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Implementation of After School Education and Safety (ASES) Programs in California Elementary Schools

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Introduction and Purpose

California's (CA) expanded learning system includes after school, before school, and summer programs. An executive summary of California's state-funded expanded learning programs demonstrated that regular attendance in expanded learning programs increases student achievement, attendance, and positive behaviors.¹ One such CA expanded learning program is the After School Education and Safety (ASES) program. The CA Department of Education (CDE) oversees the state-funded ASES program and the program is a result of voters' approval of Proposition 49 in 2002.² The ASES program provides funding for the establishment or maintenance of after school education and enrichment programs. Funds are provided to eligible CA elementary and middle schools that submit applications. The current funding level for the ASES program is \$550 million, and in the 2016–2017 school year, ASES funded programs at 4,200 school sites³. The ASES program is “designed to be a local collaborative effort where schools, cities, counties, community-based organizations (CBOs), and business partners come together to provide academic support and a safe environment before and after school for students in kindergarten through ninth grade.”⁴

This report examines and summarizes the design and implementation of ASES programs of selected elementary schools in CA for the purpose of informing Berkeley Unified School District's (BUSD) extended learning committee on their planning and implementation of their

¹ Hay, J., & Davis, J., 2017. State of the state of expanded learning in California 16-17 [Executive Summary]. <http://www.after-schoolnetwork.org/sites/main/files/file-attachments/state-of-the-stat-of-expanded-learning-2016-17-final-web.pdf>

² Huang, D., & Wang, J., 2012. Independent statewide evaluation of the ASES and 21st CCLC after school programs <https://www.cde.ca.gov/ls/ba/cp/uclaeval.asp>

³ Hay & Davis, 2017 <http://www.after-schoolnetwork.org/sites/main/files/file-attachments/state-of-the-stat-of-expanded-learning-2016-17-final-web.pdf>

⁴ ASES Statewide Evaluation, 2012 <https://www.cde.ca.gov/ls/ba/cp/documents/kthru9rept.doc>

ASES program. This report is not an evaluation of BUSD's extended learning programs nor is it an evaluation of the ASES program school sites; rather it is an attempt to gather relevant information to inform BUSD's plans for their extended learning program. First, we summarize the methodology used to select the sample of school districts described in this paper. Then, we discuss the themes of program implementation that were found across the seven school districts. Lastly, a discussion of the themes regarding the implementation of after school programs in general is provided.

Method

This study was commissioned with a short timeline; therefore, we relied heavily on Internet research and publicly accessible information. We began the sampling process by reviewing the list of all the local educational agencies that received ASES funding for the 2017–2018 school year. In analyzing the list of the recipients, we selected a sample of seven school districts in California that had some comparable characteristics to the BUSD context. Similarities included: location in an urban center, having a diverse student population, the amount of ASES funding received, the size of district, the existence of economic integration (significant number of middle-class families present in the schools receiving funding), and the existence of elementary schools in their district. The seven school districts selected were Alameda Unified (AUSD), San Leandro Unified (SLUSD), San Juan Unified (SJUSD), San Francisco Unified (SFUSD), Redwood City School District (RCSD), Santa Barbara Unified (SBUSD), and Santa Rosa City Schools (SRCS).

Results

In the following sections, we discuss details regarding how the seven school districts implement their ASES-funded programs. The aspects described include student demographics, models of

partnership, funding, and programming.

Student Demographics

According to the California Education Code (EC) Section 8482, priority for ASES funding is given to schools where a minimum of 50% of students are eligible for free or reduced lunch. Therefore, schools commonly prioritized enrolling low-income students as well as academically at-risk students in their after school programs. However, it was difficult to find specific information on the demographics of the students in the ASES programs of each district, thus general district demographics are provided in Table 1 below.

