

ASPEN PUBLIC SCHOOLS

ASES PROGRAM PLAN

Prepared by:

Jessica Pittman, Community Schools Coordinator, Shelly Lether, Executive Director, with input from the Academic Director and Aspen Public School Partners



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

After School Program Plan

General Information:

1. Grant Identification Number 10-23939-C662-EZ
2. County District School (CDS) Code
 - Aspen Valley Prep CDS: 10621660106740
 - Aspen Meadow Public School CDS:10621660133942
3. Authorized Signatory (Fiscally responsible for the program)
 - a. Name: Shelly Lether
 - b. Title: Executive Director
 - c. Contact Info (telephone number and email address)
 - Phone: 559-225-7737
 - Email: shelly.letter@aspenps.org

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

Site Names

Site Name	Project Daily Attendance
1. Aspen Valley Prep Academy	99 students (updated to reflect numbers as of 1.9.2023) (91.66% attendance from 8/8/22 - 11/25/22)
2. Aspen Meadow Public School	108 students (updated to reflect numbers as of 1.9.2023) (93.41% attendance from 8/8/22 - 11/25/22)

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 Aspen Valley	Percentage of School Population
Foster Youth	1.6 % (Census Date)
English Learners	13.6 (Census Date)
Socio- Economically disadvantaged	77.2 (Census Date)
Homeless	13.3% (Cumulative) *Updated

Target Population Aspen Meadow	Percentage of School Population
Foster Youth	1% (Census Date)
English Learners	21.5 (Census Date)
Socio- Economically disadvantaged	78.2 (Census Date)
Homeless	18.8% (Cumulative) *Updated

After School Education and Safety Program Plan Guide

Purpose

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

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

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

Instructions

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

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

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

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

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:

ASES Staff is trained by Aspen Public Schools and Teaching Fellows. The training includes days when students are on break. In addition to required training from Aspen Public Schools (typically at the beginning of each semester) all Teaching Fellows participate in the Teaching Fellows Academy one Saturday per month. Training focuses on improving skills in asset-based youth development, social-emotional development, literacy, creating a fun and welcoming culture, leadership, youth voice, and a variety of topics that enhance their work in schools.

Aspen Public Schools incorporates the same safety training the day school staff receive. These trainings take place at the beginning of each semester and whenever a new hire is brought onto the team. The after-school program will also start having the same safety drills that day school has in order to ensure all staff are prepared for emergencies.

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

Parent and guardian feedback reveal the need for high quality after school care to maintain employment and economic security. The US Census Bureau reported poverty rates as high as 22.9% in 2021 for Fresno County*. This highlights the need for additional education and support. There is a powerful opportunity for the after-school programs to make meaningful changes in this community. Parents regularly offer feedback that their children need after school programs to support their children in the learning process. Some parents are unable to help their children at home because of their lack of basic skills in reading and math, their work schedules, or housing situations. These situations cause stress on families already facing difficulties related to poverty. Students indicate that having a place to be with their friends is important, that they enjoy the learning activities, and that they value the social time provided by the after-school program.

The connections built through the after-school program hours will continue to give students that are enrolled at Aspen a place to learn, strengthen their support systems, and be part of a culture that values joy and belonging. They engage in fun, learning activities and have a safe place to grow, ask questions, and interact with their peers as well as caring adults. As an extension of the day school, the program continues the learning process and values of Aspen Public Schools (described under #8).

Staff are also trained in Social Emotional Learning and are regularly encouraged to build healthy relationships with students as they model kind, responsible behavior. They are regularly assessed by the Community Schools / ASES Coordinator and reminded to always assess the needs of all students, especially when responding to those who demonstrate difficult behaviors. Aspen Public Schools is relentless about putting children first, and continually updating practices and programs to provide an effective learning environment as

well as a culture of joy and belonging.

*Note that there is a margin of error due to sampling size and technique, learn more at <https://www.census.gov/quickfacts/fresnocitycalifornia>

Tracking Homework: At Aspen Public Schools, most of the homework assigned is optional. When parents, teachers or other staff notice a student needs extra homework time, they are asked to communicate this to the Site Leaders and tutors. Beginning in January 2022, all tutors will be given a chart to track which students need that intentional homework time and more focused individual attention. The remaining students receive other academic support and opportunities to further develop their academic skills.

Academic Component: The academic component is designed to reinforce targeted common core standards that are taught in the classroom. Each ASES tutor facilitates a time for academics each day.

Literacy Focus: Since COVID-19, test scores at Aspen Public Schools have indicated a need for student intervention to get them to grade level. In response to this, Aspen Meadow implemented a focus on reading for the months of November-December 2022 and it will likely continue. We have implemented regular visits to the library and reading incentives and are continuing to strategize on effective ways to support students and inspire a love for reading.

Summit & iReady: Summit Learning and iReady are two of many learning platforms used at Aspen Public Schools that are available for students after school as well.

Navigator Math/iReady Math: Navigator and iReady are programs/curriculum for grades K-6. It helps students build a deep conceptual understanding of math through rigorous learning and creative problem solving. Students have access to these programs on their tablets for additional practice during ASES.

Small group interest areas: In the upcoming year, as we continue to assess needs and interests, there will be groups formed based on special interests, such as yearbook or journalism, foreign languages and culture, outdoor education and more. These groups may also be a place where students who need extra help in certain subject areas are able to receive more individualized attention.

Athletics and Outdoor Education Students have the opportunity to participate in various sports such as volleyball, cross country, cheer, and more. One area we are considering a further emphasis on in the near future is outdoor education. Currently, staff are reviewing science curriculum that mainly takes place outside as kids observe trees, plants and more. This will likely be used starting in January 2022.

STEM: Aspen is focusing on elements of Science, Technology, Engineering and Math to supplement the school day. For example, staff are reviewing a new curriculum approved by our day school site leaders for science, that also integrates outdoors education as well as new Lego education kits. Both of these will be integrated in early 2023. These are just two examples of a stronger emphasis in this area with many additions to come in the next few years.

Alignment with Day School The district has learned through experience that intentional communication and collaboration between school principals, teachers and after school program staff is critical for successful implementation. The more frequently the school day teachers interact with the after-school program staff, the greater their investment in the program. Aspen believes that the strength of the program lies in partnership between the school day teachers and after school program staff. Teachers gladly support the after-school program by sharing ideas and feedback, space, materials and more.

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.**

- **Describe the planned program activities and how they will:** a.

Provide positive youth development.

