

AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE



San José
Unified
School District

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San Jose, CA 95126
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in collaboration with our Provider Partners



Catholic Charities
of Santa Clara County



**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.**

Renewal November 2025

After School Program Plan Guide

Include the following information along with your ASES Program Plan:

Grant Identification Number	43-23939-6966-EZ
County District School (CDS) Code	4369666
Authorized Signatory (Fiscally responsible for the program)	
Name	Nancy Albarran
Title	Superintendent
Contact Info	408-535-6800 Email – superintendent@sjusd.org

Name(s) of After School Program Site(s)

Instructions: Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	Project Daily Attendance
1. Almaden Elementary	83.3
2. Ann Darling Elementary	107.4
3. Canoas Elementary	68.6
4. Empire Gardens Elementary	83.3
5. Ernesto Galarza Elementary	78.3
6. Gardner Elementary	83.3
7. Grant Elementary	85.5
8. Herbert Hoover Middle School	125.6
9. Horace Mann Elementary	91.00
10. Lowell Elementary	83.3
11. Merritt Trace Elementary	83.3
12. Muwekma Ohlone Middle	100.7
13. River Glen	106
14. Selma Olinder Elementary	83.3
15. Terrell Elementary	83.3
16. Walter L. Bachrodt Elementary	88.1
17. Washington Elementary	83.3
18. Willow Glen Middle	71.4

Instructions: Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population				
Site Name	Homeless	Foster Youth	EL	Low Income
Almaden Elementary	1.9%	0.0%	51%	56%
Ann Darling	2.2%	1.0%	49%	59%
Canoas Elementary	2.3%	0.0%	38%	45%
Empire Gardens	1.9%	0.0%	54%	59%
Ernesto Galarza Elementary	3.7%	0.0%	40%	60%
Gardner Elementary	3.9%	1.0%	55%	53%

Grant Elementary	3.4%	1.0%	47%	59%
Herbert Hoover	1.9%	1.0%	29%	56%
Horace Mann	4%	0.0%	49%	53%
Lowell Elementary	2.3%	1.0%	70%	69%
Merritt Trace Elementary	1.4%	0.0%	33%	42%
Muwekma Ohlone Middle	3.6%	1.0%	37%	58%
River Glen	0.0%	0.0%	29%	36%
Selma Olinder Elementary	1.8%	0.0%	54%	56%
Terrell Elementary	1.3%	0.0%	25%	42%
Walter Bachrodt Elementary	4.1%	0.0%	39%	44%
Washington Elementary	1.9%	0.0%	76%	66%
Willow Glen Middle	1.1%	0.0%	24%	25%

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.

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.

Not applicable - all of our ASES programs are located on SJUSD campuses.

That being noted, specific policies and procedures are in place to ensure the safety of staff and students participating in any off-campus special event or field trip. Each Provider Partner has a trip safety protocol. A clear understanding of the location, location of bus parking, student drop-off and pick-up procedures, access to water and shelter, and potential safety hazards are included in the protocol. Parent Permission Slips are required, student-staff ratios are reduced 10:1, staff is required to consistently conduct head counts throughout the field trip (every 15-20 minutes), and students must be within the leader's line of sight at all times.

- 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.

SJUSD's Provider Partners are dedicated to the safety of our students. They conduct ongoing site safety reviews and train their staff. Risk management, safety and first aid, injury, illness, child abuse prevention, mandated reporter training, and site safety procedures, including duck and cover, lockdown, and fire drills, are covered. SJUSD systematically reviews site safety and their safety procedures. Drills are conducted monthly at each of the sites. Written procedures and training ensure that drill protocol aligns with the SJUSD protocol that students learn during the school day. Site Managers also participate in SJUSD drills conducted by school staff during school hours to familiarize them with emergency procedures, including active shooter on campus, lockdown, earthquake, fire, and evacuation. Site Managers create school-aligned health and safety plans.

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

An atmosphere of respect, empathy, and belonging creates a safe place for children to develop lifelong, healthy habits towards themselves and others. San José Unified (SJUSD) maintains clear expectations that all Provider Partner staff respect student rights and foster positive relationships.

Our programs maintain a 1:20 staff-to-student ratio for 1st-8th grade and a 1:10 ratio for TK-K, which allows staff to build strong bonds with students. At the beginning of the year, students work with staff to create group norms/agreements. These agreements are visible in each classroom and revisited throughout the year, reinforcing a culture of shared responsibility and respect. All staff are trained in classroom management, positive discipline practices, and strategies for creating welcoming and inclusive environments.

All Provider Partner staff are required to wear uniforms with their agency logo and photo ID lanyards while on campus. Employees must have a clear FBI/DOJ background check and submit negative TB results. Each Provider Partner submits a quarterly staff verification letter to SJUSD confirming compliance.

During restroom breaks, each staff member is responsible for implementing outlined systems to ensure student safety regarding their right to privacy.

