

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT  
SCHOOL HEALTH PROGRAMS DEPARTMENT  
EXPANDED LEARNING**

**AFTER SCHOOL LEARNING PROGRAM COMPONENTS**

**DISTRICT STAFF**

Trish Bascom is the Executive Director of School Health Programs Department. Andrea Bustamante, Wayne Ho, Monica L'Esperance, Linda Lovelace, and Liza Siu Mendoza – Expanded Learning Coordinators – will work closely with all 40 school sites on planning, implementation, and sustainability of the program. Sharon Stone, Foster Youth Services Coordinator, will provide additional support. Ellaine Ramos, Julie Rotondo, and Wendy Sar are the support staff.

**SCHOOL SITE STAFF**

Each school site will create a leadership team consisting of the School Site Administrator, Site Coordinator, certificated Lead Teacher, CBO Partner, Parent Liaison, and Student Representative. The School Site Council will ensure that the After School Learning Program is directly linked to the site plan. School sites are encouraged to involve additional teachers, students, parents, volunteers, and community partners in the design and implementation of program.

**PROGRAM OVERVIEW**

The After School Learning Program is funded by the state After School Learning and Safe Neighborhoods Partnerships Program (SB 1756) and the federal 21<sup>st</sup> Century Community Learning Centers Initiative (Cohort 6). The program provides daily after school academic and enrichment activities for students.

**GOAL AND OBJECTIVES**

1. **Goal:** San Francisco will create and sustain “safe havens” at public schools, where students and community members can access significant expanded learning opportunities and integrated education, health, social service, recreation, and cultural programs in the out-of-school hours.
2. **Objectives:**
  - Improve the rate at which students meet or exceed state and local standards in core academic subjects such as reading and mathematics.
  - Improve the social, recreational, and personal behaviors of students to allow them to sustain academic achievement and avoid drug use and violence.
  - Serve as a resource for parents and other community members.
  - Increase the ability of schools, parents, students, and community based organizations to plan, collaborate, and sustain after school programs.

**REQUIREMENTS**

SFUSD's After School Learning Program is designed to provide academic and enrichment activities for students during the out-of-school hours. Because the After School Learning Program is funded by the After School Learning and Safe

Neighborhoods Partnerships Program (SB 1756) and 21<sup>st</sup> Century Community Learning Centers (Cohort 6), the program must be in compliance with both grants. All of the following requirements and guidelines apply to the After School Learning Program:

### **1. Site Coordinator**

- A full-time Site Coordinator must oversee the program (0.5 FTE from 21<sup>st</sup> Century and 0.5 FTE from After School Learning).
- Responsibilities include the following:
  - Provide site-based leadership and manage day-to-day operations of program.
  - Train and supervise staff to implement academic and enrichment activities.
  - Provide fiscal management, including board resolutions, invoices, timesheets, and budgets.
  - Oversee facility management, including attendance, snacks, custodial, classrooms, security, safety, and transportation.
  - Submit all required documentation on a timely basis, including attendance, snack counts, emergency cards, permission forms, payroll, and surveys.
  - Establish partnerships with community based organizations, public agencies, local universities, and other collaborators.
  - Meet biweekly with Principal, Lead Teacher, and CBO Partner to coordinate program design, evaluation process, and outreach efforts.
  - Coordinate with all site-based student support services, including Healthy Start, Foster Youth Services, Student Assistance Programs, Student Success Teams, Health Advocates, Healthy School Teams, and Peer Resources.
  - Help design a sustainability plan for the program.
  - Attend all designated meetings and workshops organized by SHPD.
  - Comply with all district and grant guidelines.

