



Sanger Unified School District

L.E.A.P. After School Programs



PROGRAM PLAN 2014-17

Revised 4/12/16

After School Education & Safety (ASES)

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Grantee: Sanger Unified School District (LEA)

Grant I.D. # 10-23939-6241-EZ

District CDS Code: 1062414

ASES/21st Funded School Sites	Projected Daily ASES & 21st CCLC Attendance	Target Population	Percentage of School Population
Centerville Elementary	95	K-6	100%
Del Rey Elementary	95	1-6	86%
Fairmont Elementary	110	K-8	100%
Jackson Elementary	96	1-5	82%
Jefferson Elementary	95	1-5	83%
John Wash Elementary	92	1-6	85%
Lincoln Elementary ASES	95	1-5	88%
21 st CCLC	50		
Lone Star Elementary	95	1-5	88%
Madison Elementary	95	1-5	85%
Reagan Elementary	95	K-5	100%
Sanger Academy	95	K-8	100%
Washington Academic	115	6-8	100%
Wilson Elementary ASES	92	1-5	84%
21 st CCLC	50		

Overview: All after school programs in the district are open every regular school day (including minimum days), from the time school lets out until 6:00 p.m. There is no charge for participation, and enrollment is on a first-come, first-serve basis, with equal access for all students. Each program is comprised of the following components: a healthy snack, homework assistance, enrichment activities, physical fitness, and various prevention and nutrition activities.

The LEAP program has a collaborative relationship with the school day programs, and has access to the schools' cafeterias, libraries, computer labs, classrooms, and other buildings as needed. The school site principals are an integral part of the LEAP team, and assist the LEAP coordinators with curriculum, discipline, and facilities. Each after school program also has a "teacher liaison," a credentialed teacher from the regular daytime program, to ensure alignment with the regular school day. The teacher liaison acts as a coach and mentor to the LEAP staff, as well as a curriculum expert and staff development provider.



I. Program Goals and Requirements:

Our Mission Statement: Sanger After School LEAP will provide a safe, healthy place for all children with caring, responsible adults and engaging activities that connect each child to his or her school, family, and community.

LEAP 2016-17 Goals:

- 1) Provide a safe, healthy environment, both physically & emotionally.
- 2) Provide fun and engaging activities in order to exceed daily attendance requirements.
- 3) Promote parent and community involvement.
- 4) Support student academic achievement through standards-based academic and enrichment activities that are aligned with the regular school day.

Assessment:

Each year, LEAP surveys the daytime teachers, parents, and students to determine their needs. Coordinators also work closely with their LEAP teacher liaison, who in turn works with the school's daytime curriculum support provider and reading intervention teachers to determine the intervention needs and curriculum to best support the after school students. The LEAP program director also meets regularly with school site principals to help determine the schools' needs. In addition, our partner Educational Resource Consultants (ERC) provides an annual report card which allows us to see what academic areas need additional focus.

We include parents, daytime staff, students, staff and our collaborative partners in our annual assessments, as part of our Continuous Quality Improvement (CQI) process.

LEAP enrolls each year in May for the following school year. In most cases, the programs are full before the school year begins. At those schools that are not full, LEAP staff attends school events such as "Back-to-School Night" to enroll students.

Data is collected on students through our partner, Educational Resource Consultants, which provides an annual report card.

II. Program Content/Quality

Educational and Literacy Element:

LEAP includes a minimum of sixty minutes of "homework assistance" time daily for all grade levels. During this time, leaders provide active supervision, with staff helping students focus, helping them organize their work, and providing both individual and group help as needed. Extra staff members, if available, (including volunteers and SHS

students), offer one-on-one tutoring and homework assistance during this time. Appropriate support materials are provided for the students, including pencils, paper, calculators, rulers, etc. Extra work is available for students who finish early, or do not have homework. The leader in the classroom also keeps a daily log of students' homework progress, which is then shared with the classroom teacher at the end of each week. If a student is in need of additional assistance, or at the request of the principal, intervention classes can be set up using daytime teachers as instructors in order to offer small-group, intensive intervention during the after school program.