Clear incident reporting procedures are in place. Provider Partners must report every incident, injury, or illness using the Report of Site Incident (ROSI) process, notifying the site supervisor, principal, parents, SJUSD, and outside agencies (e.g., CPS, law enforcement) when appropriate.

Staff, in partnership with school-day staff, enforces clear rules consistent with the school day. Behavior policies and procedures are in place in each Provider Partner Organization. Parents and students are oriented to the behavior policies upon registration.

PBIS, or Positive Behavior Intervention and Supports, is implemented at all our ASES schools during the regular school day. The afterschool staff participated in initial PBIS training early in the implementation. We are working actively to have all of our Provider Partners and their staff updated on the Climate initiative in SJUSD. The emotional and practical support leaders provide to students and their families creates a supportive learning environment, keeping students engaged through applying the Positive Behavior Interventions and Supports (PBIS) model.

Improving student academic and behavioral outcomes ensures that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions. PBIS provides a framework for achieving these outcomes. Additionally, we would like to plan training on trauma-informed services to help better serve our youth from a healing perspective.

Projects and activities are utilized to target areas of social-emotional learning that meet students' needs and help build healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking. Our Provider Partners partner with other organizations, such as Millu.

America SCORES, First Tee of Silicon Valley, and others to deepen students' sense of responsibility to themselves and others.

SJUSD collaborates with our Provider Partners on a case-by-case basis to ensure adequate access to the after-school programs for students with special needs and for those who require specific physical accommodations, providing reasonable accommodations in compliance with the relevant Education Code.

No site is allowed to release students to anyone not on the registration document or who may be suspected of being under the influence of drugs or alcohol. IDs are checked when an unrecognized person tries to pick up a student, and staff monitors anyone loitering on campus and calls the police about suspicious individuals. Staff monitor students' whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 p.m. until the situation is resolved.

SJUSD collaborates with our Facilities and Operations Department to ensure that our school sites are safe, clean, and welcoming. SJUSD no longer issues permits to outside groups until our programs are over at 6 p.m. This keeps strangers off our campuses until our students' parents have arrived to pick them up. Additionally, Operations ensures that our schools light up early during daylight savings. Provider Partner staff can communicate their needs directly to this department, ensuring prompt action.

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.

Programs reinforce learning in academic content areas by intentionally aligning and complementing the instructional strategies from the school day and aligning with the overall school culture. This allows for a continuity of learning and development in the expanded learning/after-school program environment.

SJUSD and the providers collect student feedback and input for the enrichment and physical activities. Activities are hands-on as much as possible, and technology is only used if needed to support the specific, necessary services (e.g., homework or short-term collaborative projects, DreamBox).

Each Provider Partner implements a host of enrichment activities to provide students with opportunities to explore their interests and discover new capacities and to support the academic and social milestones outlined below.

SJUSD's ASES programs focus on reinforcing learning in academic content areas by working within the school sites and alongside teacher liaisons to align with instructional strategies from the school day. Additionally, all of SJUSD ASES sites employ PBIS (Positive Behavioral Interventions and Supports) during the regular school day.

Our Provider Partners work to align their behavior systems with the overall school culture. This allows for continuity of learning and development in the expanded learning/after-school program environment. It also allows students to have more ownership in their after-school program, thus creating a more active and engaged student.

Academic Supports and interventions are aligned to the instructional school day, and students have an opportunity to catch up on skills. The aim of this alignment is to provide critical support to student participants toward grade-level proficiency. These strategies and interventions include supporting understanding of academic content and providing opportunities to complete assignments.

Catholic Charities of Santa Clara County's CORAL academic and enrichment programs give students hands-on skills that promote mastery of the "four Cs:" critical thinking, communication, collaboration, and creativity. These skills support increased achievement and success. Enrichment also allows students to develop and master 21st-century skills that will help them succeed academically over the long term.

Creative enrichment includes a variety of arts/crafts activities as well as classes in performing arts, culinary arts, and/or gardening. Club programs integrate the interests of the youth and include hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports. All of these activities engage students.

SJUSD's Provider Partners encourage students to collaborate with others and engage our students with group activities to promote a positive climate grounded in respect, compassion, and self-respect.

- Describe the planned program activities and how they will:
 - a. Provide positive youth development.

Youth development includes character education, service learning, and a constant focus on creating positive relationships among program participants and staff. SJUSD requires program components that nurture positive character. All of our programs have strong youth developmental threads throughout their academic, enrichment, and physical curriculum.

The YMCA incorporates many youth development activities embedded in their curricula including: project-based learning (2x/week) for skill-building, teamwork, and leadership development;; college and career exploration (2x/month) to meet needs for students to have positive goals for their future;; and leadership development (1x/week), to address students' needs to make a difference, to have voice, to belong, and to practice exercising responsibility.

