



RAVENSWOOD

CITY SCHOOL DISTRICT

After School Education and Safety (ASES) Program Plan 2024-2027

This Program Plan Guide is required by California Education Code (EC) 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.

Purpose

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

Social-Emotional skills include the ability to:

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

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

Instructions

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

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

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



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CITY SCHOOL DISTRICT

1. **Grant Identification Number:** 41-23939-6899-EZ
2. **County District School (CDS) Code:** 41-68999-000000
3. **Authorized Signatory** (*Fiscally responsible for the program*)
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 - b. Title: Chief Business Officer
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4. **Authorized Signatory** (*Programmatically responsible for the program*)
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 - b. Title: Strategic Projects Coordinator
 - c. Telephone number: 650-329-2800 ext. 60176
 - d. Email address: jshen@ravenswoodschools.org
5. **Community Based Organization** (*Sub-Contracted*)
 - a. Agency: Boys and Girls Club of The Peninsula
 - b. Contact Name: Mak Azadi
 - c. Title: Chief Operating Officer (COO)
 - d. Telephone number: 650-646-6132
 - e. Email address: mak@bgcp.org

Site Name	Projected Daily Attendance
1. Belle Haven Elementary	approx. 85–100
2. Costaño School	approx. 85–100
3. Los Robles-Ronald McNair Academy	approx. 83–90
4. Cesar Chavez Ravenswood Middle School	approx. 113–120

Target Population	Percentage of Population as of Census Day October 2022				
	Belle Haven Elementary	Costaño School	Los Robles-Ronald McNair Academy	Cesar Chavez Ravenswood Middle School	Districtwide
<input type="checkbox"/> Unduplicated Pupils	92%	89%	94%	89%	90%
<input type="checkbox"/> FRPM Eligible	83%	74%	74%	76%	76%
<input type="checkbox"/> English Learners	61%	45%	74%	56%	58%
<input type="checkbox"/> Homeless Students	49%	49%	48%	46%	47%

1—Safe and Supportive Environment

If the program will be located off campus, describe how students will travel safely to and from the program site.

We partner with the Boys and Girls Club of the Peninsula to provide after school program services on each of our school campuses.

Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

At the end of each school day, after-school instructional staff position themselves in a cafeteria or another central location. The teachers from the school escort students to this location to ensure that they are under supervision during their transition to the after-school space. The instructors keep a record of attendance as each student arrives for the after-school program. These attendance rosters are then compared with the school day attendance to identify any discrepancies. If a student is present for the school day but absent for the after-school program, a call is made to their home to account for their absence.

The leadership of the after-school program and school leadership collaborate to ensure that emergency drills are aligned throughout the school year. The processes and protocols used during the school day are also followed in the after-school program. Whenever possible, the emergency drills in the after-school program are conducted on the same day as during the school day. These drills and protocols comply with the Big Five Emergency Plans of the entire county.

Classrooms are equipped with first aid kits and staff have access to the school nurse's office. Staff members also carry walkie-talkies and wear identification badges for added safety.

Students will only be released to authorized adults listed in the after-school program documentation. Middle school students can be authorized to walk home. All other students must be picked up by their families at the end of the program

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

Developmental: The rosters are divided by grade-level so that we can provide developmentally appropriate activities. We work with diverse populations, so we need to ensure that activities are appropriate for both the developmental level of the student as well as their language and cultural needs. We provide sentence starters for students and background knowledge for students who may have different learning experiences. Topics covered include having a growth mindset, time management, productive workspaces, and the power of setting goals.

Social-Emotional: Students build strong relationships with peers and instructors through daily social-emotional learning activities. These activities enhance classroom relationships and communication skills. Community agreements are regularly reviewed to maintain a safe space for sharing personal challenges and celebrating each other. The program aims to foster a sense of belonging and support for students through relationship-building and counseling resources. Staff

are trained in social-emotional learning and mandated reporting, and they collaborate with families to connect students with counseling services during school hours. K-5 students also participate in a weekly, one-hour SEL block where they are taught CASEL SEL competencies through explicit instruction using our Second Step for Out of School Time (OST) curriculum.