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

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

Student academic performance will be increased through alignment of the after school program curriculum with the district and state standards in English/language arts and mathematics. The district has learned through experience that established, continuous communication between school principals, teachers and after school program staff is critical for successful implementation. The more frequently the school day teachers interact with the after school program staff, the greater their investment in the program. Aspen believes the strength of the program lies in the clear communication between the school day teachers and after school program staff. Teachers gladly support the after school program by sharing ideas for instructional support as well as classroom space and materials. One way we are encouraging further collaboration between our day school and after school program is by utilizing our teachers for our Winter and Summer break programs. For example, next week, 6 teachers will be facilitating sessions for all the students, as after school and support staff bring groups of students to each session. For these four days, students will receive high quality instruction from teachers during their break, and support/ASES staff will have more opportunity to learn from and work alongside credentialed teachers. These types of partnerships also increase opportunity for communication throughout the year. Aspen will be integrating a similar approach into the upcoming summer programs and other expanded learning opportunities that are scheduled for 2023-2024.

ASES activities continue to directly address core academic standards, literacy, math fluency and homework. Aspen administration and staff will work together with ASES/Teaching Fellows staff to create an enriching environment conducive to increasing student achievement. After school program staff also encourage teachers to alert them throughout the year to a student's

problem areas and work with the teacher to implement quick, flexible interventions. There is weekly communication between the ASES site leads and school site leaders (Principals) as well, in order to align standards but also approaches for students and families who may need additional support or attention.

ASES is centered around hands-on learning and creating an engaging environment for students. In the next three years, we are focusing more intentionally on special interest groups. For example, we are excited to create a Journalism/Yearbook team of 5th and 6th graders in the after school program starting in January 2022. These students will work with a credentialed teacher to create the school yearbook. Students will learn valuable skills, and have the satisfaction of producing the yearbook for the entire school. More special interest groups like this will be formed as we continue to assess student interest and engage teachers who want to do special projects with students after school. These activities will also help students also develop a stronger leadership mindset as their ideas are heard and implemented schoolwide.

In 2023, Aspen Public Schools is developing Aspen Core Competencies and Framework for Excellent Educators with an outside consulting company (350 thrive), which will be completed in March of 2023. This will give our organization a unified version and approach that is consistent across our three school sites. This framework will be integrated thoroughly into the ASES and expanded learning programs. All staff will be trained in these areas and the programs and activities will align accordingly.

Aspen Public Schools was a Leader in Me school from the years of 2014 to 2018 (Franklin Covey). While we no longer pay for this specific curriculum, we have laid a strong foundation in years past and are reassessing how to integrate our own leadership development in this post-covid environment. Because of our location, our schools continuously attract students with high needs-homeless, foster, learning disabilities, social-emotional struggles, and trauma. This is also due to our small class sizes, rigorous academic program, compassionate and committed teachers, very present intervention team, and the leadership emphasis. The students here at Aspen Meadow experience hardships related to poverty. Some have suffered various types of serious abuse and have needs that they themselves are just learning to recognize, so the challenge to engage these students in learning is very real! We see serving these students as both a privilege AND a responsibility. We are working to provide an engaging, encouraging, and exciting After School Program. It is our goal that with the help of this funding, we can continue to create a thriving academic and social/emotional program for our students.

Courses, Projects and Planned Hands-on Activities:

ENRICHMENT CLASSES		
Focus Area	Collaborative Partners	Activities

The Arts	Exploring partnerships with Fresno Music Academy and related organizations.	Students regularly create all types of arts and crafts. Students receive a broad spectrum of techniques and styles from tutors. Aspen is integrating more of a focus on music and drama as well, for example, currently students have the option of a drama class once or twice a week after school.
Athletics and Outdoor Education	Teachers/Staff/Teaching Fellows tutors	Students are participating in a variety of sports and outside activities from tutors, as well as, a PE Coach after school. They are learning team building skills in the process. We are reviewing options to integrate a deeper focus on outdoor education in the upcoming year and have identified this as a key focus area based on parent and staff feedback and surveys. We plan to hire at least one more person to coordinate activities for younger students in this area.
Culture and Language	ASES Staff/Teaching Fellows	Aspen day school staff have been identified to wish to start Spanish club after school. This is one example of how we will bring a deeper focus on culture and languages represented in our region in 2023.
STEM	ASES staff/Volunteers	Students participate in interactive science experiments that give students the opportunity to have fun while learning. For example, we are integrating a new science curriculum and LEGO kits in January 2022.
Leadership	Exploring the next step for these partnerships and curriculum in 2023	In the process of assessing how to integrate a collaboration with the day school student leadership teams, as well as other ways of developing leaders more intentionally during the after school program.

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

Research Conducted by the Afterschool Alliance “After 3PM Special Report”: Afterschool in Communities of Concentrated Poverty (August 2016) states that afterschool programs play in supporting families living in high-poverty areas and discusses the need for afterschool programs in areas along with families’ experiences with afterschool. Afterschool in

Communities of Concentrated Poverty (such as Aspen Public Schools) was presented as part of the third edition of America After 3PM, which spans a decade of household survey data chronicling how children spend the hours between 3 and 6 p.m. (Find full report here <http://www.afterschoolalliance.org/researchReports.cfm>) This research, along with Aspen's experience serving students and their families reinforces the need for our programs to stay strong and continue to improve and grow. Program offerings, such as those stated above, build skills and keep students engaged and entertained, as well as help them overcome gaps in learning. The ASES Grant has provided quality after school care to Aspen students and the majority of feedback over the years has been positive. Any negative feedback from surveys or other communications, will be addressed on a case by case basis by Teaching Fellows, Aspen staff, Site Directors and the Executive Director, as appropriate (see above for specific skill building activities.)

Aspen responds to the needs of the families we serve by offering the ASES program to all families. Currently, based on the unduplicated rates at school sites, this is not required for both elementary schools. However, Aspen is committed to going above and beyond to reach families, so both programs allow all students to participate free of charge. This approach increases access for all families and also creates a unified approach so that there is no chance a student who needs this care will be denied.

In October 2022, Aspen hired Jessica Pittman as Community Schools Coordinator (CSC). This position is also responsible for all after school and expanded learning programs. The CSC has begun to assess the operations of the current ASES program as well as the needs, hopes and goals of the families who attend Aspen. The first parent survey was administered in November of 2022 and in early 2023, students will be surveyed as well. This is just the beginning of an extended needs assessment that will likely run from February to December of 2023. Aspen began the assessment with the ASES program with the goal of creating a more fun, engaging learning environment for students, and it will continue to improve as we draw from the data and information collected in 2023.

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.**
- **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.**
- **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).**

Aspen believes that youth voice is crucial to success in all areas of ASES. There are multiple ways we

are planning to focus on this in 2023 and subsequent years.