Think Together's "hearts on" approach to youth development is an intention toward Social and Emotional Learning (SEL). The program is committed to creating meaningful opportunities for young people participating in the program to develop research-based SEL competencies: self-awareness, social awareness, relationship skills,

responsible decision-making, and self-management. To this end, Think Together partners with Sanford Harmony (elementary school sites) and Every Monday Matters (middle school sites) to support social-emotional learning awareness, growth, and student engagement.

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

SJUSD Provider Partners have designed arts and enrichment centers to offer students experiences in the visual and performing arts. Lessons align with the Visual and Performing Arts Content Standards for California Public Schools. Lessons introduce students to key concepts, vocabulary, real-world examples, and art as a career pathway. Art units focus on different artistic concepts and techniques, including digital, to introduce students to various mediums and modalities.

Catholic Charities' CORAL offers a career exploration component that includes guest speakers and field trips designed to excite and motivate students. Helping students link school to a positive career outcome motivates them to stay in school, which addresses potential chronic absenteeism rates and the low graduation rates at the high school serving most SJUSD students. This component also encourages higher education as a path to success.

In addition, our Provider Partners also provide a wide variety of enrichment activities beyond the arts, including cooking, sports, and leadership clubs. Culminating events for arts and enrichment activities often feature talent shows, plays, poetry readings, art walks, and screenings of student-produced films.

All Provider Partners understand that sports and other physical activities are popular with students. Meeting that desire to participate in physical activities helps promote student retention in all programs' academic components. Provider Partners participate in league play and daily offerings of games and sports.

Science, Technology, Engineering, and Math (STEM)

Our provider partners now offer a variety of experiences and programming to engage students actively in STEM. Programs should be aligned to The Next Generation Science Standards (NGSS Lead States, 2013). These standards focus on the principles of investigation and experimentation, including developing meaningful questions and conducting safe investigations. Activities allow students to participate in real-world scientific inquiries and challenge students to engage in critical thinking and collaboration. Program sites create culminating events such as robotics competitions and STEM fairs to showcase students' learning and experiences over the year. Student leadership opportunities are incorporated into scheduling and designing the culminating event experience, with the support of the program staff.

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

Not applicable - SJUSD's ASES program only operates throughout the school year.

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.

All Provider Partners have dedicated time and a clear structure for homework support as a core component of the daily program schedule. The homework component focuses on supporting individual student understanding of assigned content while reducing the likelihood that students practice targeted skills incorrectly. The overall goal is to support student skill building and greater confidence and success in the classroom with his/her teacher. Provider Partners work closely with school day administration and teachers to create a bridge between the school day and out-of-school time for those students who need additional support. The school administration and teachers work hand in hand with them to ensure that out-of-school enrichment activities are tied to the school day curriculum.

The YMCA develops activities using the SAFE tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicates those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities requiring hands-on engagement; demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned. These practiced skills increase a student's chance at greater academic success and a more positive self-image.

In collaboration with SJUSD, Think Together identifies opportunities to effectively leverage the after-school environment to support District LCAP goals and individual school site goals where appropriate. Site Leaders are encouraged to strategically select thematic Units of Study from program curricula that best align with instructional pacing calendars and/or relevant instructional content in collaboration with teachers and principals. This intention toward comprehensive alignment with school day instruction exemplifies Think Together's organizational commitment to supporting academic achievement and student success.

By creating and maintaining productive relationships with school site administrators, teachers, and staff, the program is well-positioned to support the needs of students and the school community.

Catholic Charities' CORAL's enrichment activities are delivered by a leader or community partner, including San José State University's STEM Program. Catholic Charities' CORAL introduces 21st Century Skills to students by providing hands-on workshops such as Cyber Security/Coding, Energy Conservation, and Music through Physics. While engaged in these activities, students employ collaboration, critical thinking, creativity, and communication, all skills necessary for student success.

SJUSD ASES programs have after-school clubs that hold culminating events presented to the school and/or parents, such as drama, dance, and music performances, and forums where participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students' development and mastery of skills.

The YMCA uses the Developmental Assets Framework (other Provider Partners use similar tools) that employs a weekly lesson focused on one or more of the 40 youth development assets identified by the Search Institute. These lessons provide students with 21st Century skills, such as developing achievement motivation, planning and decision-making skills, cultural competence, a sense of purpose, conflict resolution, and learning engagement, that create tools for future success both in school and outside.

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

San José Unified is committed to continuous improvement, ensuring our ASES/ELO-Programs evolve to meet the needs of students and families. Participation data and stakeholder feedback collected throughout the year guide our improvement goals and action steps. Most recently, we gathered insights from school principals in September 2024 and from families and students in November 2024.

Survey results from 601 families highlighted key strengths and areas for growth. An overwhelming 92% of families expressed satisfaction with the program, and 99% agreed that the program schedule is convenient for their needs. Additionally, 92% of families felt the program provides academic support, though many expressed a desire for even greater emphasis in this area.

These valuable insights shape our ongoing efforts to enhance academic support, expand program accessibility, and strengthen overall student engagement, ensuring our program continues to serve students and families effectively.