Physical: The afterschool program offers a secure environment where students can complete homework and engage in enrichment activities. This is crucial for families in our community, where parents often work late and require a safe place for their children. Many students face learning challenges due to their home environments. The afterschool program provides both space and supportive adults to assist these students, ensuring a conducive learning environment beyond regular school hours.

2—Active and Engaged Learning

Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.

The afterschool program staff collaborate with school-day teachers to provide support to students and work towards accelerating their learning. There is also an emphasis on small-group or personalized learning opportunities for students. The program also integrates daily social-emotional learning activities, helping students develop emotional management skills, interpersonal communication, and cultural awareness.

Students have the opportunity to engage in various club activities, extending their learning from the school day, particularly in STEAM subjects like art, music, and hands-on making. Students have a say in their club choices and showcase their progress during student exhibitions throughout the year. They also participate in school-sponsored evening activities, such as musicals and art shows, enhancing their overall educational experience.

Describe the planned program activities and how they will:

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

At BGCP, there are 5 main program activities: Enrichment, Power Hour, SEL, Read Alouds and Fun Fridays. Enrichment offerings vary from working on Kiwi Co. Kits, Art in Action, MindWorks curriculum with themes such as Grossology rooted in science, and Read Alouds specifically developed to foster a sense of belonging with a window and mirror approach (window = students explore other cultures and mirror = students see themselves in the read aloud books). All curriculum used during the after-school program are hands-on where students build mini-projects leading to a culminating project and some sites have quarterly showcases. Showcases are meant to bring families together, showcase the learning students have acquired, and showcase their talents and passions. Fun Fridays are designed to engage our community volunteers. Fun Fridays are designed with volunteers and such events range from mini-carnivals to station rotations centered on a theme like Women’s History Month. The program activities are directly connected to

the 5 C’s of Positive Youth Development (PYD): Competence, Confidence, Character, Connection and Caring. Through the program components, students develop an awareness of their own capabilities when they explore new subjects and topics through the enrichments. Through our Power Hour model where students receive support on their homework and participate in aligned practice stations, students foster competence and confidence in their ability to engage with academic work. Through our SEL and Read-Alouds rooted in equity, students foster character, connection, and caring as they learn key SEL competencies and learn about their cultures as well as other cultures present in their communities.

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

Typically there is a high demand from our families to have summer programs. The program activities build on the social-emotional learning and academic components of the school day, through the year. The summer program continues to provide these elements and activities.

3—Skill Building

Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.

The academic component of the program supports students in developing (and closing gaps in) foundational math and literacy skills. In Power Hour, students have an hour of academic centers where they rotate every 15-20 minutes. Academic centers are based on grade-level standards and are developed with the purpose of students getting additional opportunities to practice skills and concepts they have learned during the school day. Centers include Power Pages (standard-based practice pages), high-yield learning activities (board games that promote logic and strategy), online learning platforms (aligned to what the school uses during the school day) that are adaptive and a tutoring center. In the tutoring center, students work with a BGCP staff member to focus on two key foundational areas: letter sound identification and counting to 120. When students in K-3 participate in the tutoring center, the goal is to close academic gaps that are impeding them from accessing grade-level content during the school day and to support the schools with closing these foundational gaps.

Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

The program activities have been developed in response to feedback from the community. District partners emphasized the importance of encouraging students to “stay in the game” (actively engage in school, and complete their assigned work). Parent surveys are distributed regularly, and consistently reveal a demand for homework support and the desire for students to participate in enjoyable activities while maintaining connections with their peers.