### **2. Lead Teacher**

- A Lead Teacher must provide academic leadership for the program.
- Responsibilities include the following:
  - Serve as a liaison between the school day staff and after school staff.
  - Create literacy and math components of the program.
  - Train and supervise after school staff to implement the academic component.
  - Develop individualized academic plans for all students.
  - Conduct educational assessments of targeted students.
  - Ensure that academic and enrichment components are aligned with district curriculum standards.
  - Meet biweekly with Principal, Site Coordinator, and CBO Partner to coordinate program design, evaluation process, and outreach efforts.
  - Assist with budget development and fiscal management.
  - Attend all designated meetings and workshops organized by SHPD.
  - Comply with all district and grant guidelines.

### **3. Student Access**

The program must be accessible to all students who want to participate. When developing your program and budget, you should take the following into account:

- **Transportation** – A late bus, or other means of transportation, may be provided to accommodate the travel needs of students.
- **Multicultural and Multilingual Staff** – The program must hire multicultural and multilingual staff to address the diverse cultural and linguistic needs of students and families.
- **Students with Special Needs** – The program must accommodate students with special needs. This may include working with the Special Education Department, helping develop a student's Individualized Educational Plan (IEP), and providing one-on-one support for the student.

#### **4. Student Attendance**

- Each school site has slightly different student enrollment totals. These students need to remain the same throughout the school year. Students must enroll at a program from the school of attendance.
- The student to adult ratio must be no larger than 20 to 1.
- Elementary school students are expected to attend the program 5 days per week.
- Middle school students may attend on a flexible schedule of 3 days per week.

#### **5. Grant Allocation**

- The After School Learning grant is based on Average Daily Attendance (ADA).
- Schools may receive \$5 per student per day, or middle schools have the option of \$5 per student per three hour increment.
- Grant awards are based on the premise that attendance numbers will be reached. If the program serves fewer students than planned, then grant awards will be decreased. Subsequent allocations may be reduced by the overpayment, or the school/agency may be billed.

#### **6. Meetings**

- After School Learning leadership (Principals, Site Coordinators, Lead Teachers, and CBO Partners) of each school site must attend all meetings and participate in all activities organized by School Health Programs Department.
- Site Coordinators must attend all designated orientations, monthly meetings, and professional development workshops.
- Lead Teachers must attend all designated orientations and professional development workshops.
- Principals and CBO Partners must attend all designated meetings.

#### **7. Program Guidelines**

- The program must operate from Monday - Friday, end of school until 6:00 PM on the school site.
- The program must be free to all students. There cannot be a fee for services.
- The program curriculum is standards based and needs to be directly linked to district standards and benchmarks.

## 8. Program Areas

- **Academic**

- Literacy (required)
- Math (required)
- Homework Assistance
- Tutoring
- Science
- Social Studies
- Technology
- Music

- **Enrichment and Recreational**

- Arts and Crafts
- Physical Education
- Drama
- Cooking
- Dance
- Aerobics
- Fieldtrips
- Service Learning

- **Positive, Safe, and Healthy Environment**

- Leadership Development
- Life Skills
- Diversity Programs
- Drug and Violence Education
- Mentoring
- Nutrition
- Conflict Mediation
- Case Management
- Counseling
- Anger Management

## 9. Documentation

All required documentation must be maintained and submitted by the established deadlines. This includes the following:

- Attendance
- Monthly Snack Count
- Parent/Guardian Consent
- Media Consent Form
- Emergency Contact Card
- Early Release Policy
- Late Pick-Up Policy
- Field Trip Form
- Incident Report
- Budget
- Program Design
- Memorandum of Understanding
- J Resolution
- Extended Hour Forms (Greens)
- K Resolution
- Contracts, Criminal Background, and W-9 Forms
- RPF and SRPA Forms
- Classified and Certificated Timesheets
- Student, Parent, and Teacher Surveys