Each program provider has their own quality improvement practice that includes assessments and a timeline for responding to data. Additionally, each provider utilizes student and family feedback at the moment to make immediate adjustments to the activities planned for the week.

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.

Programs will allow students to share and express their opinions, concerns, or interests so that staff can build or adjust activities that engage the student participants. Students will participate in authentic leadership experiences.

Some examples may be:

- Feedback on activities - Students give active feedback via surveys to help shape the program based on their interests.
- Leadership roles in events at their site - they take on planning roles for events at their school
- Student-led clubs - students take the lead in creating clubs

Student input and feedback on all aspects of program design and delivery are critical components of Continuous Quality Improvement (CQI), and staff adapt program planning, including identified clubs, selected curriculum, activities, and projects, as well as the development of staff training, to meet expressed needs and interests.

During these clubs, disguised learning reinforces the core academics as appropriate, and student leadership is promoted.

- 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.

Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies.

In the Classroom, students hold leadership roles ranging from Door Monitor to Classroom Leader. Developmental assets strengthened by engaging youth in leadership opportunities include: Bonding to School, Achievement Motivation, Service to Others, Community Values Youth, Adult Role Models, and Planning/Decision-Making.

- 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).

All Provider Partners allow students to explore their interests while learning new skills. This increases their engagement and overall satisfaction in the programs. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

Service Learning promotes leadership, teamwork, and connection to the community. After school, students identify needs in their community and reflect and evaluate their projects, which inform future projects locally, nationally, or globally.

5—Healthy Choices and Behaviors

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

All programs provide healthy meals and/or snacks during ASES/ELO-P programming hours, and students learn about healthy food choices. Students have daily physical activities that utilize various skills and incorporate exercise, sport, dance, and other movement forms—staff model good nutrition and physical activity participation during the program. SJUSD maintains a Child Nutrition Services staff team, which ensures that snacks meet children’s health requirements. SJUSD also provides training to providers’ staff on food handling requirements

All activities in our after-school programs adhere to SJUSD’s wellness policies and national standards for healthy eating and physical activity.

SJUSD works closely with school administrators and our Provider Partners to ensure that District and school wellness plans are shared and that strategies are developed to align after-school program activities with wellness plan initiatives as appropriate.

All of our Provider Partners offer a minimum of 30 minutes per day of moderate to vigorous physical activity, including a mix of activities that promote bone and muscle strengthening, to take place outdoors whenever possible, and to be inclusive of students with all levels of abilities. This includes a mix of competitive and non-competitive physical activities that can also be utilized to integrate enrichment and/or academic content.

Social Emotional Learning

SJUSD knows the importance of helping young people learn how to cope with and resolve conflict. Our Provider Partners are committed to creating meaningful opportunities for young people participating in the program to develop research-based SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making, and self-management. They have many different tools to foster SEL, including the Sanford

Harmony SEL program curriculum activities at some elementary sites, Every Monday Matters at some middle school sites, and Project Cornerstone.

- 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.

All of our Provider Partners work to support the district's commitment to helping young people learn how to make healthy choices in moderate to vigorous physical activity, nutrition, responding to conflict, and social-emotional learning. They have developed collaborative partnerships with various wellness organizations that assist them with curriculum and resources, including, but not limited to:

After School Alliance/National Institute on Out-of-School Time (NIOST) fosters and disseminates effective health and fitness practices

Santa Clara County Public Health Department provides training, curriculum, and family health education resources and funding for childhood obesity prevention activities.

Second Harvest Food Bank donates fresh fruits and vegetables for the "2nd" snack.

The Bay Area Nutrition and Physical Activity Coalition provides training and curriculum for the Rethink Your Drink Campaign.

USDA's Food and Nutrition Service SNAP-Ed (Supplemental Nutrition Assistance Program-Education) focuses on preventing nutrition and activity-related chronic diseases and improving food security among eligible persons.

U.S. Soccer Foundation's Soccer for Success is a skills program.

USDA Harvest of the Month curriculum engages kids in nutrition/health education.

Harvard Food and Fun curricula

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

SJUSD Child Nutrition Services provides suppers/snacks via a Federal reimbursement program in alignment with EdCode Section 49430. Following the CACFP Child Meal program, supplies and snacks are served under the CACFP Child Meal Pattern Requirements. Suppers and snacks contain the required components defined in the CACFP Child Meal Pattern. Our Provider Partners work with the SJUSD Nutrition Services Department to provide healthy suppers and snacks to students daily. Items such as string cheese, various fresh fruit and vegetables, whole grain snacks, muffins, yogurt, cereal, milk, and sun butter sandwiches are served according to each site's monthly menus. SJUSD also provides training and evaluates all site staff on food handling requirements and eliminating food waste.

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.

Activities, creativity, project-based learning, and collaboration celebrate student culture and diversity. School staff share strategies with the after-school program staff to support a variety of learners, including students with disabilities. Resources and communication are provided in English, Spanish, and other languages, as appropriate.