First, as we assess the ASES program (as previously described), students will be given a survey and will also be invited to short, age appropriate focus groups (ten minute group 'interviews'. This is planned for early 2023 and will likely occur every August and May in years to come. This is just one way we are planning to listen intentionally to youth as we make funding and programmatic decisions in 2023. Because authentic youth voices are crucial and we want to avoid all forms of tokenism, we also will look for students themselves to help guide future assessments as appropriate (for example the student leadership team might help plan, run or take notes for our next survey/focus group in May 2023). Students who are not at an age to participate in some of this will be encouraged to opt into areas of interest, and they will at very least always be invited to participate in any surveys, focus groups and other informal conversations about what they would like to do, learn and experience in ASES. They will also constantly be reminded that leadership extends beyond their school experience. They have already been the primary group responsible to collect canned foods for an annual food drive, for example, and will be constantly challenged to address the needs of our community and world.

Aspen Public Schools was a *Leader in Me* School for many years and is currently assessing next steps to integrate leadership into all areas of the school in this post-covid context. Aspen will be partnering with the student leadership teams that exist during day school, and through these teams students learn many skills. They discover how to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond. Our students also will be given opportunities to decide what they would like to add, change, or adjust in the ASES program in months and years to come. They will be encouraged to lead not just their peers but also their own families in practices and habits that bring transformation to their own lives and our community.

Previous Aspen ASES surveys that went out to students ranked their three favorite activities to be drama, art and sports, hence an increased focus in these areas in recent years. Students indicated the three most academically helpful were computers, homework help and silent reading. Approximately eighty-six percent of students surveyed in the program said that if they were not in the program, they would be at home without adult supervision most or all of the time. According to the National Center for Juvenile Justice, 1.6 million juvenile arrests were made in 2010. For every 1,000 adolescents in Fresno County, 10 are arrested for felonies. However, those stats have changed. For example, the National Center for Juvenile Justice, in 2016, law enforcement agencies in the U.S. made an estimated 856,130 arrests for persons under age 18, 58% less than the number of arrests in 2007. This is why it's essential to provide a productive and safe after school program in the Aspen Public Schools community for students to attend. Without the services the probability of students left unsupervised during after school hours would dramatically increase.

5—Healthy Choices and Behaviors

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

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.

Give three to five examples of nutritious snacks or meals that follow the California Nutrition: Our snacks are provided by our food vendor, Revolution Foods. Nutrition is an important part of our enrichment. We educate our students on healthy snacks, obesity, and the amount of sugar and unhealthy foods they may take in during the day. Rev Food’s follows National Guidelines and their approach is to make great tasting, healthy food that is kid-inspired, chef crafted. Revolution Foods partners with charter schools and after school organizations to create customized meal solutions that meet their individual needs. Here are a few examples of healthy after school snacks: *Ranch Rumbles(vegetable chips) and Apple 100% Juice, Yogurt, Whole Grain Goldfish pretzels.*

Aspen is currently assessing this component as part of our overall needs assessment, and will be looking at partnerships in 2023. Our current emphasis on outdoor education and sports are also part of our health approach.

Daily Schedule for grades K-6 (Pre-K has an extended schedule available upon request)

Time	Activity
2:00-3:00	Tutor Prep
3:00 - 3:30	Snack and transition
3:30-3:45	Physical education/outside break (sports equipment, playground, games outside weather permitting)

4:00-4:40	Academics
4:40-4:45	Transition
4:45-5:25	Enrichment
5:25-5:45	Extended enrichment time, physical education/outside activities or learning game
5:45-6:00	Clean up classroom / transition
6:00	Program close

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.
- 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.

Aspen's regular day and after school programs are supportive and welcoming to culturally diverse students. As previously mentioned, the program is open to all students at both campuses, even though this is not currently required of both sites. Aspen is proud that diversity in our school populations continues to expand across the two campuses. As of December 2022, 10% of the students at Valley have disabilities and 12% at Meadow have disabilities. Individual students with a wide range of cultures and learning differences have been encouraged to be leaders in

ways that bring them joy, while at the same time, teaching empathy for individuals. Students with special needs or significant learning differences, such as those with learning disabilities, are included in all activities. Additionally, Aspen's intervention team includes necessary strategies in individualized plans at the student's regular IEP or 504 meetings. These plans are communicated to ASES staff by a special education or intervention team member, directly to the after school Lead. Aspen believes every student is a leader, including those with disabilities. Students with disabilities thrive socially and emotionally, in part, due to after school and other programs that enrich learning.

Our student leaders are also instructed to better understand and appreciate the differences in people and cultures. Through professional development and tutor training, Aspen staff and Teaching Fellow's ASES program planning will actively and purposefully develop activities of diversity, access, inclusion and equity. Tutors will have access to professional development in EL strategies and teaching to improve language acquisition and promote our EL's reclassification. Teachers and school administrators also receive EL training to help support all staff, including after school staff. Our partners, the Teaching Fellows, are committed to providing programs that are inclusive and accessible to all students, including English Learners that may need extra help with academic instruction. Our EL students (as well as all students) are involved in artistic multicultural projects, which are showcased at assemblies and special gatherings.

Aspen has celebrated cultures in many creative ways. For example, in 2020, art, music and PE teachers collaborated and created a year-long focus on world cultures, introducing students to a new one each month. Aspen has a staff member dedicated to this area to champion cultural diversity, education and understanding. She facilitates a team of teachers focused on the arts to continually integrate this focus schoolwide. Other cultural observations are open to the entire school community, including the families of our students. These activities are well received by the school community and enrich the lives of all stakeholders. ASES is also in process of integrating a more comprehensive approach to celebrating cultures through the implementation of clubs after school, for example perhaps a Spanish club will be started in January 2023.

Thus, the after school programs at Aspen will continue to provide a safe place to study and observe a wide-range of cultures, languages, socioeconomic situations, mental health challenges, immigration status and many other aspects of the community in Fresno County.

The Intervention Team at Aspen Public Schools delivers services to students to support academics, social emotional learning and health needs. They work closely with teachers and after school staff. These services are a method for systematically providing interventions that are proportional to the students' needs. This system is known as multi-tier systems of support (MTSS). Interventions are organized in a tiered continuum that increases in intensity, uses data for decision making and interventions are supported by scientifically-based research.

The Intervention Team consists of staff who develop plans and problem solve for

individual students. The team can include School Counselor, Education Specialist, Speech and Language Pathologist, School Nurse, School Psychologist, Administrators, Program Manager and parents. The Intervention team is in regular communication with ASES leadership and the CSC Coordinator. For example, in January 2023, one of the Intervention Specialists will be doing an hour-long training for all ASES tutors/staff focused on creating and delivering effective lesson plans for all students. The Academic Director and Intervention team have also started to collaborate on strategies that involve intervention staff and specialized learning for the summer program of 2023. There are preliminary plans in place to focus on literacy for up to 10 hours a week after school with the students who most need the extra help.

Administrators play a key role on the intervention team as they are the first responders for behavior/discipline issues on a daily basis on our campuses. ASES staff have regular communication with them and have been/are being trained in how to respond to situations that may arise during program hours.