Table 1: Student Demographics in Each District

District	American Indian/ Alaska Native	Asian	Black or African American	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or more races	None Reported
AUSD	0.25%	36%	8%	-	16%	1%	29%	9%	-
SLUSD	0.3%	16%	13.6%	7.7%	47.9%	1.2%	8.8%	4.1%	0.4%
SJUSD	< 1%	7%	7%	1%	24%	1%	59%	1%	-
SFUSD	< 1%	35%	7%	4%	27%	1%	14%	4%	-
RCSD	0.1%	2.7%	1%	0.8%	72%	1.2%	19.1%	3%	0.2%
SBUSD	0.4%	3.2%	1%	0.6%	59.4%	0.1%	33.6%	1.2%	0.5%
SRCS	0.7%	4%	1.8%	0.9%	61.8%	0.2%	0.5%	3.9%	26.2%

Of the seven districts examined, one district had publically accessible information on the demographics of students in their ASES programs- SBUSD ASES program demographics included 85% socioeconomically disadvantaged students, 72% students of working families, and 66% English Learners.⁵

Because the ASES program funds elementary and middle schools, we examined the proportion of schools that received the funding to the total number of schools in each district. For elementary schools that received ASES funding, the proportion in each district ranged from

⁵ SBUSD ASES Renewal Application <https://www.sbunified.org/districtwp/wp-content/uploads/2013/06/2017-2020-After-School-Education-and-Safety-Program-Renewal-Application-and-Three-Year-Program-Plan.pdf>

30% to 92% of elementary schools as shown in Table 2 below.

Table 2: *Number of Schools that Received ASES Funding Compared to Total Number of Schools in District*

Districts	ASES Funded Elementary Schools	Total Number of Elementary Schools in District	Proportion	ASES Funded Middle Schools	Total Number of Middle Schools in District	Proportion	ASES funds used for other school types?
AUSD	3	10	30%	1	4	25%	no
SLUSD	6	8	75%	2	2	100%	no
SJUSD	23	41 (inc. K-8)	56%	4	8	50%	no
SFUSD	66	72 (inc. K-8)	92%	13	13	100%	no
RCSD	10	14 (inc. K-8)	71%	2	2	100%	no
SBUSD	7	12	58%	1	4	25%	no
SRCS	7	10	70%	0	5	0%	no

For middle schools that received ASES funding, the proportion in each district ranged from 0% to 100% of middle schools. Table 3 provides information on the approximate number of students in each district's ASES programs.

Table 3: *Total Number of Students Served in the ASES programs by District*

Districts	Number of Students in the ASES Program
AUSD	500 ⁶
SLUSD	800 ⁷
SJUSD	3,000 ⁸
SFUSD	8,000 ⁹
RCSD	1,300 ¹⁰
SBUSD	815 ¹¹
SRCS	950 ¹²

Note. Numbers are approximates made by each district.

Three Models of Partnership

The CDE describes the ASES program as a local program that involves collaboration and partnerships among “parents, youth, representatives from schools and governmental agencies,

⁶ https://www.alameda.k12.ca.us/after_school

⁷ Phone conversation with San Leandro Boys and Girls Club on August 9, 2018

⁸ <https://www.sanjuan.edu/site/Default.aspx?PageID=23765>

⁹ http://www.healthiersf.org/ExCELafter_school/About/ab-overview.php

¹⁰ <https://www.rcsdk8.net/Page/43>

¹¹ <https://www.sbunified.org/districtwp/wp-content/uploads/2013/06/2017-2020-After-School-Education-and-Safety-Program-Renewal-Application-and-Three-Year-Program-Plan.pdf>

¹² Board Meeting Notes regarding SRCS MOU with Boys and Girls Club, 2013

<http://www.srcs.k12.ca.us/District/SB/Agendas-Minutes/Documents/Attachments/082615-BR-F1.pdf#search=ases>

such as local law enforcement and local parks and recreation departments, and individuals from community-based organizations and the private sector.”¹³ Different partnerships existed among the seven districts. We found three different models of partnerships, which we termed as: co-sponsorship, subcontracting, and school district centered.