4—Youth Voice and Leadership

Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Student feedback is collected from students in grade 3-8 on a quarterly basis. The goal of the survey is to assess students' engagement, enjoyment, and sense of belonging in the after-school program in addition to other organizational strategic priorities. Additionally, our centralized Program Strategy Team, conducts regular youth focus groups and additional surveys centered around programmatic components and curriculum. The goal of collecting this data is to inform next steps for program design and to assess student and staff enjoyment of the curriculum and ability to execute. The data collected informs how instructional coaches support sites and what kind of training are designed at our organizational-wide quarterly training sessions. Data can also be used to provide site-specific training through instructional coaches if the needs at site are not consistent with overall organizational trends. Program Observations, both from centralized teams and site-level teams, occur on a weekly basis. These observations of programs are rooted in taking staff skills to the next level to impact students' engagement. During observations, students are regularly asked if they enjoy the program, what they like about it, and what they wish to see. These data points are then used to inform next steps in program design, program offerings, and trainings for our staff.

Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

As mentioned above, the Program Strategy Team (PST) regularly conducts student focus groups to gather data directly from youth that inform programmatic practices and curriculum. Additionally, each region has an assigned instructional coach from PST. Each site receives either one observation a week or a bi-weekly observation depending on need. During observations, our team is encouraged to ask students what they think of the program on a regular basis to get a pulse on how things are going from a youth-perspective. Additionally, K-5 sites and 6-8 sites have space in their schedule to have "Clubs." Clubs are staff-created enrichments that are directly informed by the interests and passions of our students. For example, there might be a sneaker design Club - site directors and youth program leaders have a strong pulse on what is of interest for youth and design Clubs based on their interests. Middle School sites also have a Torch Club - a leadership club that operates like a student council. Students in this club take the lead to design and plan events for the program that is informed by what students in program are saying they would like to see.

Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).

TK-5 students are encouraged to make age-appropriate choices, selecting from various activities that match their interests, fostering decision-making skills in low-stakes environments. Additionally, 6-8 students are provided opportunities to participate in real-world growth and leadership opportunities, in partnership with other organizations.

5—Healthy Choices and Behaviors

Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

Students are provided with a district-supplied supper that aligns with the school's nutrition and wellness standards. Similar to school-day policies, students are not allowed to consume any "junk food" brought from home. Additionally, the program places a strong emphasis on promoting emotional health and responsible behaviors. Students are encouraged to develop emotional resilience and handle their emotions effectively, even when faced with fluctuations and challenging situations. Collaboration with organizations like the Child Mind Institute helps to provide support and resources to bolster students' emotional well-being.

Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.

Many of our school sites have working gardens, enabling discussions about healthy food choices and the process of food cultivation. We've formed partnerships with organizations like FoodCorps and Canopy to further explore food and its cultivation methods. Additionally, we actively engage students in conversations about snack and supper menus, emphasizing the significance of nutritional value in balanced snacks and meals, promoting a holistic understanding of healthy eating habits. These conversations are often initiated or supported through a variety of enrichment curricula that have lessons focused on nutrition, health and wellness, and sometimes include cooking activities.

Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.

Snacks provided include string cheese, canned or whole fruit, sunflower seeds, and whole grain honey graham crackers.

The supper meal menu typically includes items such as Chicken Fajita Wrap or Veggie Fajita Wrap with homemade Pico de Gallo, soft beef tacos or soft bean and veggie tacos with a "fixin' bar" (shredded lettuce, diced tomatoes, diced onions, jalapenos, salsa), chicken caesar salad with homemade dressing, gyro style pita (with beef or veggies) and homemade tzatziki sauce. All meals include meat or meat alternate, grain, vegetable, fruit, and milk. Students must select 3 of the 5 components, and which must include a minimum of ½ cup of the fruit/vegetable component.

These examples prioritize nutrient-rich ingredients while adhering to the California Nutritional Guidelines to support the health and well-being of after-school program participants.

6—Diversity, Access, and Equity

Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students’ cultural and unique backgrounds.

We place a strong emphasis on students taking ownership of their identity, which includes celebrating their diverse cultural backgrounds. Icebreakers and regular interactions encourage students to share their unique personalities, cultures, and backgrounds, fostering a mutual learning experience. The program structure allows students to set their own goals by reflecting on their distinct experiences, adapting their strategies accordingly, and honoring their backgrounds in the pursuit of these goals. The program celebrates and recognizes monthly themes such as Hispanic Heritage and Black History months, as well as individual student contributions to their program experience through the celebration of shared values. Staff also actively engage in sharing students’ backgrounds, using real-life examples to relate concepts and create a supportive and inclusive learning environment.

