Spanish, Korean
	 ● Medication Monday Spreadsheet
	 ● Authorization for Disclosure of Medical and/or Educational Information
	 ● CDC Pink Eye - Signs/Symptoms, Transmission, and Treatment
	
	 Lice Documents:
	 For Office Staff Only:
	 ● Lice - Office Policy / Procedure
	 ● CDC Flyer- How to Check for Lice
	 Email to Parent of Student w/ Lice:
	 ● Lice - Information Sheet
	 ● Lice - Public Health Information sheet
	 Email to all LAB/ASES Parents
	 ● Lice - Exposure to Head Lice in English/Korean
	 ● Lice - Exposure to Head Lice in English/Spanish
	
	 Trainings:
	 ● Seizure Disorder Training
		Classified Personnel Forms:
		 ● Classified Personnel Services Forms Link
		 ● Classified Absence Form
		 ● Voluntary Reduction of Hours Request
		 ● FMLA Request
		 ● Unpaid Leave of Absence Request
		 ● Change of Address
		 ● How to Sign Into your District Email Account
		 ● How to set Up EIS Account
		 ● Site Supervisor Job Description
		 ● IA EXL Job Description
		
		 Evaluations:
		 ● Classified Personnel Evaluation Form
		 ● Smart Goals & How to write them
		 ● Site Supervisor Evaluation Master
		 ● Encore Management Evaluations Suggestions
		
		 Employee Injury Forms:
		 ● Show Me Where It Hurts
		 ● Workers' Compensation Claim Form (DWC-1)
		 ● Offering Medical Treatment Form
		 ● Supervisor's Report of Injury
		 ● Salary Continuation Verification Form
		 ● Workers Comp Pre-designated Physician form
		 ● COVID 19 Self Reporting

Supper: ● ASES Supper Monthly Menu	● Diabetes Training / Summary - ADA ● Emergency Medication Training - PowerPoint presentation ● CPR/First-Aid TheLAB ● CPR/First-Aid ASES ● Seizure First Aid - Epilepsy Foundation ● CPR Training Sign up ● CPR Training Schedule **Posters/Labels:** ● Diabetes Poster ● Emergency Plan Poster ● When to Call 911 Poster ● Locker Medication Label ● Emergency Equipment Poster **Emergency Drills:** ● Emergency Drill Template- The LAB ● Emergency Drill Template-ASES	
Student Forms	**Staff Forms**	**Tuition Fees/ Budgets**
Behavior Support Plan: ● Behavior Intervention Team Slides ● Student Support Plan ● Student Dismissal Form ● Encore Behavior Questionnaire ● Parent Conference Form ● Incident Report ● Parent Conference Form **Student Registration:** ● The LAB Registration Link ● ASES Registration Link ● Wait lists ● Registration Process Slide Deck ● ASES Open Registration Information 2023-2024 ● Encore: The LAB Parent Info Session 2023-2024 **Dismissal/ Late-Pick Up:** ● Late Pickup Notice- TheLAB ● Late Pickup Notice- ASES ● Authorization for Minor Waiver (pick up)	**Staffing Information:** ● Absence Logs ● ASES Staff Placement ● LAB Staff Placement ● IA Substitute List **Meetings:** ● Huddles/PD Presentations ● Meeting Norms **Google Classroom:** ● Encore Google Classroom **Feedback:** ● Feedback Form from Staff ● Encore Room Check out form **Vendors:** ● 23/24 Vendor Matrix ● Encore: LAB Vendor Calendar ● Encore: ASES Vendor Calendar ● CAMPS LAB School Vendor Calendar	**EZChildTrack:** ● EZChildTrack Reports ● EZChildTrack Staff Portal ● EZChildTrack Parent Portal **Tuition & Late Fees:** ● The LAB fees 2023-2024 ● Daily Rate Cheat Sheet 23/24 ● Receipt Sample **Monthly Site Budget:** ● Site Budgets ● General Supplies List **Cal Cards:** ● Cal Card Guidelines ● Cal Card Cover Sheet
FPM	**Timesheets/Calendars**	**Resources**