All programs actively recruit and hire staff who reflect the community of the students served in the program. By representing the diversity of the participants through program materials, they create a welcoming environment.

Activities are developed to celebrate the diversity of the program's students, and staff participate in diversity and sensitivity training to support the students as needed.

Students are encouraged to share through collaboration, group work, creativity, and project-based learning. Group activities encourage cooperation to promote a positive climate grounded in respect, compassion, and self-respect.

All programs provide a welcoming and supportive environment for everyone and promote a culture of inclusion. Students have opportunities to show strengths, build friendships, and discover new interests. And ultimately, program leaders create a positive, accepting environment where all children feel valued. All programs support students with disabilities and work collaboratively with the schools and the families to provide reasonable accommodations for a child to be successful.

SJUSD and its Provider Partners do not discriminate based on race, color, religion, gender, gender expression, age, national origin, disability, marital status, sexual orientation, or military status.

SJUSD strongly commits to respecting all dimensions of diversity in the creation of student activities and opportunities. We are dedicated to providing culturally sensitive and relevant services to all populations, and we understand that culture is not limited to race, ethnicity, and language.

Students lead clubs and activities related to their cultures, including leading games.

Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully. Culture Fairs are often a culminating event, featuring food, clothing, music, and other important cultural items to share.

- 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.

Some potential barriers to participation include language, program hours, understanding of the program's purpose, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and in alignment with their culture.

Encouraging student and family engagement, the materials and lessons of the Provider Partners promote cultural diversity. Parent communication is targeted to multiple languages, and student cultural backgrounds are applauded in student activities. Multilingualism is considered a gift and is encouraged. Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e., family nights, parent workshops & routine student progress check-ins) is made a priority.

Flyers and/or meetings are available in multiple languages, and when language poses a barrier, an interpreter is sought.

Students are referred to the after-school program based on academic need and school site decision-making related to high-level reading data and grade level. Students are not denied entry to the program due to disability or English Language proficiency. Economic level is not a consideration for program admission, but it is also not a deterrent.

SJUSD collaborates with our Provider Partners on a case-by-case basis to ensure adequate access to the ASES program for students with special needs and for those who require specific physical accommodations, as appropriate, in compliance with the relevant Education Code.

The expanded learning/after-school program is available to every student enrolled in the school where the program is offered. There is no charge for participation. The District and our Provider Partners believe that including students with diverse needs, gifts, and experiences adds depth and richness to the program for all students and staff. We work collaboratively to ensure program accessibility to students, subject to the limitations imposed by grant capacity. In adherence to Ed Code, homeless students and students in foster care receive priority for enrolling in all expanded learning programs. However, no currently enrolled participant may be disenrolled to allow a homeless or foster youth enrollment.

Below are a few examples of student recruitment strategies used to encourage participation in SJUSD's expanded learning/after-school program:

- Back-to-School Night and Parent Conferences: Set up informational booths where families can ask questions, complete interest forms, and even enroll their students on the spot.
- Families whose students do not meet the eligibility criteria for ELOP are encouraged to enroll in ASES.
- If a sibling in TK–6th grade does not qualify for ELOP, they can be registered for ASES to ensure they still have access to after-school programming.
- Older siblings of TK–6th-grade students are encouraged to join the ASES program at their middle schools.

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.

Instructional aides must have 48 college level units or an undergraduate degree and must pass a background check. In the case where an employee does not meet the minimum education requirement, staff are required to pass the San José Unified School District Para Educator Assessment test, formally titled the NCLB test.

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

Job candidates with varying cultural backgrounds and language capabilities that support and reflect the students served are encouraged in the recruitment process.

SJUSD administrators will work collaboratively with the program to maintain a pupil-to-staff ratio of no more than 20 to 1. Each Provider Partner has their own process for hiring, all of which include the following during their assessment of a potential employee: phone screening to ensure they meet minimum employment eligibility, followed by an in-person job interview. Candidates are assessed based on their experience, interests, and the specific skills & talents they bring to the expanded learning environment and meet the minimum qualifications for

an instructional aide, pursuant to the school district's policies. Job offers are made to successful candidates contingent upon U.S. Department of Justice & FBI live scan and TB clearances.

Cultural competency, sensitivity to linguistic, gender, and class differences, and an understanding of poverty's impact on education are important attributes for any staff position with our Provider Partners.