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.**
- **Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.**
- **Describe the type and schedule for the continuous professional development that will be provided to staff.**
- **Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.**

Program Administration: The school’s Executive Director, Community Schools Coordinator and site Coordinators will work alongside Teaching Fellows to administer the program along with the Site Directors (Principals) of the school. Currently, Aspen is interviewing for site specific Coordinators to work alongside Teaching Fellow’s Site Leads and Tutors. See the list and tables below for the current list of staff at each school site.

Jessica Pittman, Community Schools Coordinator: Oversight of ASES and Expanded Learning Programs, as well as Community Schools. (Reports to Executive Director Shelly Lather)

Teaching Fellows Staff: See table below (All Teaching Fellows Staff report to Community School Coordinator.)

Vendors: Reptile Ron will likely be invited to both campuses in a regular rotation of once per semester at each school (four total visits). The exact dates are not set. While the program has brought in various special vendors from time to time, there are currently no vendors under

contract. Establishing a set schedule and plan is in formation as more information is gathered from students, staff, parents and stakeholders.

Salud Ruiz - Site Lead, Meadow Campus	
	Daniela Orozco - tutor
	Christopher DevinCenzi - tutor
	Dulce G. Flores - floater/assistant
	Jennifer Montes - tutor
	Samantha Gamez - tutor
	Griselda Perez - tutor
	Daisy S. Madrigal - tutor
	Beatriz Toledo- tutor
	Venice Chavez -tutor
	More pending completion of the hiring process
	Monica Montoya – Valley Site Lead (on leave)
	Kaydence Ramirez - Interim Site Lead, Valley Campus
	Mariah Zerillo - tutor
	Sarai Ramos - tutor
	Ajay Alvarez - tutor
	Yvette Butler - tutor
	Ashley L. Williams - tutor
	Melissa Magana - tutor
	Gabriela Morales - tutor
	More pending completion of the hiring process

the
The
the
Fresno
teach,
degrees
placed
Based
needs

Recruiting/Hiring: Teaching Fellows: Supports programs with recruiting and hiring personnel. Office of Community-Based Learning (CBL) in Kremen School of Education and Human Development at California State University, facilitates an honors program for future teachers known as *Teaching Fellows*. The program recruits high school seniors, graduates, and CTFE employees who plan to and provides an enriched cohort experience for Teaching Fellow Scholars as they complete and credentials. Program participants are part-time as teaching assistants or tutors in low performing schools and receive financial assistance and personalized support through a counselor and staff in the Office of Community-Learning. Aspen continues to evaluate the effectiveness of using this vendor. After the assessment and related strategic planning in 2023, should there be reason to change this partnership we will do so.

Teaching Fellows has a well established recruitment and hiring process, and Aspen has been briefed on this process and is kept informed. Teaching Fellows recruits through jobs fairs, job postings on various platforms, and different forms of media. Talents are discussed during each interview. The Teaching Fellows Site Liaison conducts interviews for site leads and tutors, and is in constant communication with the Community Schools Coordinator and Site Leads at Aspen. The Liaison, who oversees multiple schools and districts, also spends time at each site weekly, and has a feel for the culture, strengths and challenges at each site. The Liaison places new staff at each site keeping all these things in mind. As candidates articulate their interests and talents, if they align with the job description and Aspen's specific needs, they move forward in the interview process. As they interview, each candidate is thoroughly screened and must meet the minimum requirements for Instructional Aides. This involves items such as a TB test, a high school diploma, NCLB, and fingerprints. Additionally, they undergo basic required training such as bloodborne pathogens, mandated reporting, and anti-harassment. All of this is submitted and confirmed before placement at any school site. Teaching Fellows also has a person designated for Professional Development, and provides ongoing training offered on Saturdays and other intervals throughout the year.

Talent, skills, and interests of the staff are strategically being leveraged on an ongoing level as well. At staff meetings and trainings, the Community Schools Coordinator intentionally discusses this and encourages the team to bring their ideas and creativity to the program. The team is consistently invited to share focus areas they may wish to be part of above and beyond the regular schedule and lesson planning. For example, one tutor is currently in discussion with ASES leadership about forming a music / singing group during the after school hours, because she has experience teaching children and loves to play and teach music. One tutor is considering helping run a new leadership chapter. Another has reached out to a Professor at Fresno State University to bring him in to do a Physics workshop with the kids, as he does this as a volunteer in the community for elementary students. These are just a few examples and they are being held up and discussed in front of all staff to encourage everyone to creatively plan, reach out to their own connections, and be proactive in this way.

Internal Support: Aspen is currently interviewing for an additional staff member to support the Community Schools Coordinator, Teaching Fellows team and overall ASES program.

Professional Development

The Aspen Public Schools staff provides training and professional development alongside our partners at Teaching Fellows. Aspen requires extended staff development at the beginning of each semester in July/August and January for all Site Leads and tutors. These trainings may be up to 6 hours long and take place before or as students start their school semester. Teaching Fellows provides their own initial onboarding training to all new hires, and requires three hours of training one Saturday each month should Aspen not request these hours be used for different training. Both organizations trainings cover topics such as:

- Reviewing the program plan, vision, mission, and quality standards
- Review of the Aspen Expanded Learning/ASES Handbook and relevant updates/policies
- Alignment with the day school and communication processes
- Creating engaging lesson plans

- “Inspiring Children to Choose Positive” (working with difficult behaviors and situations)
- Threat Assessments
- Trauma informed approaches
- Basic safety training
- Curriculum specific training
- Working with children in high risk neighborhoods in an after school setting

Each staff member is also required to attend a separate basic safety training with the School Resource Officer at each school site. Additional trainings are offered on occasion in partnership with school administrators and staff. For example, tutors may be included in school-wide professional development opportunities that happen twice a month, depending on the topic and capacity. In 2023-2024 all Expanded Learning / ASES program staff will also have access to English Learner strategies and teaching to improve language acquisition and promote our EL’s reclassification. Informal training takes place on a regular basis as the Community Schools Coordinator has regularly scheduled check in’s with site leaders and tutors. As challenges arise, the Community Schools Coordinator addresses them and takes note of what additional training and resources may be needed.

In Fall 2022, upon the initial onboarding of the Community Schools Coordinator, orientations were also hosted with each school site. At this gathering, all program staff were asked what types of training is most needed in order for them to best serve students. These discussions informed the crafting of the agenda for January’s professional development day long workshop which took place on January 6, 2023. Special sessions by the Aspen School Psychologist and Intervention Specialist were held and recorded. Aspen will continue to engage the expertise of the internal staff and extended community and stakeholders when hosting trainings in the future, and will continue to assess and listen to the training needs of the staff.

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.**
- **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.**
- **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.**

Aspen Mission Statement

Aspen’s mission is to transform the community by developing exceptional leaders. Aspen Public

Schools unlocks the potential of future Fresno leaders by setting high expectations for all and creating a culture that celebrates each individual's strengths and background. ASES is an extension of that mission in every possible way.