All of the LEAP programs also offer standards-based curriculum in reading, math, science, and social studies. Improving English language and literacy skills for program participants is addressed via *Afterschool KidzLit*, a reading enrichment program designed specifically for paraprofessional educators to use in afterschool settings with students in grades K-8. *KidzLit* uses high quality children's literature that exposes students to big ideas that foster character development, encouraging them to grapple with concepts such as responsibility, respect, perseverance, and multi-cultural understanding. The books are carefully introduced, read to students, and then discussed. These materials support school day instruction by promoting enthusiasm for reading, additional vocabulary development, and improved social behavior.

LEAP uses *Rocket Math* to support math development, the same math curriculum used by the daytime program. LEAP staff were trained in Rocket Math by the District's Instructional Specialist.

In addition, *Reading A-Z* is used, along with *Junior Achievement's* social studies and *Afterschool KidzScience* standards-based curriculum. A myriad of other supplemental curriculum in all subject areas is also available to LEAP leaders when preparing their lesson plans.

Enrichment Element:

Drama, arts & crafts, STEM classes, beading, scrapbooking, dance, photography and sewing are just a few of the enrichment "clubs" that have been offered in the LEAP after school programs. Enrichment clubs are determined by student interests, leader interests, and parent & teacher involvement.

LEAP students also rotate through computer labs and libraries as part of their enrichment on a weekly basis. Students are able to check out books and take *Accelerated Reader* quizzes online during the after school program. All sites also have access to the *Reading A to Z* website, which offers hundreds of printable story books the students can take home with them, along with coordinating lesson plans and exercises for the leaders to incorporate into their daily schedules.

Enrichment also includes daily organized physical education in order to support our goal to “provide a healthy environment” for our students. Leaders have access to standards-based P.E. lessons and equipment through the *Catch Kids* curriculum. *Catch Kids* also includes nutrition information and healthy recipes the students can try.

Nutrition and obesity awareness lessons are also offered in cooperation with one of our partners, the Fresno County Office of Education’s Safe & Healthy Kids Department. Through this partner, we are able to offer healthy cooking lessons to parents and students, along with a “Harvest of the Month” fruit or vegetable for students to taste or use in a healthy recipe each month. The fruit or vegetable item comes with a newsletter that is sent home with students outlining the nutrition information and importance of cooking with healthy foods. Healthy snacks are emphasized and provided occasionally, including snack-size healthy Jamba Juice options and healthy snack “crafts” to get students to eat vegetables like broccoli that they normally would not eat (see example on page 16).

Through LEAP’s partnership with the California Teaching Fellows Foundation and California State University, Fresno, LEAP students are also exposed to nine weeks of hands-on STEM activities, including robotics, rocket building, and chemistry experiments. CSUF is able to offer these STEM classes to our after school students through a grant from NASA. The curriculum is based upon the NASA BEST (Beginning Engineering, Science, and Technology) Activities Guide which was developed by a team from the NASA Goddard Space Flight Center’s Office of Education.

Educational field trips are another enrichment activity the LEAP students enjoy every year. The LEAP after school programs survey students for specific interests, and then design “clubs” and end-of-year educational field trips around those interests. Past trips have included such destinations as Disneyland’s “Animation Magic,” a 3-hour excursion through Disney’s California Adventure Park led and taught by a Disney facilitator. Students learn about the animation process and how the vision of Walt Disney influenced the history of animation. Other trips have included museums or historic destinations in San Francisco, Sacramento, Los Angeles, and the Monterey Bay Aquarium, among others. This activity is an effective cultural awareness activity for our students. Many of these students have never been out of Sanger before, and anxiously look forward to the big field trip at the end of the year.

Alignment with the Regular School Day:

LEAP hires a “teacher liaison” for each school site to assist in aligning the after school program with the regular school day. The teacher liaison is an experienced, credentialed teacher from the regular day program, who is paid to offer mentoring, coaching, staff development and curriculum training for the after school staff. The

teacher liaison also provides LEAP information to the regular day teachers and community members through staff meetings and school site council meetings. She also meets with the site coordinator and school principal on a regular basis, and meets with the LEAP director frequently. The teacher liaison provides communication forms and assists teachers and LEAP leaders in communicating information regarding students back and forth in a timely manner. The LEAP director also meets with all school site principals monthly to discuss any needs or concerns.