Co-sponsorship. Co-sponsorship is when the relationship between the district and the community based organization is equal, as the after school programs are “co-sponsored” by the district and the organization. For example, SFUSD uses this type of partnership and their website states that, “in SFUSD, most school-based after school and summer learning programs are co-sponsored by SFUSD (the ExCEL program) and partnering community-based organizations. The majority are funded through city, state and federal grants.”¹⁴ The SFUSD ExCEL program is funded by state grants such as ASES, 21st Century Community Learner Centers (CCLC), and After School Safety and Enrichment for Teens (ASSETs) Program. In addition, “community based organizations [CBOs] partnering with SFUSD ExCEL after school programs contribute \$3,134,805 worth of in-kind services and \$1,783,026 in funding.”¹⁵

Subcontracting. Subcontracting is when a school district hires an organization to carry out the majority of their after school program activities. However, this is different from co-sponsorship because the district is more like the “client” who pays and receives services from the CBO who is the provider of services. The CBO in this partnership provides services and is reimbursed or paid for by the district. Four districts (AUSD, SLUSD, RCSD, and SRCS) use this type of partnership.

¹³ CDE ASES Program Description <https://www.cde.ca.gov/lr/ba/as/pgmdescription.asp>

¹⁴ SFUSD After School Program Description <http://www.sfusd.edu/en/programs-and-services/after-school-programs.html>

¹⁵ SFUSF ExCEL description <http://www.healthiersf.org/ExCELafter school/About/ab-overview.php#assets>

For example, RCSD stated that their after school programs are “under the oversight of the Department of School-Community Partnerships [a district department] and the supervision of our collaborative partners.”¹⁶ RCSD partners with various CBOs to provide after school programs at different school sites, including Redwood City Parks, Recreation and Community Services Department, Think Together, Boys and Girls Clubs of the Peninsula and the YMCA of Silicon Valley. SRCS uses wording in their Memorandum of Understanding (MOU) with the Boys and Girls Club of Sonoma to demonstrate that Boys and Girls Club is a provider for their programs stating, “the board approved the Boys & Girls Clubs of Central Sonoma County as the single provider of the ASES funded after school programs” (p. 2).¹⁷ The district also states in the MOU that the “district will reimburse Club, \$...for operating an (ASES) program at... school” and specifies the amount of ASES funding that will be provided for each school site. SLUSD also partners with their local Boys and Girls Club.

AUSD also partners with different CBOs at different school sites, and their choice of CBOs match the school’s unique needs. For instance, Maya Lin Elementary is an art-integrated school and the Alameda Music Project leads their ASES after school program. The Academy of Alameda is a charter school and Great Olympians Learning Dynamically (GOLD) leads their after school program. GOLD focuses on “instilling and reinforcing academic excellence...and enabling youth to become effective student leaders,” which seem to align with the charter school’s goals.¹⁸ The other two school sites are run by EdMo, a CBO that has Science, Technology, Engineering, Art, and Math (STEAM) focus.

¹⁶ RCSD After school Program <https://www.rcsdk8.net/Page/43>

¹⁷ SRCS MOU with Boys and Girls Club, 2013
<http://www.srcs.k12.ca.us/board/agendas/attachments/081413-BR-E6.pdf#search=mou%20boys%20and%20girl>.

¹⁸ AUSD Gold Program description <https://goldprogram.weebly.com/about-gold.html>

School district centered. In a school district-centered model, the programs are run primarily by the district and the majority of the program staff are hired by the district. In this model, CBOs are only used for additional enrichment activities. SBUSD and SJUSD use this type of model. For example, SBUSD partners with CBO for enrichment activities and stated that, “each year, various other partners bring special program curricula to the enrolled students.”¹⁹ Although CBOs provide enrichment activities, SBUSD stated that, “as the lead agency, the Santa Barbara Unified School District administers the [after school] program.” SJUSD also partners with local agencies for enrichment activities and stated, “partnerships provide a rich addition to the Bridges After-School/ASSETs Programs model, offering a variety of fun, interactive and engaging activities for all students.”²⁰ SJUSD considers these partnerships as “additions” to their program instead of having the CBO’s be in charge of the program, which differs from the co-sponsorship or sub-contracting models.