Aspen Public Schools in Fresno, California, sees the need for a successful after school program. School administrators, Board Members, parents and teachers stressed the need for increased academic support for students not meeting grade level standards, while parents were concerned with providing a safe environment for their children. The attendance at both schools has an average of 93% per period, which is evidence that students enjoy coming to school each day.

A Vision to Serve

In 2014, Aspen was approached by Rescue the Children (RTC), an arm of the Fresno Rescue Mission that provides emergency and long-term services to at-risk, abused, homeless, or previously incarcerated women or women with children. RTC also operates a 12-18 month residential program for women and women with children that provides education and job training to women overcoming crisis circumstances. RTC staff asked if they could send all of the students in their program to Aspen and has done so since 2014. RTC's neighborhood elementary school, Addams Elementary, is one of the lowest performing schools in California and very large, and has a particularly high suspension rate for an elementary school, with reported incidents of violence and other issues. Embedded in all we do is an emphasis on leadership education. We believe that *every child* – and every adult -- has potential to be a leader. We have laid the foundation using a globally-acclaimed, standards-aligned school culture program, *Franklin Covey, Seven Habits of Highly Effective People, The Leader in Me*, which emphasizes imperative 21st century skills: responsibility, critical thinking, integrity, teamwork, collaboration, listening and speaking, and more. In order to ensure that our students' significant needs are met, our organizational philosophy is to invest in the people who will invest in our students. We value our after school partners and their contributions to meet our goals for our programs.

Strategic Planning, Needs Assessments and Partnerships

With the new hire of a Community Schools Coordinator, as well as the end of Aspen's 5 year strategic plan, there will be an intentional, in depth needs assessment and strategic planning team that will take most of 2023 to gather existing information, collect new information, and form a plan to continue to best serve the Aspen community for the next 3-5 years. Components of this process will engage families, board members, community leaders, neighbors, staff, students and other stakeholders. A key component of this will include the expansion of and engagement of formalization of new community partners that focus efforts after school and during breaks that serve the entire family. Existing partnerships may be formalized or re-engaged (especially as COVID-19 has impacted many of these). New partnerships will be established and together the Fresno community will come together to create the best possible environment, so Aspen continues to "transform the community by developing exceptional leaders" (Aspen Mission Statement).

Aspen also identifies the need to direct attention and extra resources to the areas, populations, students and families who have been most negatively impacted by Covid-19. (In our case, literacy is a primary focus.) The Director and CSC are currently determining the best next steps to implement in January 2023 to bring effective support that makes the most of the resources

we are given.

ASES GOALS AND EVALUATING PROGRESS		
GOAL	EXECUTION PLAN	ASSESSMENT AND OUTCOMES

<p>GOAL 1: Provide a safe and healthy environment for ASES students, staff and parents.</p>	<p>Program Lead and the Safety Resource Officer (SRO) secure the perimeter periodically on daily bases to ensure the safety of students and ASES staff</p> <p>Program Lead and SRO ensure that all campus gates (with the exception of main sign-out gate) are locked at all times.</p> <p>Program Lead and SRO ensure that non-authorized persons do not come onto campus during program hours.</p> <p>Program Lead and SRO ensure students only leave with authorized individuals.</p> <p>Parent notices and reminders are sent through parent square to remind parents/guardians of pick-up procedures and safety protocol.</p> <p>Practice fire drills and lock down procedures on quarterly bases during the day and again for the ASES program. Earth quake drills are once per year.</p> <p>ASES staff execute Aspen's high student expectations of good character and anti-bullying policies.</p>	<p>Staff and program observations are performed daily to secure safety of ASES students and staff.</p> <p>Staff awareness are conducted daily to ensure employee expectations are met in conjunction to student supervision and safety.</p> <p>ASES staff is required to complete mandatory online safety courses; includes first-aid and child abuse.</p> <p>Emergency practice drills are required at least once a month; documentation is noted for each drill performed; evacuation routes are modified where needed; evacuation times are documented; evacuation times are targeted and improved if needed.</p> <p>Site Lead or SRO check ID's of unfamiliar persons attempting to sign-out students; program applications are checked to verify authorization. If person is not listed on the application, students' parent/guardian are called for further verification.</p> <p>All behavioral incidents are documented and submitted on daily bases; daily reports are forwarded to Aspen administration when necessary.</p> <p>Behavioral incidents are documented and turned in to director and addressed accordingly. Aspen administration, teachers, and parents are contacted when behavioral incidents occur.</p>
--	---	---

<p>GOAL 2: Improve academic achievement of participating students</p>	<p>High quality after school academic support classes (reading, English/language arts and math) that meet or exceed state and local standards of achievement</p> <p>Core curriculum integrated into all academic support and enrichment activities</p> <p>Systematic, on-going communication between classroom teachers, after school personnel, and parents</p> <p>Homework assistance, reading buddies with instructors and volunteers</p> <p>All daily enrichment activities integrated with core curriculum: sports, art, music, cooking, computer classes, games, specialized internet and software classes, etc.</p> <p>Partnership with the Intervention team to address the many students behind in reading and other subjects due to COVID-19,</p>	<p>Site Data Analyst will assist in assessment of Academic performance and achievement as measured by regular FUSD benchmark tests of participating students. Data is communicated to all Aspen staff and ASES tutors as appropriate, to inform lesson planning for ASES.</p> <p>Academic objective logs are completed and modified monthly accordingly to core curriculum that is being implemented in the daytime. Logs are filed for documentation</p> <p>Tutors are required to complete daily and monthly enrichment lesson plans that align with state standards; including but not limited to English/language arts, math, visual and performing arts, and science. Lesson plans are filed for future reference and documentation.</p> <p>Behavior reports are completed daily for each participating student and discussed with the day school site leads as needed.</p>
<p>GOAL 3: Improve engagement in overall learning opportunities, with a focus on leadership development</p>	<p>The Community Schools Coordinator will provide and coordinate experts to train for a minimum of two days per year (anticipated to be at least 6 hours per training). Training will focus on student engagement, creating and delivering effective lesson plans, threat assessments, engaging with students who demonstrate difficult behaviors, and more. Staff are trained and lesson plans are evaluated through the lens of whether the time spent helps students learn and is also fun at the same time. We will continue to engage the whole family by hosting informational sessions for parents, where they are able to give feedback and share ideas.</p> <p>As students spend more time with tutors, teachers, staff and classmates, they will build key relationships. This will also</p>	<p>Outcomes will be measured with surveys for students and parents. Students and families will also be engaged in both formal and informal focus groups. Data will be tracked and analyzed by administration to continually make improvements.</p> <p>Outcomes will also be measured by regular dialogue with ASES program staff, students, and families on a regular basis. This qualitative feedback is crucial to the continual improvement of programs. The CSC and site leads regularly interact with families and ask how we can better serve their needs.</p> <p>Surveys and discussions should all continually show improvement. For example, in November of 2022 we asked parents to rate various components of the ASES program. We plan to give the same survey in May and expect to see an improvement in multiple areas based on our efforts throughout the year.</p>