Nutritious Snacks:

The Leap program partners with the Sanger Unified Food Services Department to provide healthy snacks for all participants every day free of charge. The SUSD Food Service Department ensures that all snacks meet the California Department of Education eligibility requirements for a healthy snack in after school programs. (See menu samples on page 15).

III. Collaboration and Partnerships

L.E.A.P. Collaborative Partners	Contributions
Sanger Unified School District	Provides In-Kind Services including custodial, clerical, & administrative staff for the afterschool programs. Also provides facilities and healthy snacks free of charge daily.
California Teaching Fellows Foundation & CSU, Fresno (CTFF)	Provides staff, and ensures that all staff are highly qualified and meet all SUSD health and fingerprint requirements. Also provides staff development and STEM lessons.
Educational Resource Consultants (ERC)	Provides annual internal evaluations, meets annual reporting requirements, and attends meetings.
FCOE Department of Safe & Healthy Kids	Provides free “Harvest of the Month” curriculum and a fruit or vegetable per month (one for each student); provides kitchen and sporting equipment and lesson plans/cook books. Also trains and coaches staff in nutrition and physical fitness activities on an ongoing basis.
Junior Achievement	Provides free curriculum that educates students on workforce readiness, entrepreneurship, civic studies and economics through experiential, hands-on programs.

LEAP meets on a regular basis with its staff and partners in order to plan, implement, and update the after school program. Coordinators, Teaching Fellows and FCOE personnel meet monthly to discuss issues, plan activities, and update the programs.

The director of the program meets and emails regularly with ERC and Junior Achievement to ensure collaboration.

In the past, we have collaborated with the Cowell Foundation, who provided a grant to LEAP in the amount of \$50,000. This grant was used to fund English language arts lessons written by the Central Valley Afterschool Foundation, and aligned with the regular school day. We would love to continue to partner with both the Cowell Foundation and the Central Valley Afterschool Foundation in the future. Efforts to include them include various meetings and emails.

Projected meeting schedule: LEAP meets with staff and partners on the second Tuesday of nearly every month, beginning in August and going through June.

IV. Staffing

The LEAP program is staffed by a district level, full-time afterschool program director and her clerk who are responsible for all sites. In addition, each site has its own site coordinator, teacher liaison, clerk, and five to ten leaders (one leader for every 20 students).

LEAP leaders are recruited and hired through the California Teaching Fellows Foundation (CTFF), our collaborative partner. The CTFF is a non-profit organization dedicated to offering college students and future teachers hands-on experiences in the classroom. CTFF ensures that all leaders are fingerprinted, TB tested and “highly qualified” as determined by the district’s Board-adopted extended-day instructional aid policy. Leaders must clear both DOJ and FBI background checks. CTFF also provides payroll services, staff development, and a “liaison” who visits programs regularly to ensure quality programming and coach staff when necessary.

In addition to CTFF staff development, LEAP provides five (5) paid staff development days for staff, including first aid and CPR classes. Regular daytime teachers and principals are surveyed at the end of each year to help determine the staff development topics that need to be provided for the teaching fellows the following year. The teacher liaison is the on-site coach and mentor for the leaders, providing daily feedback to leaders on lesson plans, classroom management practices and more. Staff development activities include homework assistance, safety procedures, CPS reporting, and classroom management.

LEAP Staffing Chart:

Staff Title	Qualifications	Duties/Responsibilities
LEAP Program Director	Administrative Credential and Experience	Coordinates and oversees all programs, staff, & services; ensures all grant requirements are met; purchases curriculum; creates and manages budgets; collaborates on hiring; analyzes and reports attendance; facilitates meetings.
CTFF Liaison	Highly Qualified, 5-7 years ASP Field Experience as both a leader and site coordinator.	Coaches and assists all Site Coordinators and Leaders district wide; provides help with lesson planning and classroom management.
LEAP Program Clerk	Clerical Experience	Assists Program Director
Fiscal Agent	Clerical Experience	Completes all required budgets and expenditure reports.
Site Coordinators	Highly Qualified, Experience in Early Childhood Education	Oversees all components of site program; supervises & evaluates leaders; collaborates with daytime staff, parents, students & community members; ensures all required components of the program are met & maintains a safe environment at all times. Meets with Program Director on a regular basis.
Site Clerks	Clerical Experience	Enters online attendance, keeps accurate attendance & snack records, makes copies, and answers phones.
Teacher Liaisons	Credentialed Daytime Teachers on Site	Acts as a liaison between the daytime and afterschool staff; obtains homework and provides aligned lessons; coaches and mentors leaders; meets & collaborates with Program Director, Site Coordinator and Principal on a regular basis.
Leaders provided thru CTFF (subcontractor)	Highly Qualified; College Students enrolled in 6 units	Supervises 20 or fewer students; provide academics and enrichment.

V. Program Administration

Sanger Unified School District provides a program director, clerk, and fiscal agent for their ASES grant. The program director is responsible for meeting all attendance reporting requirements, and the fiscal agent is responsible for meeting all budget and expenditure reporting requirements. These positions are overseen by the associate superintendents.

The district also meets the one-third matching funds requirement, as determined by the program director and the deputy superintendent (*see "Matching Funds" chart on Pg. 10*). The majority of the match comes from the district enrolling all of the students on the wait list. Over 500 additional students were enrolled into the programs this year funded with the district's LCAP funds.

Attendance is kept at each site on a web-based attendance program provided by ERC. In addition, LEAP staff signs each student in immediately upon arrival to the program, and parent(s) sign their children out when they pick students up on the daily sign-in/out sheet. If a student is picked up early (before the full 3 hours in the program), the parent must indicate a reason in the "Early Pick Up" column of the sign out sheet according to LEAP's Early Release Policy (*see Early Release Policy on pgs. 13-14*). If a student is a "walker," then LEAP staff signs the student out when he or she leaves the program. Every Friday, attendance numbers are sent to the program clerk and reviewed by the program director. In addition, at the end of every month, original copies of attendance rosters are printed and compared to weekly numbers, and kept on file for five years. Original sign-in sheets and copies of attendance rosters are kept on file in each site coordinator's office for five years. Finally, official attendance numbers are reported on ASSIST every January and July by the program director.

This Program Plan is reviewed annually at a meeting in the spring with LEAP staff and collaborative partners. We also take into consideration input from partners, parents, teachers, and students using the annual surveys and report cards.

2016-17 ASES Matching Funds

Public Agency: Sanger Unified School District

The value of donated facilities or space can be used to fulfill up to 25 per cent of the required match. Only state funds for remedial education are prohibited from being used for the match.

Please enter data in the cells highlighted in blue only

Grant Award: \$1,650,000.00

33% Match Required: \$544,500.00

25% Facilities Match \$136,125.00

Match Description	Quantity	Unit	Value per Unit	Days of Use	Total Value
Classrooms	65	Day	\$30.00	180.00	\$351,000.00
Cafeterias	16	Day	\$36.00	180.00	\$103,680.00
Libraries	16	Day	\$36.00	180.00	\$103,680.00
Restrooms	32	Day	\$0.00	180.00	\$0.00
Offices	16	Day	\$0.00	180.00	\$0.00
Meeting Rooms	2	Hr	\$12.00	15.00	\$360.00
			\$0.00	0.00	\$0.00
			\$0.00	0.00	\$0.00
Total					\$558,720.00
Allowable Space Usage Match:					\$136,125.00

Other Collaborative Match \$408,375.00

Match Description	Quantity	Unit	Value Per Unit	Days of Use	Total Value
Principals (16 at 0.5 hour each)	8	hr	\$56.81	90	\$40,903.20
Library Techs (12 @ 0.5 hr. ea)	6	hr	\$12.80	180	\$13,824.00
Custodial Services (16 @ .5 hr)	8	hr	\$13.00	180	\$18,720.00
Jr. Achievement Curriculum	60	ea	\$175.00	1	\$10,500.00
SUSD Fiscal Agent	0.5	hr	\$21.40	205	\$2,193.50
QL & Seq Snacks	200	ea	\$1.00	180	\$36,000.00
Wait Listed Students Enrolled	500	ea	\$5.00	180	\$450,000.00
After School Director	4	hr	\$70.00	205	\$57,400.00
Sequoia Bus	1		\$12,850.00	1	\$12,850.00
After School Clerk	6	hr	\$14.00	205	\$17,220.00
Total					\$659,610.70