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

Our district serves a diverse student population, including English Learners (ELs), students with disabilities, and low-income or homeless students. Program staff, many of whom are Spanish speakers, often provide assignment translations and language support. Schools with a significant EL population continually participate in training for effectively supporting language learners. Professional development for staff is focused on best practices, using strategies from Structured Instruction Observation Protocol (SIOP) as the evidence-based approach. Staff are regularly observed, and emphasize making the content accessible and comprehensible for both language learners and students with special needs. Key coaching strategies include total physical response (TPR), adding visuals, utilizing sentence frames, creating graphic organizers, repetition, pre-teaching vocabulary, and engaging students through various modalities. This approach ensures that all students, including ELs and those with diverse needs, receive the necessary support and access to the curriculum. Trainings at BGCP often emphasizes these strategies during facilitation and there are explicit moments where EL strategies are taught.

7—Quality Staff

Describe how the program’s administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.

All prospective staff members must meet the prerequisites outlined in the job description, which include the minimum requirements of an instructional aide (such as having 48 college credits, or passing an approved assessment), and passing a fingerprint/background check. Ideally, candidates should also possess a minimum of one year of prior experience working directly with students in a similar role. Staff are trained annually on health procedures (including COVID-19), their mandated reported responsibilities, and sexual harassment/non-discrimination prevention. This comprehensive screening and training process ensures that program staff are well-prepared and qualified to work effectively with students in our programs.

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

The staff recruitment process involves multiple steps. Candidates undergo an initial interview. Candidates who progress to the next stage are given a task that involves lesson planning and presentation, to complete within 72 hours. This leads to an additional interview with the manager in charge of hiring. In the selection process, the organization considers various aspects of a candidate's background, including their overall experience, volunteer work, and extracurricular activities to identify suitable applicants for interviews.

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

Continuous professional development falls under three main types: training workshops, observations, and coaching.

1. Training Workshops

Site Leaders: Bi-weekly training sessions that equip them with skills and knowledge to support their teams effectively. Topics vary from understanding homework support strategies, to coaching best practices, and delivering valuable feedback on lesson plans. These sessions prioritize hands-on learning to ensure practical application.

Instructors: Quarterly workshops address classroom structuring, including promoting student independence during homework support, goal-setting with students, and utilizing virtual engagement tools. These focus on practical learning experiences and can be customized by site leaders to meet specific needs.

2. Program Observations

Weekly 1 hour observations, assess three classrooms using a standard of excellence rubric. After each observation, there is a debrief about the strengths and growth areas of each classroom and a highest-leverage coaching lever is identified. Observations are grounded in data and begin with a discussion of class attendance and overall instructor performance.

3. Coaching Conversations

Once a highest-leverage next step is identified through the program observations, site-leadership have 1:1 coaching conversation with the instructor. The coaching conversations can take both a directive and facilitative coaching approach depending on the next step. Ultimately, the goal is to maintain a facilitative approach where targeted questions are developed to ensure the instructor names the highest-leverage next step. The expectation would then be for the instructor to apply the next step with a follow-up observation from the site-leader.

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

All descriptions of the services provided, unless where specified, are provided by the Boys and Girls Club of the Peninsula (BGCP). Ravenswood City School District staff work with both BGCP regional and site-specific staff on each campus to ensure that all services are provided.

8—Clear Vision, Mission, and Purpose

Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

Our school-site based after school programs generally accept all students who apply. In those rare cases when demand is greater than capacity at the beginning of the school year, a lottery system is utilized to determine priority. While the school year is in session, after school program leaders collaborate with teachers and school leadership to identify students who would benefit from afterschool programming, and available spaces are prioritized for these students. After school and school-day staff work together, to reach out to families. High priority needs that are most considered at the elementary age range are attendance, literacy development, homework completion and socio-emotional development. Additionally students who are homeless or in a foster situation are given priority for after school program placement.

Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

The program goals include providing a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students, providing a variety of activities that are hands-on, project-based, and result in a culminating product, providing activities in which participants develop and demonstrate 21st century skills, provide ongoing professional development based on staff needs.

Although there is an academic gap exacerbated by the pandemic, we know that with the right support, our youth can overcome any obstacle. The elementary program includes a specific focus on ensuring that all TK-3 students have the essential foundational skills in both literacy and mathematics that will set them up for a lifetime of success. Students in grades 4-5 will be supported in maintaining and accelerating their current academic progress, to narrow the learning opportunity gap present in our educational systems. Feedback from our focus groups, enrollment data, educational partners, families, and students highlight that our current Middle School model has presented challenges with youth engagement. This has resulted in our current journey of redesigning and launching a more intentional and strategic program that will ignite the passion for learning in more middle schoolers than ever before.

Educational partners, families, and students are surveyed multiple times throughout the year to help assess goal progress and monitor the current student needs. These surveys enable adjustments to ensure goal attainment and student support.

Describe how the program has engaged or will engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program’s mission, vision, goals, and expected outcomes based on the needs of the specific community.

Program goals are collaboratively developed and regularly updated based on feedback from school leaders, teachers, caregivers, and the community. Monthly meetings between after school site directors and district leadership focus on ensuring that sufficient programs and support are provided to meet the goals. Weekly meetings between site directors and school leaders focus on tracking progress toward site-specific goals and identifying areas that need more support.

District leadership communicates program updates to the Board throughout the school year. Community and family engagement is solicited through surveys, particularly as a way to help measure goal progress. They also provide an opportunity to identify areas of further family involvement in the after-school program.

9—Collaborative Partnerships

Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

The District works collaboratively with the Boys and Girls Club of the Peninsula (BGCP), among other community partners. Feedback from families continually indicates a desire to expand the after school program offerings. We also want more students to participate in the after school program. BGCP has the experience, and staff to run larger after school programs, helping us to meet the needs of our community. Other community partners may be added as specific needs and interests arise, but are supplemental to the core after school program offered at Ravenswood.

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

Our after school program has the opportunity to collaborate with several community partners. The local public library can participate at special event evenings, and deliver presentations to students and families, facilitating library card sign-ups. This helps to strengthen the existing relationship between the public library, schools, and after school/summer programs. Additionally, we will continue to explore and expand on partnerships with organizations such as “East Palo Alto Tennis & Tutoring” (EPATT), Playworks, and Ravenswood Reads to offer tutoring support, additional SEL and movement opportunities, or special interest activities for students.

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

We are exploring partnerships with local high schools and community college districts to increase the college & career readiness component of our afterschool program, especially at the middle school. We are also looking into additional collaborations with other local organizations, such as the

YMCA and the EPACENTER, to provide continued and extended opportunities for students. These collaborations began to be trialed through our extended summer and intersession programs, and as part of the evaluation and improvement process, we will consider the expansion into our regular afterschool programming.

10—Continuous Quality Improvement

Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the Quality Standards for Expanded Learning in California, available on the After School Network web page at (www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program. Please visit the CDE’s Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

BGCP collects, analyzes, and reviews data on an ongoing basis to engage in program quality improvement and inform decision-making. BGCP’s quality improvement process follows the state’s guidance of an Assess-Plan-Improve cycle. The implementation plan is described below and meets the competencies of the state’s CQI plan, using the 12 Quality Standards for Expanded Learning Programs in California. By regularly reviewing data from a variety of sources, we can identify any trends, as well as strengths, and areas of improvement under each of the 6 Point-of-Service Quality Standards, and the 6 Programmatic Quality Standards. This information helps us to craft Quality Improvement Plans that have clear goals, specific objectives, measurable outcomes, and identifies how the actions/activities will be monitored over time. Annual reporting of the ASES CQI documentation for each Quality Standard is completed alongside the annual BGCP internal review, using the same timeline and stakeholders to evaluate and help improve the program. Stakeholders are typically invited to provide input on the Quality element that they are most knowledgeable about (for example feedback around Staff Recruitment & PD would be directed towards program staff at all levels, but not parents).