Funding

Per the ASES regulations, “ASES programs are funded according to a formula of \$7.50 per student, per day and have flexibility in how to design programming...Programs must provide a 33% cash or in-kind match for every state dollar” (p. 4).²¹ For each district, we examined how the schools fulfilled the 33% in-kind match to fund their ASES programs. The districts used multiple funding sources, including state funding, parent fees (flat rate or sliding scale monthly rate), contributions from CBOs, and funds from the district as shown in Table 4.

¹⁹SBUSD After School Program <https://www.sbunified.org/departments/educational/after-school-expanded-learning-program/>

²⁰SJUSD After School Program <https://www.sanjuan.edu/Page/6836>

²¹Hay & Davis, 2017 <http://www.after-schoolnetwork.org/sites/main/files/file-attachments/state-of-the-stat-of-expanded-learning-2016-17-final-web.pdf>

Table 4: *Funding Sources by District*

District	ASES Funding	Parent Fees	CBO Contributions	District Funds
AUSD	Yes	Yes	Yes	No
SJUSD	Yes	Yes	No	No
SLUSD	Yes	Yes	No	No
SFUSF	Yes	Yes	Yes	Yes
SBUSD	Yes	Yes	Yes	No
RCSD	Yes	No	No	No
SRCS	Yes	No	No	No

Note. The information in this table is based on publicly available information from district websites and documents. Therefore, this information may not be exhaustive.

The sliding scale for parent fees ranged from free to \$500 per month. Flat yearly parent fees ranged from free to \$450 per year. Two districts (RCSD and SRCS) do not charge parent fees.

For example, SJUSD stated that the after school programs are funded by a combination of state and federal grants as well as “community and district in-kind contributions and program participation fees.”²² The state/federal grants included ASES and 21st CCLC. SJUSD charges parents a monthly fee on a sliding scale that is determined by a student’s free or reduced lunch rate eligibility (ranging from \$30 for students who receive free lunch to \$50 for students who have to fully pay for lunch). In AUSD, different programs at school sites charged different flat fees and this ranged widely in amount and differed in terms of charging a flat yearly fee or a monthly fee. For instance, AUSD stated that Camp EdMo “will work with our ASES grant subsidy, family fees (no more than \$2.50 per day, or \$450 per year), and other sources of grant funding from community organizations,²³” and charges parents on a sliding scale (from free to \$450 based on income) whereas Alameda Music Project charges parents \$250 a month. SLUSD partners with Boys and Girls Club and charges a flat yearly fee of \$250 for all their school sites

²² SJUSD Bridges Program <https://www.sanjuan.edu/site/Default.aspx?PageID=23765>

²³ Ruby Bridges Letter to Parents

<https://www.smores.com/app/attachments/download/5adf98210b0829074f7c193a>

and for parents of all income levels.²⁴ As stated in a previous section, SFUSD uses federal grants and the CBOs that partner with ExCEL provide millions of dollars in funding and in-kind services. Additionally, due to a loss of federal grants, SFUSD began moving more district funds into subsidizing after school programs and requiring parents to pay a fee based on a sliding scale. Their sliding scale ranges from \$50 to \$500 per month based on income, and fees are waived for students who are eligible for free lunch, homeless, or in foster care.²⁵ SBUSD also appears to use a sliding scale for family fees as they provide forms for parents to apply for subsidized and full-payment fees, though the amount is not specified. Additionally, “no family fees are assessed for families who are eligible under the stand income guidelines.”²⁶ Although RCSD partners with various CBO’s fee information was only available for their programs run by the Boys and Girl Club, which they state is free of cost. SRCS also partners with Boys and Girls club and this seems to use solely ASES funding, as their MOU with the district stated, “the Club will not require a membership fee or materials fee for any ASES student.”²⁷

Programming

The ASES grant requires their programs to have certain components. Based on the CA EC Section 8482.3, the after school program must have “an educational and literacy element in which tutoring or homework assistance is provided” and “an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical

²⁴ SLUSD ASES Program <https://www.sanleandro.k12.ca.us/Page/9875>

²⁵ SFUSD After School Program Funding Letter to Parents http://sfusd.edu/assets/sfusd-staff/ExCEL%20After%20school%20Family%20letter_4.28.17-ALL_Languages-1.pdf

²⁶ SBUSD After School Program Parent Handbook. <https://www.sbunified.org/districtwp/wp-content/uploads/2013/03/2017-18-After-School-Program-Parent-Handbook-English.pdf>

²⁷ SRCS MOU with Boys and Girls Club, 2013
<http://www.srcs.k12.ca.us/board/agendas/attachments/081413-BR-E6.pdf#search=mou%20boys%20and%20girl>.

fitness, and prevention activities.”²⁸ Therefore, all programs had a homework/tutoring component as well as an enrichment component. Most enrichment components were in the form of clubs (such as cooking, art, videography) and physical activities such as sports.

For example, as stated in the partnership section, AUSD’s programming matches the school’s needs such as a STEAM focus for Ruby Bridges (a “STEAM school”) and music focus for Maya Lin (an arts-integrated school). Additionally for Camp EdMo in AUSD, enrichment has a different “enrichment unit” theme such as chemistry, fossils, or engineering that changes every month. On the other hand, for SLUSD enrichment activities differ from school site based on the “skills, talents, and passions of the program staff at each specific site.”²⁹ SJUSD also provides academic support (homework help, reading and literacy practices) and enrichment recreation activities as well as pro-social skill building, and an incorporation of technology (e.g., computer use) in their program. SFUSD and SBUSD also incorporate physical activity in addition to their academic and enrichment components. SFUSD also aims to incorporate socio-emotional learning (SEL) into their ExCEL program. Their quality action plan stresses their goal of promoting SEL, healthy active youth, aligned academic support, as well as equity, access, and a safe and supportive culture/climate. SBUSD was the only site the specified that they have a “homework hour,” and the rest of the schedule is physical activity and clubs. Their clubs are provided by local agencies such as Girl Scouts, UCSB Swim to College Program, and Santa Barbara Museum of Art. SRCS’ program seems academically and standards oriented, as they provide “targeted after-school intervention, tutoring, homework assistance, and standards-based

²⁸ EDC § 8482.3 <https://codes.findlaw.com/ca/education-code/edc-sect-8482-3.html>

²⁹ San Leandro Boys and Girls Club <http://bgcsl.org/program-locations/>

enrichment activities.”³⁰ Further details and resources on the seven districts’ ASES programs are provided in the Appendix in the form of research notes.

General Issues and Themes in After school Programs

System-Wide Issues and Barriers

Funding for after school programs in CA are at risk as “President Trump’s budget calls for the complete elimination of 21st CCLC funding” (p. 5).³¹ An EdSource article also reported that programs are struggling financially because “lawmakers have not increased funding for the program since its inception in 2006” but that minimum wage and program costs continue to increase.³² Related issues include staff hiring and staff turnover in after school programs. A 2012 ASES statewide evaluation examined all ASES programs in CA found that program implementation barriers included “staff qualifications, lack of training in key areas such as behavior management...lack of paid prep time” (p. v), lack of funding, and frequent staff turnover.³³ Additionally, due to limited resources, there is an unmet need for after school programs. For example, there are thousands of low income schools and schools that serve ELLs that do not have after school programs, and “In the most recent cohorts of ASES and 21st CCLC funding applicants requested over \$143 million more funding than was available, leaving hundreds of thousands of students without the benefit of a quality expanded learning program” (p. 6).³⁴ The 2012 ASES evaluation also found that “more than half of the ASES site

³⁰ SRCS MOU Boys and Girls Club, 2013 <http://www.srcs.k12.ca.us/board/agendas/attachments/081413-BR-E6.pdf#search=mou%20boys%20and%20girl>.