	<p>increase engagement. As staff spent time with students, they will intentionally be looking through a leadership lens, aimed at engaging as many kids as possible in additional opportunities related to leadership.</p> <p>Currently Aspen is about to enter a time of strategic planning and needs assessment phase which will finalize new plans for leadership development.</p>	<p>We will also measure based on enrollment. If students enjoy and thrive in the program, we should see more and more families signing up their children, particularly for sessions held in the summer or over holiday breaks. We track attendance and will compare year to year. Grades, behavior and related performance during the school day should also improve as we continue to align efforts in partnership together.</p>
--	---	---

<p>GOAL 4:</p> <p>Together with day school, stakeholders and partners, create a culture of joy and belonging for all Aspen students and their families.</p>	<p>Creating culture happens as students, staff and families share fun, meaningful experiences together. Funding will be directed based on preferences indicated by the families we serve, and new, engaging activities will be brought to after school such as field trips, outdoor education, and special gatherings that include the whole family on appropriate occasions. In years to come many more community partners will be engaged to enhance and be part of these experiences.</p> <p>Culture is part of every aspect of the program and starts with the administrative leadership. Every staff meeting and through regular communication throughout the year, CSC and program administration will remind all staff that our goal is to create a culture of joy and belonging.</p> <p>This is a crucial component of our mission statement and is posted clearly on our website for all to see. It is a central, core value of all of Aspen Public Schools.</p>	<p>While culture cannot always be measured in a survey, we will see clear signs that students and families have a sense of joy and belonging. A few of these signs will include:</p> <ul style="list-style-type: none"> ● Increased attendance in the extra activities offered ● Increased attendance in ASES and Aspen Public Schools as a whole ● Improved test scores ● Fewer behavioral issues ● More laughter and positive behaviors ● More participation in special interest groups, sports, and leadership opportunities ● More staff interested in supporting the holiday break programs and special interest groups after school ● Stories from students will increase relating to what they love about the ASES program. ● Less turnover with tutors from Teaching Fellows <p>Most of these areas are already being measured in other departments, so the data will continue to be streamlined so we can compare results from 2022 to 2025 in each area.</p>
--	---	---

Collaborative Partnerships

- Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.
- 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.).
- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

ASES builds upon a well-established collaboration between parents, students, school, and community partners. Aspen administration and teachers, and current after school service providers have assessed the resources, needs, and strengths of students in grades T-K to 6.

School Site Council/Parent Meetings These are composed of district, school, and parent representatives have been held on site throughout the planning process to ascertain need and design the program. Several collaborative planning meetings between the school site administrators, teachers, and our other collaborative partners have been held to design academic support and enrichment opportunities and to ensure agreement and full participation in the program.

Charter Impact (CPAs) will provide:

- Total salary costs for the After School Program Director
- Classroom facilities: each after school program class will be held in a regular classroom complete with classroom library, listening center, white boards, video equipment and computers.
- Administrative support for data collection, data analysis and program evaluation.
- Staff development for the after school program staff.

Teaching Fellows: Supports the programs with recruiting and hiring personnel. The Office of Community-Based Learning (CBL) in the Kremen School of Education and Human Development at California State University, Fresno facilitates an honors program for future teachers known as *Teaching Fellows*. The program recruits high school seniors and CTFF employees who plan to teach, and provides an enriched cohort experience for Teaching Fellow Scholars as they complete degrees and credentials. Program participants are placed part-time as teaching assistants or tutors in low performing schools and receive financial assistance and personalized support through a counselor and staff in the Office of Community-Based Learning. Enrichment opportunities include summer travel study and other events such as white water rafting and in-state excursions to historical or educational sites.

In addition to the scholarship program, CTFF employs a much larger cadre of Fresno State students who are placed in paid, part-time positions to gain early field experience in education. Teaching Fellows provide tutoring, mentoring, and after school program assistance in local schools. They are recruited as undergraduates and may be enrolled across a variety of college majors or disciplines.

First Baptist Church, Fresno:

This church originally owned the building the Meadow campus currently occupies, and they now rent from Aspen Public Schools. Facilities are currently shared and the church has opened up portions of their space for training for tutors and a staff lounge for all staff. Regular meetings are held with the leadership team at Fresno First Baptist to partner to meet the needs of the community and to engage the community's strengths and assets. First Baptist has taken initiative to serve the families and staff at Aspen in recent years, including hosting special events to thank the Aspen staff, collecting gifts for children identified as having high needs, and more.

Education Resource Consultants:

Supports the gathering of data (including attendance) and evaluation process for ASES.

Potential Partnerships:

As the needs assessment and strategic plan unfold, many more partnerships will be engaged. As of Fall of 2022, several conversations have been initiated and some are in process of formalizing.

- Reading and Beyond (assists with multiple types of services such as support for housing, tutoring, and more)
- Central Valley Justice Coalition (prevention education about abuse, human trafficking, and online safety for students, families and staff, direct services for high risk youth)
- Every Neighborhood Partnership (Provides Saturday sports, after school programs with curriculum focused on literacy, special events and much more for Fresno area schools)
- Fresno Music Academy (provides musical instruction and voice lessons)
- Many more will be engaged as the needs assessments and strategic planning process begins in early 2023

10—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/cqguidance.asp>.

Each year, in collaboration with the ASES staff team and leadership from Teaching Fellows, at least two of the twelve quality standard areas are identified to focus on for the upcoming year. This decision is made by the Community Schools Coordinator and Aspen administration, with feedback from and ongoing conversations with ASES program staff, students, families and other stakeholders. For the 2022-2023 school year, ASES is focusing on (2) Active and Engaged Learning and (8) clear mission, vision and purpose.

A major component of this process includes the new hire of a Community Schools Coordinator, who is working with Teaching Fellows and internal staff to identify the best ways to measure these goals annually. Approaches that are in discussion and will be used to identify outcomes include

- Requiring all Teaching Fellow staff to attend half to full day training twice a year (administered by Aspen Public School staff to increase alignment, build relationships, and ensure collaboration)
- Surveys to parents, students, families and staff to determine if they understand the mission and purpose of ASES/ELOP, and to assess needs and what changes are needed. The first survey of this kind was administered in November 2022. Students will be surveyed in January and May of 2022, and at least one more survey will be sent to parents in May of 2022.
- For future years, students and staff will be surveyed at least once (but ideally twice) a year, in August and May as the school year starts and ends
- Focus groups that include families, students, and stakeholders will be held in 2023
- Parent info meetings will be held at the beginning of each semester where information will be shared and informal feedback will be received
- Regular staff meetings are held to implement changes that need to be made based on the findings from the data, conversations with families, and the strategic planning process

In 2023, Aspen Public Schools is also developing Aspen Core Competencies and Framework for Excellent Educators with an outside consulting company (350 thrive), which will be completed in March of 2023. The results from this will be used to refine the mission, vision and framework for all of Aspen Public Schools, and findings will be integrated into the CQI goals specifically around mission, vision, and purpose.