ASSESS

Data that informs BGCP’s continuous quality improvement comes from a variety of sources including:

- Student attendance tracking, monitored on a daily basis
- Program observations by site leadership and members of BGCP’s program strategy team using a rubric designed to align with and check for Quality Standards and best practices
 - o BGCP has typically used the David P. Weikart Center’s Youth Program Quality Assessment (YPQA) tool for observations.
 - o Site leaders conduct weekly coaching observations to identify opportunities for improving instructor practices
- Quarterly assessments on literacy and math to evaluate BGCP’s TK-3rd grade tutoring program
- Student surveys (administered at least twice annually, Fall and Spring)
- Caregiver/Family surveys (administered once annually in the Spring)
- School partner surveys (administered at least twice annually, Fall and Spring)
- Additional input from stakeholders through meetings, phone calls, quality self-assessment tools, and other outreach

At site leadership huddles, staff address a different question for quality improvement each week, such as *“To what extent and how are we providing a safe and supportive environment for youth to develop the mindsets and skills to succeed in school, and what evidence do we have to support this?”*

PLAN

Results from surveys, observations (using PQA tool), and assessments are analyzed by BGCP’s Impact & Measurement team, and then shared and discussed by site leadership and staff to inform quality improvement plans. At these meetings, site leaders work with their team to compare the results with target program goals, identify successes and issues to address, choose program adjustments, and develop specific action steps to address necessary improvements and track progress for the remainder of the school year. BGCP’s Program Strategy Team and site teams may develop additional curriculum and instructional tools to meet student needs and interests, based on their survey, assessment, and observation data.

IMPROVE

Based on results from the action plans, training is delivered in both Q3 and Q4 to address areas of improvement. In the past, this has included additional training on elevating student voice and choice during program and adjusting schedules to provide more time for students to develop social and emotional learning (SEL) skills. In addition, site leaders may work with their teams and outside entities to deliver content or training to address areas of improvement. Senior program leadership monitors implementation of action steps. In the Spring, assessments, observations, and survey data are used again to examine progress toward sites’ target goals.

TIMELINE

Quality improvement starts when programs launch with monitoring of student attendance and classroom observations. The formal quality improvement process typically begins with assessments in October and November, action planning in December and January, and implementation of improvement plans in January through the end of the school year.

PARTICIPANTS & ROLES

- Site leaders
 - o Review data weekly, conduct ongoing coaching with staff to improve practice
 - o Disseminate surveys to stakeholders (students, caregivers, school staff)
 - o Review data collected through surveys and other assessments
 - o Share and review assessment information with school principal and other school staff
 - o Facilitate action planning with site staff and school partners
 - o Implement action steps around improvement
- Senior program leadership and professional development team
 - o Design coaching and observation rubrics for site leaders to use aligned with quality improvement standards
 - o Review assessment information to inform strategic shifts
 - o Develop and facilitate trainings to address areas of improvement
 - o Monitoring implementation of action steps in site action plans
- Impact & Measurement team
 - o Design surveys and other assessment instruments aligned with quality improvement standards
 - o Ensure adequate response rate to surveys

- o Analyze, summarize, and report program-wide and site-level results of assessments, observations, and survey data
- o Provide template for documentation of strengths, improvement areas, and action steps
- School leadership (principals and district representatives), and School staff
 - o Provide feedback through surveys and ongoing meetings

11—Program Management

Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.

The bulk of the funding for the program is to support having quality staff and structure to support students. Students are able to be in class sizes that are conducive to learning and support. This could not be done if we did not use the funding for staff. Staff are supported by the unit director and coaches, and are provided with professional development to improve their skills to more effectively work with students and their needs.