## 10. Service Coordination

- **Foster Youth Services** – The program must give priority to foster students, especially those identified by Foster Youth Services. Students can be referred to your program through SST/SAP.
- **Healthy Start** – The Site Coordinator must coordinate with the Healthy Start initiative. This means 1) being a part of the Healthy Start collaborative, 2) providing services to students case managed by Healthy Start, and 3) aligning services with Healthy Start.
- **SAP/SST** – The Site Coordinator must coordinate with the middle school’s Student Assistance Program (SAP) or the elementary school’s Student Success Team (SST). This means 1) being a member of the SAP/SST, 2) giving priority to students identified by the SAP/SST, 3) meeting regularly with the SAP/SST, and/or 4) participating in SAP/SST training workshops.
- **Health Advocates and Healthy School Team** – The Site Coordinator must coordinate with the elementary school’s Health Advocate (HA) or the middle school’s Healthy School Team (HST). This means 1) supporting activities organized by the HA/HST, 2) aligning services with the HA/HST, 3) meeting regularly with the HA/HST, 4) being a member of the HST, and/or 5) participating in HA/HST training workshops.
- **Peer Resources** – The Site Coordinator must coordinate with the Peer Resources Program. This includes giving priority to students in Peer Resources and collaborating on activities with Peer Resources.

## 11. Collaboration

- The program must strive to promote collaboration among school sites and community organizations. Collaboration among agencies enhances and builds community development, aids in better understanding and serving youth and their families, and improves communication and services among agencies.
- Most importantly, building partnerships and sharing common goals help to develop a well-rounded program that serves the whole child – socially, emotionally, and academically.

## 12. Safety

- Safety is a very important component of the program. It is vital that the program provides a safe environment for students, staff, and community members.
- All SFUSD policies and procedures pertain to the After School Learning Program and are to be implemented as per the school site during the After School Learning Program (e.g., Attendance, Incidence Reports, Early Release Policy, Restroom Usage, etc.). Refer to the District’s policy handbook for further information.
- To ensure student safety, students and staff must sign in and sign out. Students may only be released 1) to a parent/guardian/sibling (with written permission) or 2) to walk home (with written permission).
- All personnel on school sites will need to wear an ID badge. Any individuals visiting or temporarily working with the program will wear a visitors badge. ID badges must be dispersed by the Lead Teacher or the Site Coordinator.

## **NEW PROGRAMS**

If your program has met all of the aforementioned After School Learning Program requirements, you may implement any of the following services with 21<sup>st</sup> Century funding:

- Before School, Weekend, Intersession, and Summer Programs
- Parent/Adult Programs
- Senior Citizen Programs
- Children's Day Care Services
- Expanded Library Services
- Technology Education Programs for Individuals of All Ages
- Parenting Skills Education Programs
- Employment Counseling, Training, and Placement

## **EVALUATION AND ACCOUNTABILITY**

There are two formal evaluation processes for the After School Learning Program. SFUSD's Program Evaluation Department and ETR Associates will work with After School Learning Programs on evaluation.

### **1. After School Learning and Safe Neighborhoods Partnerships Program (SB 1756)**

The California Department of Education has developed a formal evaluation of the program. The evaluation consists of 3 parts: Attendance Reports which are due every month, and Budget and Evaluation Reports which are due every semester.

- **Attendance Reports:** Monthly attendance reports must include students' names, HO numbers, and number of days in program.
- **Budget Reports:** Semester budget reports must be itemized to ensure that actual expenditures do not exceed budget restrictions for the grant.
- **Evaluation Reports:** Semester Evaluation Reports are due to CDE in January and July. Evaluation reports will include information on attendance, behavior, and academic progress, as well as narrative on services, staff, collaboration, accomplishments, and challenges.

### **2. 21<sup>st</sup> Century Community Learning Centers**

The U.S. Department of Education has developed a formal evaluation of 21<sup>st</sup> Century Community Learning Centers. This Annual Performance Report consists of the following 2 sections, which are due each grant year to DOE:

- **Descriptive Data:** This section is due in April and describes the progress and performance of the 21<sup>st</sup> Century programs. This section also requests information on goals and objectives, budget status, accomplishments, challenges, staffing, and services offered.
- **Achievement Data:** This section is due in October and includes information on students' grades, standardized test scores, and attendance. This section also includes results of student, parent, and teacher surveys.