11—Program Management

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

- 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.
- 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.
- Describe the system in place to address the following program administration requirements:
 - o Fiscal accounting and reporting requirements.
 - o Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).
 - o Attendance tracking, including sign-in and sign-out procedures.
 - 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>.

Program Funding and Aspen’s Mission and Goals

The program funding from ASES, in addition to funding contributed by Aspen from other sources, all integrates directly with the mission of transforming the community to develop exceptional leaders.

The majority of the ASES funding goes towards staffing costs. We have a laser, intentional focus on recruiting, training and continually developing quality staff members who share and further the mission. Every training and gathering possible, the mission is reviewed, unpacked, and discussed. Teaching Fellows staff are invited to see everything from a leadership lens. The Aspen staff view the Teaching Fellows as an extension of and partnership in the mission and vision. Regular gatherings and individual meetings are held to continually assess how the team can move forward in being transformative leaders and developing children who follow the same path. Aspen partners with Teaching Fellows primarily because they share our mission. Their mission is “to inspire next-generation leaders with a passion for teaching and learning while impacting the lives of youth” (<https://www.ctff.us/about-us>). Our purpose is well aligned and both entities are in daily communication about how to reach our shared mission and site specific goals collaboratively. There are many practical ways this is worked out in the day to day operations and training. For example, all program staff receive updated copies of the goals stated in this program plan (section 8) and know that our two main quality improvement focus areas for 2022-2023. Each weekly lesson plan the tutors submit to the Site Lead has the mission statement and goals printed clearly on the page. The lesson plan template requires the tutors to connect their weekly goal to one of the quality standards we have selected (active and engaged learning, or clear mission, vision and purpose). Site leads are invited regularly to use the mission and goals as criteria for all decisions made.

Funding also contributes towards supplies and special opportunities for students. There are two primary areas of focus the team is developing for 2023-2024, and more may be added as the assessment process continues and the program capacity grows. One is extending the student leadership team to the after school program hours. Conversations are in process to identify the best staff from Aspen and Teaching Fellows to champion and facilitate this team and extend it from the day school hours to after school. Stipends for staff and supplies will go towards a weekly (or bi-weekly) leadership club open to all students. The goal will be to train them as leaders and provide space to learn and lead their own peers in this area. Launching this 'after school chapter' of the club will open up many conversations with families and students about our mission (and goal #3) of developing leaders, and what that actually looks like in our families, school, and community. This team will also create another space for teamwork to happen and for the culture of joy and belonging to be worked out through the lens of servant leadership.

The other area of focus is sports/outdoor education. Parents/Guardians have identified in a recent survey that sports are their top priority for their children after school. A plan is being formed to bring an increased focus on sports and outdoor education. This will specifically target students who currently are too young to participate in team sports that are already being offered (the Athletic League is primarily for 5th and 6th grade). Partnerships are being explored with the current day school coaches and PE teachers, and an after school sports/rec plan is being formed. This will likely involve a new hire or stipends for existing staff. The Community Schools Coordinator is also looking at organizations such as Adventure Education Solutions, who may provide rotations of workshops focused on outdoor education. Using funding for additional staff support and supplies in this area will create opportunities for students to understand the value of teamwork and will be creating a culture of belonging through sports, and will be actively learning about the responsibility we all have to take care of our planet through outdoor education. Students will grow in their understanding that not only are they leaders in their families, school and community but they are leaders in caring for the earth and immediate environment around them. This focus has begun already as students at Valley are testing a science curriculum that brings the students outdoors to observe trees, plant seeds, study their environment and more.

Administration/Staff includes the following:

Executive Director of Aspen Public Schools (Shelly Lather)

Community Schools Coordinator (Jessica Pittman)

- Oversight of all ELOP and ASES program and staff
- Oversight of CSC Planning phase
- Oversight of new hire in process (Program Assistant/ASES Tutor)

Expanded Learning/ASES Coordinators (To be hired, will report to Community Schools Coordinator)

Site Liaison, Site Leads and Assistant Site Leads for ASES (Provided by Teaching Fellows)

Tutors (Provided by Teaching Fellows, working directly with groups of students in daily program)

Special vendors/community partners (Vary, and in process of evaluation and implementation)

Additional information:

- Aspen partners with Teaching Fellows and continues to gather feedback from students and families. This includes meeting with parents and guardians at both schools, receiving and analyzing feedback. New early pick up policies are reviewed and developed based on previous parent/guardian feedback and state guidance. Parents and Guardians understand policy updates, as they better serve each school's culture.
- A new policy for Early Release and Absences was approved by the Aspen Board in November of 2022. Letters were sent to families and all families who needed to make updates were given new Early Release Forms. In January of 2023, there will be optional parent meetings to answer any more questions and receive feedback from families relating to this and other upcoming changes.
- Aspen and Teaching Fellows collaborate to hire new site leads at both schools, taking into consideration the feedback on expectations from parents and guardians.
- Aspen staff and Teaching Fellows Collaborate with ERC to update CQI Plan and look at outcomes every year. These discussions take place in July or August as the school year begins and again in May as the school year ends. There are regular debriefing sessions after winter and summer programs as well to continually improve services and learning experiences for all.
- The Teaching Fellows team and Executive Director/Community Schools Coordinator review this new Program Plan and carry over relevant information to the new plan as appropriate. Currently there is a running list of action steps to implement this updated plan beginning January 2023. There are calendar reminders already scheduled to review this plan at least three times a year, so there are regular checkpoints on an ongoing basis
- Aspen reviews fiscal accounting reporting data from Charter Impact (CPA) and budgets, working with Charter Impact to review current financials on program matches.
- Community Schools Coordinator and Site Leads send out ParentSquare communication and surveys to parents, analyze results and make changes based on collaborative conversations with all staff and stakeholders.
- Teaching Fellows and Community Schools coordinator surveys students and hosts mini, age appropriate 'focus groups' or student interviews.
- The appropriate staff reviews site surveys for regular day program and information is shared among departments regularly through scheduled meetings between site leaders and Community Schools Coordinator.
- Board of Directors has opportunity to review program plans, and approve any policy changes

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

- Fiscal accounting and reporting requirements.