FPM:	Timesheets/Calendars:	Resources:
- FPM Audit Guide - FPM/EXLP 23/24 Program Instrument 23-24 ASES/ELOP FPM/Audit Instrument	- Timesheet Cheat Sheet - Minute Conversion Chart - Hourly Timesheet - Timesheet - Playground Sup Timesheet **Calendars:** 2023-2024 Classified Work Year Calendar 2023-2024 Pupil Attendance Calendar	- Thrively Slide Deck - Thrively Link - Reporting Suspected Child Abuse - Quality Standards For Expanded Learning - FSD Learning Supports-Extended Learning. - We Tip Crime **PD Opportunities:** - Calendar of PD Opportunities through OCDE - OCDE PD Website Link

11–Program Management

Program administrators develop the budget based on the program's mission, vision, and goals as a whole and the site. Based on feedback and program goals, administrators allocate the funding to meet unique needs as determined by the stakeholders. Providing students with voice and choice at a junior high school site may be an identified need, and the administrators will allocate funding to support student initiatives.

The program's organizational structure includes the Director of Educational Services, who oversees and manages the program across the District, the Supervisor of ASES, who works closely with the Site Superviors to develop a safe and engaging program for our students. The Supervisor works out of the District Office, but they often work directly with students alongside the Site Supervisors and Instructional Assistants. The Supervisor and Site Supervisors work closely to develop engaging projects based on program goals. Then, in conjunction with Instructional Assistants, they design the details of the lessons and activities to meet the needs of their students.

The Director and Supervisor meet weekly to review and assess the program's progress. The Supervisor and the Site Leads bi-monthly to design programs and share information, and Site Supervisors and Instructional Assistants meet daily and refine the program as needed. Meetings are usually held face-to-face, either in person or via a video conference.

Also, the Director and Supervisor annually review and revise the program plan based on feedback collected from stakeholders, including students, parents, parents, site administrators, school staff, ASES staff members, and community members. The ASES team created the

survey based on the California Quality Standards for Expanded Learning. The electronic questionnaire is sent out multiple times through email, and staff provides a QR Code to the feedback form for easy access to parents.

The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements. The Assistant Director of Business Services and the Director of Educational Services manage the fiscal accounting. The Director of Educational Services is responsible for maintaining budget and overall compliance. Business Services submits quarterly expenditures for reporting, then examined by an in-house accountant and reviewed by the Director before submission. In-kind services are recorded and verified with our community partners, and accountants from Nigro & White review program expenditures and other compliance forms annually. Attendance is recorded for each child and monitored daily. Monthly attendance is submitted to the accounting clerk for verification with school attendance and sign-in/out sheets. Administrators for the program designate submission timelines for attendance.

Through various sources, staff disseminates program description, components, registration, family literacy, special events, and parent education throughout the community. Families and the community can find information about ASES through various mediums and locations:
- Fullerton School District website, banners, posters, flyers, newsletters, onsite parent boards, school office, PTA, school site council, presentations to Board of Trustees, and other groups
- Boys & Girls Club of Fullerton website, banners, brochure, and Board

12–Sustainability
The program builds enduring partnerships with the community and secures in-kind and monetary contribution commitments. The Director of Educational Services annually reviews funding sources with the support and guidance of other district directors.

Funding Support In-Kind Match
In-kind begins with our community partners that operate ASES Expanded Learning sites and internal facilities and staff. Our goal is to match public investment from the major stakeholders with other local resources from the private sector and seek alternative funding sources. We aim to build a financially sustainable community-wide system of high-quality afterschool programs and other learning opportunities. These include academic supports, enrichment classes, sports, summer camp, and other support opportunities. To achieve this, we continue to look at resources to raise funds locally, private organizations and secure significant gift funding and grants from foundations. ASES will leverage these funds against a core of ASES Expanded Learning and unrestricted funding. As a result, these funds will provide the necessary resources to provide high-quality programs for the most vulnerable children and youth. Securing alternative financing is critical in implementing experiences with long-term benefits. Other in-kind includes district contributions in shared use of space, resources, maintenance and operations, and technology and innovation.

The Fullerton School District has established relationships with our community partners and will research to formulate realistic annual plans to secure additional funding sources. The current funding level does not adequately fund the program. These sources may include Pacific Life Foundation, Fullerton Rotary, Fullerton Education Foundation, All the Arts for All the Kids Foundation, David and Lucille Packard Foundation, Orange County Community

Foundation, Samueli Foundation, Mott Foundation, Charles and Helen Schwab Foundation, Big Brothers, and Big Sisters, and the Time Warner Foundation. The sustainability plan follows the model of the National School Board Associations guidelines described in "Building and Sustaining After-School Programs."