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

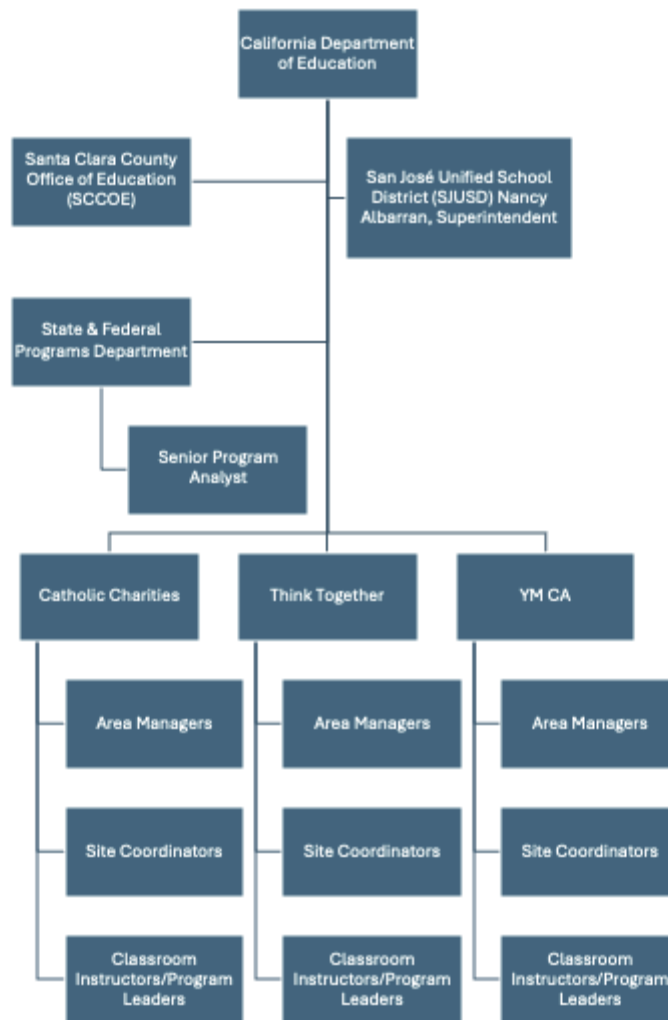
SJUSD conducts quarterly meetings with all of our Provider Partners to disseminate information, train, motivate, and support all 18 school sites.

Quarterly staff trainings cover a wide variety of issues for each Provider Partner. Depending upon need, these can include professional development on student academic support, behavior guidance, youth development, teaching components, diversity and inclusion, service learning, working with children with special needs, and trauma-informed youth work. Staff also receive training regarding grant requirements, such as attendance and safety.

YMCA staff attend over 50 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g., Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development), and some trainings are based on staff need.

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

Org Chart – Attachment A



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.

The District serves a student population characterized by high poverty and limited academic support at home. Multiple factors affect academic growth within the District, including high numbers of English Language Learners (ELL), low household incomes, and a high percentage of parents who have not graduated from high school.

The District thoroughly assesses the needs of schools and their surrounding communities through ongoing analysis of various data points, including descriptive and anecdotal data from the district, school site administration, and parents. Data from these sources is used to continuously improve the district's expanded learning/after-school programs.

The youth voice is an essential part of our programs' input. Students complete annual surveys about program culture, activities, and academics. The provider partners disaggregate the survey data in various forms.

Management staff look for trends to inform decisions for each site. SJUSD values the emphasis our programs place on student voice.

A variety of data points are reviewed to assess stakeholder needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, suspension and expulsion rates, and attendance rates.

Provider Partners administer parent surveys at parent meetings, one-on-ones, and during special events and volunteer opportunities.

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

San José Unified's goals are our vision and mission statement. Our vision statement is to “create thinkers, leaders, and creators of tomorrow.” Our mission statement is, “Uniting one community, we elevate opportunities for all.”

Within the afterschool programs, we specifically work to “elevate opportunities for all.” We evaluate the success of this goal based on site assessments and annual student, parent, and staff surveys, which are reviewed and analyzed by each Provider Partner based on the district’s annual and program goals. This includes the last and final goal, “Our students and staff feel safe.” Based on trends and issues that arise, meetings with the appropriate partners are expected to be held to develop a plan of action. Ongoing data collection by Provider Partners focused on the established goals of both SJUSD and individual organizations is included in the content of this document.

- 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.

SJUSD encourages Site Administrators and Site Managers to work together closely to determine program direction, focus, goals, targeted students, and expected outcomes. Site Managers are present during the school day and have become integral to the school environment and valuable partners to school staff. An atmosphere of open communication should facilitate stakeholders' engagement in program development.

Meetings with collaborative partners include:

- Monthly site-level meetings with Principals and Site Leaders.
- Site visits with the District ASES administrator.

The onsite Provider Partner workforce represents the schools’ demographics. This helps ensure the engagement of our students and community, which in turn strengthens their engagement and commitment to our vision.

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.

San José Unified and key partners will participate in the planning, implementation, and monitoring of SJUSD's ASES Program Plan. These include the YMCA of Silicon Valley, Catholic Charities of Santa Clara County, Think Together, and Region 5. We expect principals to work with our teams to ensure the program meets each school's expectations.

Communication between the Provider Partners and the regular school day program staff and administrators is expected to be facilitated through the site director. The site director is a full-time employee of the Provider Partner and spends a good part of the day on the school campus. SJUSD expects that the site director be treated as a member of the school staff and attend staff meetings on a regular basis. SJUSD collaborates with all parties to improve and align the programs and protocols.