Total Match Required: \$544,500.00

Total Documented Match: \$795,735.70

Supplemental Grant Administration:

Sanger LEAP implements a 6-hour supplemental program for six school sites (see table below), at \$15 per student per day during the summer, in accordance with SB 429. Students may also be enrolled from nearby schools which do not have supplemental grants; however priority will be given to students from the funded school sites. If the summer program will be held at an alternate campus (depending on summer construction and repairs), transportation will be provided by the school district.

Summer Program Site	Maximum Enrollment	Supplemental Grant
Centerville Elementary	80	\$15,000
Del Rey Elementary	150	\$33,750
Jefferson Elementary	150	\$33,750
Lone Star Elementary	80	\$15,000
Madison Elementary	80	\$15,000
Sanger Academy Charter	80	\$15,000

All students enrolled in the summer program will receive free, nutritionally adequate breakfast snacks and lunches during each day of the program, through the Sanger Unified Food Services Department.

Late Arrival/Early Release Policy: The summer program will operate from 8:00 a.m. through 2:00 p.m. each day. Students are expected to attend the full program every day in order to get the full benefit of the program. Students who do not attend the full program every day risk losing their spot to students on the waiting list. Students may arrive late or leave early only in the following circumstances:

1. Medical/Dental appointments; or illness or injury during program time.
2. Family emergency or hardship (such as transportation).
3. Other conditions directed by the school relating to student safety, student development needs, or age-appropriate performance expectations.

Students who arrive late or leave early due to one of the above circumstances must have an “early release” and/or “late arrival” agreement signed in advance and approved by the site coordinator on file in the afterschool program office.

VI. Outcome Measures and Evaluation

In collaboration with our partners, Sanger Unified School District and LEAP report all data required by the California Department of Education, including after school attendance, instructional day attendance, and state test data. LEAP also conducts

teacher, principal, parent, and student surveys annually to measure program satisfaction and the need for programming revisions. Our collaborative partner, Educational Resource Consultants (ERC), provides an annual Report Card for each after school site, as well as the district as a whole, which includes data on attendance, enrollment, and state test scores in math and English language arts, along with comparisons between after school participants and non-after school participants. These report cards are part of the assessment criteria reviewed. Additionally, the report cards are shared and discussed in detail in CQI meetings with the site coordinator, in order to determine any necessary programming changes that will enhance student achievement in specific areas of weakness.

Leap has chosen to submit state test results and attendance as the required outcome measures pursuant to California EC 8484(a)(2) to demonstrate program success.

Selected Outcome Measures	2014-15 Results
1. CAASP ELA	35.3% met or exceeded standards
2. CAASP Math	30.5% met or exceeded standards
3. Attendance	78.3% of LEAP high attenders attended 96% of regular school days, vs. 66% of non-attenders.

Methods LEAP will use to correct or improve the program based on the results of the outcome measures above:

1. Purchase aligned, standards-based ELA and math curriculum.
2. Meet with teacher liaisons and District Instructional Specialists to determine the standards and activities best incorporated into LEAP lesson plans and provide staff development.
3. Continue to offer engaging educational activities daily to maintain our excellent attendance levels.