Provide the program organizational structure including succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

Each afterschool site is managed by a team that includes a Unit Director and Assistant Unit Director responsible for program oversight and part-time afterschool instructors. A front desk clerk handles attendance, caregiver interaction, and data-related tasks. Afterschool instructors support homework and deliver approved curricula covering various subject areas, enrichment opportunities, and social-emotional learning skills.

Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Ravenswood views our valued partnerships as dynamic relationships that are continuously refined and strengthened over time. To ensure that both the District and our partner organizations are regularly assessing our program and relationship effectiveness together, we use a standardized partnership evaluation and review process, with three key touchpoints - at the beginning, middle, and end of each year.

Our evaluation rubric is based on the following focus areas: Mission Alignment, Measurable Outcomes, Responsiveness to Community Needs, Mutually Beneficial Relationships, and Continuous Improvement. After jointly assessing the current partnership using the rubric, we collaboratively develop a partnership action plan to determine the next steps for strengthening or transitioning the partnership. A review of this program plan will form part of this partnership evaluation process, at minimum on an annual basis.

Independently of Ravenswood's partnership processes, BGCP regularly solicits community feedback from staff, students, and families, and evaluates the after school program (including activities, logistics, and program design) to ensure that they are responsive to the evolving needs of the community. It is important to consider the feedback and communication from everyone involved with the afterschool program, especially when considering any programmatic design changes and improvements.

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

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

- Fiscal accounting and reporting is completed by the Business Office with the program support of the BGCP. The responsibility to be aware of reporting deadlines, fiscal accounting, and fiscal document submissions lies with Business Office staff. The BGCP is responsible for assisting in the preparation of any program reliant supporting documentation, including attendance records.
- In-kind local matching funds are acquired in various ways. The school sites will contribute a maximum of 25% of in-kind matching funds in the form of facilities. School sites will provide the After School Program with access to adopted and supplemental core day instructional materials (ie. laptops, textbooks, manipulatives, etc.). Partnerships with organizations will be leveraged to provide staff training and tutoring or enrichment opportunities for students.
- Attendance is recorded by BGCP daily, using Salesforce. This information is used to provide attendance reports to Ravenswood for state and local reporting purposes. Besides attendance, BGCP also collects demographic information on students and their families and basic program information.
- Our ASES Early Release Policy is consistent with CDE guidelines (www.cde.ca.gov/ls/ex/earlyreleguidance):
 - A child may be released early from the after school program prior to the end of program time based on the following conditions:
 - 1. The Student is participating in district-sponsored transportation, requiring departure from said program after fewer than three hours of participation and/or before 6:00 pm.
 - 2. The Student's family schedule and/or transportation resources make a 6:00pm pick-up a hardship for the family.
 - 3. The Student must leave the program after fewer than three hours participation and/or before 6:00 pm in order to honor other/non-program obligations such as:
 - a. Sports practice/games (ex. soccer, basketball, football, etc.)
 - b. Performing Arts practice/recital/performance
 - c. Religious/cultural obligations
 - d. Medical appointments
 - 4. Family emergencies (such as death in the family, catastrophic incidents, etc.).
 - 5. Weather conditions, especially if the student walks home.
 - 6. The Student must walk home and must leave the program after fewer than three hours of participation and/or before 6:00 pm in order to avoid walking home in the dark during the fall and winter months.

- 7. The Student has an accident/illness that occurs during program time (program staff should call parent or guardian).
- 8. Other conditions, especially on safety, as prescribed by the school.
- Whatever the case may be, a parent, guardian, or program staff will sign the student out and program staff will record the date and time of the early release departure of the student.

12—Sustainability

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

The Ravenswood City School District is responsible for the sustainability of this program. We have partnered with the Boys and Girls Club of the Peninsula (BGCP) to provide direct service to students. The BGCP is able to provide professional development to staff who are working with children. The BGCP also has a fundraising arm to help with providing additional structural support for the program and professional development. We work with the BGCP to ensure that any additional partners that we want to bring forward align with the work that the District and BGCP do, in order to better support students. Other appropriate funding sources are braided together to provide their most effective and strategic use, with the program operating under the stricter requirements for each funding source.