³¹ Hay & Davis, 2017 <http://www.after-schoolnetwork.org/sites/main/files/file-attachments/state-of-the-stat-of-expanded-learning-2016-17-final-web.pdf>

³² Edsource article regarding CA after school program funding <https://edsources.org/2017/californias-subsidized-after-school-programs-struggling-to-survive/580932>

³³ ASES Statewide Evaluation, 2012 <https://www.cde.ca.gov/ls/ba/cp/documents/kthru9rept.doc>

³⁴ Hay & Davis, 2017 <http://www.after-schoolnetwork.org/sites/main/files/file-attachments/state-of-the-stat-of-expanded-learning-2016-17-final-web.pdf>

coordinators...could not enroll all interested students” (p. v) and that most school sites had a waiting list.

Issues in creating a comprehensive data system for after school program data also exist. This was reflected by our own research process. In order to find specific information on ASES programs, one would need to go to each district’s website rather than finding this information in a central or single database. Additionally, each district’s “after school program” page often had limited details on their programs and we went on other websites to look for information such as the specific school’s website, the CBOs’ website, or the districts’ online archives. Despite requirements for schools to collect outcome data on their programs, there was a lack of publicly available or accessible data on their websites. Additionally, data and documents provided by districts may not be consistently uploaded or up to date. The After School Network also has a “after school programs database,” however, the website has remained “under maintenance” for several weeks.³⁵ We also contacted the Extended Learning Program to ask if they could direct us to any databases that had publicly available data on the grantees, and they stated, “if you need more detailed or site specific information, you may want to contact the specific district or program directly since in order for me to provide you with detailed information of our grantees, I would need you to pursue a lengthy Public Information Request process” (email communication, July 25, 2018). Thus a comprehensive database currently does not seem to exist, which makes research on ASES programs difficult. The 2012 ASES evaluation also provided policy recommendations such as setting up an “on-line database system to collect neighborhood and other environment contextual data for all grantees” as well as establishing “a common quality

³⁵ After school Network Database <http://programs.after-schoolnetwork.org/>

indicator system (and collecting data) across all ASES programs.”³⁶

System-Wide Trends in ASES Implementation

After school and extended learning programs provide opportunities for learning and enrichment. Hays and Davis (2017) noted that such programs could: help narrow the achievement gap by providing academic help for low-income students, provide STEM learning opportunities, and provide SEL learning opportunities.³⁷

Some themes found in the 2012 ASES statewide evaluation included common program activities, reasons for enrollment, and targeted populations. For example, the researchers found that “the most commonly offered activities were academic enrichment, homework assistance, math, language arts, art/music, physical fitness/sports, and recreation” and “elementary sites offered more sports/fitness activities than positive youth development. When activities promoting positive youth development were offered, they normally focused on school safety, multicultural education, leadership, or general positive youth development topics” (p. v). The most common reason parents reported for enrollment was the desire for their children do better academically (e.g., with homework, key academic subjects, in school overall). Targeted populations included at-risk students. The researchers stated that, “although most sites maintained a first-come, first-serve enrollment policy, many site coordinators did actively try to target academically at-risk students, English learners, and/or students with emotional/behavioral issues” (p. v).

The researchers of the 2012 ASES statewide evaluation provided some implementation strategies for ASES program implementation. One recommendation was to make sure students

³⁶ ASES Policy Brief, 2012 <https://www.cde.ca.gov/ls/ba/cp/documents/asesbrief.doc>

³⁷ Hay & Davis, 2017 <http://www.after-schoolnetwork.org/sites/main/files/file-attachments/state-of-the-stat-of-expanded-learning-2016-17-final-web.pdf>

received the dosage intended. Regular attendance led to better outcomes, whereas leaving early disrupted learning and the program flow. Another recommendation stressed the importance of a partnership between the after school program and the day school. Alignment and consistency “between the day school and after school curriculums further enhances students’ academic and behavioral development, especially when teacher and staff work together in assisting students in their weakest performance and behavioral areas.”³⁸ The brief also recommended programs to “cater to ages and stages,” meaning that programs and curriculum should be developmentally appropriate and prepare students’ for transitional periods (such as from elementary school to middle school).