LEAP EARLY RELEASE POLICY

2016-17

Sanger After School LEAP is made possible through State of California After School Education and Safety (ASES) grants. Students are expected to attend the full program, every day, in order to gain the fullest benefit possible. To do this, programs are open until 6:00 p.m. every school day. However, in order to meet the needs of our families and ensure the safety of our students, a child may be released early under the following circumstances:

1. Walkers only: Early darkness due to time change. (Students whose parents give written permission for their student to walk home will be released early in order to be home before dark).
2. Illness or injury during program time.
3. Attending an on-site Parallel Program (such as intervention, GATE, sports, S.E.S., etc.). Or participating in an off-site, temporary program (e.g., Catechism, city sports league).
4. Family emergencies or hardships (such as a catastrophic incident or occasional transportation issue).
5. Adverse weather conditions or other unavoidable environmental hazard.
6. Medical or Dental Appointments.
7. Due to safety concerns and restricted space, pick up times between 5:30 and 6:00 p.m. are allowed, however the program is open until 6:00 p.m. every school day, and the intent of the law is that students will participate for the full program.
8. Other conditions directed by the school and/or School Board relating to student safety, student developmental needs, or age-appropriate performance expectations after school. Reason #8 must be recorded on an "Early Release Agreement" and approved by the Site Coordinator in advance.

If your student needs to be released early for any of the above circumstances, the parent/guardian must complete and submit for approval the attached "Early Release Agreement" specifying the days and times the child will be leaving early, and the reason for requesting early release.

But please be aware that students attending the full day every day will be given priority enrollment privileges. Non-compliance with the Attendance and Early Release Policy may result in disenrollment from the program.



L.E.A.P. Early Release Agreement

Student Name _____

Grade _____

I understand that my child needs to attend the full three hours each day to get the full benefit of the after school program. However, my child must leave early for the following reason, which complies with the LEAP Early Release Policy. All early releases require the approval of the Site Coordinator.

Check applicable box(es):

- 1. Time Change: In the interest of individual student safety, all students who walk home may be released before dark, if requested by a parent in writing.
- 2. Illness or injury.
- 3. Attending a parallel program (programs in the school or community such as intervention, sports, S.E.S., G.A.T.E.) as long as a signed "Parallel Program" permission slip is on file with the Site Coordinator.

4. Family Emergencies or Hardships. (Describe):

5. Adverse Weather Conditions (especially if the child walks home).

6. Medical or Dental Appointment

7. Due to safety concerns and restricted space, students may be picked up between 5:30 and 6:00 p.m.

8. Other conditions directed by the school and/or School Board relating to student safety, student developmental needs, or age-appropriate performance expectations after school. (Describe in detail):

My child, named above, must be released early for the indicated reason(s) on the following date(s):

_____ at _____ p.m.
_____ at _____ p.m.
_____ at _____ p.m.

Parent/Guardian Signature: _____

Date: _____

Site Coordinator Signature: _____ Date: _____



May 2016



Sanger Unified School District
L.E.A.P. Afterschool Snacks

Mon	Tue	Wed	Thu	Fri
2 Ranch Cornuts Apple Juice	3 Cinnamon Crisp Crackers Milk	4 Chocolate Chip Oatmeal Bar Milk	5 Sun Chips String Cheese Cold Water	6 Brownie Milk
9 Goldfish Crackers Apple Juice	10 Yogurt W/ Graham Crackers Cold Water	11 Strawberry Oatmeal Bar Milk	12 Sun Chips String Cheese Cold Water	13 Brownie Milk
16 Ranch Cornuts Apple Juice	17 Cinnamon Crisp Crackers Milk	18 Chocolate Chip Oatmeal Bar Milk	19 Sun Chips String Cheese Cold Water	20 Brownie Milk
23 Goldfish Crackers Apple Juice	24 Yogurt W/ Graham Crackers Cold Water	25 Strawberry Oatmeal Bar Milk	26 Sun Chips String Cheese Cold Water	27 Brownie Milk
30  With Honor & Gratitude We Remember	31 Cinnamon Crisp Crackers Milk			

This institution is an equal opportunity provider.



June 2016



Sanger Unified School District
L.E.A.P. Afterschool Snacks

Mon	Tue	Wed	Thu	Fri
		1 Strawberry Oatmeal Bar Milk	2 Sun Chips String Cheese Cold Water	3 Brownie Milk
6 Goldfish Crackers Apple Juice	7 Cinnamon Crisp Crackers Milk	8 Chocolate Chip Oatmeal Bar Apple Juice	9 Sun Chips String Cheese Cold Water	10 Brownie Milk

Have a great

Vacation!



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Healthy Snack "Craft" Example