- 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.).

SJUSD's COLLABORATIVE members include (but are not limited to):

REGION 5 – Regional Lead: supports all ASES-related business, disseminates information, assists with questions, and is a thought-partner in finding solutions to problems.

SCHOOL SITE ADMINISTRATION & TEACHERS – All Provider Partners collaborate with the site admin regarding the use of space for maximum effectiveness, any staff or facility issues that may come up, and to inform them about any questions they may have regarding the operation of afterschool.

SERVICE PROVIDERS – Program Managers: all support SJUSD policies, working together to create better systems of practice for improved quality within the programs. All attend quarterly meetings at the district office. All collaborate on issues that arise.

SJUSD OPERATIONS/FACILITIES: We have worked extensively with the manager and field coordinator to ensure safer campuses. SJUSD will not issue facility use permits at any of our ASES schools until 6 p.m., when the programs are finished.

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

All of our Provider Partners have developed partnerships over the last several years, including Google, the Shortino Foundation, CommnUniverCity, RAFT (Resources Area for Teachers), the Tech Museum of Innovation, USTA Hits, FIT Kids Foundation, and many more. All of this collaboration has brought enrichment and opportunity to our students. Finding collaborators has become even more necessary as these programs remain under-resourced. The organizations have active development departments looking for new grants to provide resources, training, supplies, curriculum, and even special field trip events.

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 (<http://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/cqiguideance.asp>.

SJUSD uses a continuous quality improvement (CQI) process to strengthen after-school programming, guided by the Quality Standards for Expanded Learning in California. Data is collected throughout the year through attendance records, student and parent surveys, and principal feedback, then reviewed collaboratively by site managers, coordinators, and Provider Partners. Mid-year reflections and end-of-year surveys help identify areas of strength and growth, shaping the academic and enrichment activities for the following year. This process ensures that programs remain aligned with district priorities and responsive to the needs of students and families.

11—Program Management

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

In alignment with ASES Grant Requirements, contracts are established with each Provider Partner. It is the expectation of SJUSD that funding is focused toward goals established by each of our Provider Partners. SJUSD Fiscal Department reviews invoices prior to their payment.

- 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.

Line Staff (leaders/CASIs) – lead an assigned cohort of students for the school year. They plan and implement literacy and project-based learning activities;; maintain student attendance;; develop age-appropriate programming;; take responsibility for the health, safety, and well-being of the children at all times;; coordinate with Site Managers about any issues or concerns related to their students;; attend staff meetings and professional development trainings and carry out all policies of the site, agency, and exemplify the Provider Partners’ mission and overall goals. District meetings are not required of the leaders. The ASES coordinator observes each leader at the school site.

Site Supervisors- responsible for overseeing, supervising and guiding all aspects of the program to ensure program integrity and quality;; working closely with school personnel to ensure that our programs align and integrate with school day programs;; working collaboratively with multiple agencies to ensure high quality programming;; helping to recruit and retain program participants;; completing monthly data entry and other compliance-related work;; overseeing evaluation at the school site level;; administering, updating, and communicating about the site’s budget;; interacting with families, school staff and other stakeholders;; and, attending all professional development trainings and school related activities as appropriate. Attend quarterly Leadership meetings at the district office and meet one-on-one with the ASES Coordinator/Coach.

Program Manager/Managing Director- The manager provides oversight and support of program quality and compliance, manages partnerships with each school site, ensuring a strong relationship with the principal, diverse representation of program providers, and appropriate recruitment of staff and students;; they supervise Site Manager staff;; work closely with SJUSD and project partners to ensure quality service delivery;; assist with fund development and fulfill grant obligations;; collaborate with multiple stakeholders (parents, community, service providers, schools) to ensure highest level of program delivery;; work with staff on program components. Quarterly leadership meetings at the district office are attended, and one-on-one meetings with the coordinator are held when necessary or requested.

ASES Coordinator/Sr. Program Analyst– oversees the entire ASES program at an administrative level. Works closely with district personnel regarding contracts, protocols, risk management, and state audits and filings. Supervises Program Manager and Site Supervisors. Works closely with Provider Partners. Meets quarterly at leadership meetings and as needed. Facilitates any site needs for staff, organizes quarterly leadership meetings, visits, assesses school sites, does site trainings when requested, works with leaders on best practices, audits attendance, assures that certain documentation is filed with the district, orders equipment and supplies as necessary. Meets quarterly at leadership meetings, meets with each site supervisor, meets weekly with the Manager of Guidance, attends site meetings when requested, and attends Region5 meetings 6 times a year.

Communication is done via email, phone, one-on-one, and whole group meetings.

- 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.

Provider Partners attend quarterly ASES Leadership meetings. Program review and revisiting focus areas are components of this meeting.

SJUSD encourages sites to review the plan monthly to see what is and what isn't working, creating a fluid review with time to amend practices.