Aspen Public Schools ASES partners and works closely with Charter Impact (CPAs) to complete fiscal reporting requirements. All program funding is used in alignment with identified goals and plans, in alignment with Aspen Public School's mission of transforming the community by developing exceptional leaders. Current numbers (December 2022) as follows:

Anticipated funding:

Valley \$154,567

Meadow \$133,535

In-Kind Match (33 1/3 %)

Valley \$51,522

Meadow \$44,512

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

Policy for Absences and Early Release

This updated policy was approved by the Board of Directors and implemented in November 2022:

About this Policy

According to the California Department of Education, each school will develop an Early Release Policy for the before and after school programs.

Education Code: After School Base Programs

EC Section 8483(a) states that: Every Expanded Learning Program shall commence immediately upon the conclusion of the regular school day, and operate a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

(2) It is the intent of the Legislature that elementary school and middle school or junior high school pupils participate in the full day of the program every day during which pupils participate, except as allowed by the early release policy pursuant to subparagraph (B) of paragraph (1) of this section or paragraph (2) of subdivision (f) of Section 8483.76

Aspen Public School Policy for Absences and Early Release

1. After school program will remain open every day until 6pm. Students sign out is from 5:30pm to 6pm. Any students who need to leave before 5:30pm are leaving the program early and must have an early release form on file.
2. Parents/Guardians must submit the early release form with their application and notify the school immediately of any changes to their form/schedule.
3. Parents/Guardians must write the appropriate code on the sign out sheet when they pick up a student any time before 5:30pm. Refer to the Expanded Learning Program Code Directory for the list of codes.
4. Students may not have more than three unexcused absences or early releases without appropriate verification. Aspen Staff will give you a courtesy message after two unexcused absences/early releases have occurred. After this, your student may be dismissed from the program to allow other students to attend.
5. As applicable, Expanded Learning Programs will adhere to the absence policy as described in the Aspen Public School Family/Student handbook.

- Parents/Guardians must message the Expanded Learning Site Lead directly if a student is absent from after school program but has not been absent during the regular school day. Notify the Site Lead as soon as possible, but no later than 72 hours after the unexcused absence or early release. Failure to do so may result in dismissal from the program.

Aspen Public Schools Early Release Codes

<u>Release Code</u>	<u>Reason</u>
1	Walker
2	Transportation

3	Offsite Enrichment
4	Family Obligation
5	Appointment
6	Sent home by ASP
7	Family Emergency
8	Safety Concerns
9	Unexcused

Attendance:

Aspen and Teaching Fellows uses ERC After School Manager Software to capture attendance data. The manager helps our programs with efficiency and accuracy. ERC also assists with other related reports.

Sign-in and Sign Out Procedures: Tutors pick up students from the cafeteria. Attendance is taken in ERC as students receive a healthy snack, at 6pm students are released to parents or guardians who are authorized. If the students walk home, their parents/guardian may sign an "Early Release" form. Parents have submitted an Early Release Form, and/or they sign their students out using the appropriate codes every day that the students leave before 5:30pm.

12—Sustainability

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

Aspen understands we cannot have sustainability without a quality program, and to have a quality program we must show results that demonstrate the ASES team is moving forward on identified goals. Sustainability will continue to be revisited through a number of important components. First and foremost, among those components is to follow our mission of transforming the community by developing exceptional leaders. We will continually circle everything back to this, and use our mission and goals identified in this plan as the main criteria while considering sustainability.

The Community Schools Coordinator and Executive Director have established a plan for sustainability. This involves a team approach to ensure that the after school program is not just sustained, but becomes more effective, efficient, and excellent each year. This team is made up of Shelly Lather, the Executive Director, Jessica Pittman, Community Schools Coordinator, Matt Flores, CMO Leadership / COO, and Aspen Valley Site Director and Aspen Meadow Site Director. The Board of Directors and Charter Impact will advise and provide connections or resources as needed.

This team will have an intentional discussion at least twice a year about the funding status, partnerships and resource development for ASES/Expanded Learning. This is planned for June as the fiscal year ends, and December/January at the 6 month mark and will likely take place during a Board meeting. Aspen is already and will continue directing Expanded Learning funding to supplement anything needed beyond the funds that ASES provides, and should ASES funding be cut, the team would look at this revenue stream first to sustain the program until additional funding is obtained. This would be a temporary plan, and the team would pursue additional partnerships to make up for the deficit in the budget.

The sustainability plan is moving forward in three primary ways. First, a strategic partnership is being explored with Every Neighborhood Partnership. This organization already has a strong connection to Aspen Public Schools, and conversations have begun and meetings are in place to explore their involvement in the after school program. Their services are not as comprehensive as Teaching Fellows, but they recently started contracting to run literacy focused programs, and are likely a much more affordable option. The Aspen leadership team is in process of assessing whether this change would be beneficial to the overall program and sustainability of ASES. Beyond this, the team will continue to brainstorm and add to our master list of partners any additional community groups that might come alongside to provide needed support and services. This includes exploring financial investors, revenue streams and donors beyond government funding, as Aspen understands the need to diversify funding and have a variety of income sources.

Another part of the sustainability plan involves using funding to hire program coordinators in-house. Currently, interviews are in process for two Coordinators who work for Aspen and not Teaching Fellows. This is crucial to our sustainability and also central to the integrity of the program. Staffing the program fully day to day has been a challenge, and Teaching Fellows has demonstrated limitations in capacity on various levels. They are part of our plan and central to our work, but the decision has been made to hire ASES/Expanded Learning Coordinators at

Aspen who take on a primary leadership role in the program development and operations at each school site. This ensures that the program will continue and our internal team has more holistic ownership of the program. It frees up funding as each hire we make is a little less expensive than the Teaching Fellows staff. Most importantly, it helps us plan more effectively for the future, keeping the students at the center as we develop long term leadership personnel who are committed to the Aspen community.

A third part of this plan involves applying for the implementation grant for Community Schools. This year, as the Community Schools coordinator works collaboratively with Aspen staff and stakeholders to assess and form a plan, there will be intentional connection to Expanded Learning and ASES. This approach was clearly demonstrated by the decision to hire a Community Schools Coordinator who also oversees all after school programming. As the implementation plan is created for Community Schools, funding will be directed in ways that supplement and benefit the after school program and activities.

Aspen staff members regularly connect with other stakeholders to identify new and innovative strategies for fund development. Sustainability also relates to having strong, solid partnerships in the community, so our team values showing up for community events, being part of collaborative teams, and learning from other schools. These partnerships will expand and deepen particularly as Aspen works towards becoming a Community School in 2024.

We will continue to build our collaboration with parent/family partners, other school leaders, civic leaders, and Community Benefit Organizations, because together we are stronger. Only through collaboration can we meet the academic and social emotional needs and support students towards holistic growth. The ASES program encourages Aspen to bring a more diverse group together in order to share resources to contribute to both the quality and sustainability of the school. This program plan is a living and working document that will be monitored by Aspen staff and school administrators, in cooperation with our partners. We are thankful for their support and yours, and the opportunity to renew the ASES Grant for 2023 and beyond.