SJUSD meets with program managers every two weeks to assess the program's quality and determine if any changes need to be made.

- Describe the system in place to address the following program administration requirements:
 - o Fiscal accounting and reporting requirements.

The Fiscal Department of SJUSD is responsible for fiscal accounting and reporting. One staff member is assigned to all ASES fiscal tasks. They are responsible for all state reporting. The State and Federal Programs department works with Purchasing and Contract Management personnel to ensure that contracts and invoices with Provider Partners are processed appropriately.

While SJUSD serves as the fiscal agent for this grant, the funding is used to subcontract with Think Together, Catholic Charities, and YMCA for program delivery costs. Over 90% of those subcontract funds are allocated to personnel costs, which cover the wages and salaries, benefits, and taxes of the Site Leaders and Program Leaders. The balance of the funding is allocated to site-level operational costs (e.g., materials, supplies, equipment, and transportation for field trips).

Series 2000 – Classified Personnel Salaries

Direct service staff, including part-time program leaders and full-time site coordinators, and prorated portions of quality assurance coaches' and regional managers' time dedicated to direct service. \$2,847,152.11

Series 7000 – Indirect Costs (retained by SJUSD)

Indirect administrative costs incurred by the grantee/fiscal agent are calculated based on the first \$25,000 of each service agreement. For the 2025–26 fiscal year, this included three service contracts at 5% each, totaling \$3,750. In addition, the CitySpan agreement of \$15,250 (paid last year) incurred 5% in indirect costs, totaling \$762.50. The combined indirect administrative costs for the year amounted to \$4,512.50.

- o Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).

In-Kind Reports are created each year for the state audit in September. SJUSD data as well as letters from the Provider Partners are a part of the In-Kind Match documents.

- o Attendance tracking, including sign-in and sign-out procedures.

SJUSD City Span will electronically track attendance and monitor attendance percentages. Site percentages are reviewed regularly. Sites whose percentages are waning are contacted, and ideas are exchanged about how to increase attendance.

Attendance binders are audited every quarter. Besides needing the numbers to match, the ASES coordinator is checking to see that procedures have been followed correctly concerning sign-in/sign-out sheets, that participants are not abusing the ER policy, and that all pages have been signed by the staff leader.

- o 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>.

San José Unified School District (SJUSD) has established a Late Arrival and Early Release Policy in alignment with California Education Code (EC) Sections 8483(a)(1)(B) and 8483.1(a)(1). This policy ensures compliance with state requirements while meeting the local needs of students and families. Although after-school programs are required to remain open for the duration outlined in the Education Code, students are not required to stay for the entire program time.

A late arrival is defined as a student checking in after the normal sign-in period at the beginning of the program. Staff document all late arrivals on the daily attendance sheet and record the reason in the LA/ER column using SJUSD reason codes. If a student will regularly arrive late due to tutoring, sports, or religious activities, parents or guardians must notify site staff in advance, either in writing or by email, so that the recurring schedule can be documented and monitored. If a student does not arrive as expected and no prior notice has been provided, the Site Supervisor follows up with the parent or guardian to ensure the student's safety.

An early release is defined as a student leaving the program any time before the last ten minutes of the day. Parents or authorized adults must sign students out and indicate the time and reason in the LA/ER column. For recurring early releases, such as for tutoring, sports, or religious activities, parents must notify site staff in advance by email, written note, or by completing a Late Arrival/Early Release Form. Once approved, staff record the recurring schedule on the attendance sheet for consistent tracking.

All late arrival and early release information is recorded on the daily attendance sheet using SJUSD reason codes. Attendance documentation and parent notifications are considered auditable records and are maintained in compliance with California Department of Education (CDE) Expanded Learning Program requirements. This process allows SJUSD to remain compliant with state law while maintaining a simple, family-centered approach that supports student participation in tutoring, religious activities, and other community programs.

Students are expected to arrive at the program at the end of each school day. If a student does not check in at the beginning of the program, and we have not received information from the parent stating that the child will be absent or arriving late, the Site Supervisor investigates to ensure the safety 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.

San José Unified School District (SJUSD) meets regularly with Provider Partners to discuss program sustainability and long-term planning. This topic is also addressed during quarterly ASES Leadership Meetings to ensure all stakeholders remain aligned on goals and resource needs.

SJUSD believes that sustainability extends beyond maintaining a strong financial foundation; it also involves building a positive presence at each school site to encourage enrollment and engagement. The district remains committed to providing the resources necessary to strengthen and support all 18 sites.

To maintain a high-quality and cohesive program, SJUSD will blend ASES and ELOP funds to create one comprehensive expanded learning program. As required, the district will adhere to the most stringent program and fiscal requirements to ensure full compliance with state guidelines.

Both SJUSD staff and Provider Partners share responsibility for resource development and demonstrate a continued commitment to delivering, enriching, and sustaining high-quality after-school opportunities for all students.