In 2014, Expanded Learning stakeholders, the CDE After School Division, and the California After School Network developed an After School Quality Standards document to provide a framework of “expectations and a shared vision of quality among multiple stakeholders” (p. 5).³⁹ This document recommends programmatic standards such as having a safe and supportive environment, promoting youth voice and leadership, having a clear vision/mission/purpose, and having quality staff.

³⁸ ASES Policy Brief, 2012 <https://www.cde.ca.gov/ls/ba/cp/documents/asesbrief.doc>

³⁹ After School Quality Standards http://www.after-schoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf

Appendix

School District: Alameda Unified https://www.alameda.k12.ca.us/after school	
ASES funding received	\$731,256.94
Program Name	Extended Learning Services
# of Schools served	Funded by ASES: 3 elementary; 1 middle school charter
Description	<p>The California Department of Education subsidizes the following schools with an After School Education and Safety Program (ASES) Grant. We operate Extended Learning Services at three elementary school sites (Ruby Bridges, Maya Lin, and Haight Elementary), and one middle school charter school (Academy of Alameda). We serve close to 500 elementary and middle school children.</p> <p>After School programs aim to increase or improve student achievement, attendance, and behavior, and to foster youth development, self-esteem and well-being. After School program activities include three main areas of support for students to boost their academic achievement, physical well-being, and personal enrichment. The program operates 5 days a week and serves students until 6:00 p.m. during regular school days.</p>
Partners	Each school site partners with different CBO's
Type of Program (enrichment/ academics, etc.)	<p>After School program activities include three main areas of support for students to boost their academic achievement, physical well-being, and personal enrichment. Academic support activities include daily homework centers or tutoring in safe and nurturing environments staffed by trained adults. Physical and Enrichment activities include arts activities, recreation, athletic programs, and youth leadership opportunities.</p> <p>Ruby Bridges EdMo: goals & description</p> <ul style="list-style-type: none"> To have a high quality enrichment program that is STEAM focused, as we have become a STEAM school. STEAM - Science, Technology, Engineering, Arts and Mathematics. To provide academic tutoring and enrichment, and to continue supporting students with their homework. Daily activities, social emotional learning outdoor games, homework and academic support. Monthly units on different topics such as cooking chemistry, dinosaurs, engineering. <p>Maya Lin school</p> <ul style="list-style-type: none"> Alameda music project: receive high-quality music instruction, academic support, and a nutritious snack 5 days a week plus all necessary musical supplies (instruments, song books, etc.) <p>Henry Haight</p> <ul style="list-style-type: none"> LEAPS Grades K-5 On-Site: LEAPS is an on site, reduced-fee after school option. Enrollment is limited. Includes homework help, enrichment activities, a healthy snack, outdoor play.
Demographics	<p>https://www.alameda.k12.ca.us/Districtcontacts</p> <p>The Alameda Unified School District, serving almost 10,000 students, has a wide range of school offerings: a childhood development center, 10 elementary schools, four middle schools, two comprehensive high schools, a continuation high school, an Early College High School and an adult school. We are a very diverse community of learners with a student population that is about 36% Asian, 29% White, 16% Hispanic, 8% Black/African American, 9% two or more races, 1% Pacific Islander, and .25% American Indian or Alaskan Native. Approximately 18% of students are English language learners, reflecting the richness of cultures represented in a city that is suburban with all the urban characteristics of the surrounding East Bay.</p>

Notes	<p>For more information, please contact our After School Programs staff at (510) 337-7190 or via email at cmedina@alameda.k12.ca.us.</p> <p>Funding/Fees: Ruby Bridges school switching from LEAPS to a new vendor (Camp EdMo). The new vendor will work with our ASES grant subsidy, family fees (no more than \$2.50 per day, or \$450 per year), and other sources of grant funding from community organizations. They want to support Ruby Bridges academic success. They want to offer to our community what all kids should have access to--a quality education. https://www.smores.com/app/attachments/download/5adf98210b0829074f7c193a</p> <p>Maya Lin Space is limited. New students are enrolled according to overall need, not on a first-come first-serve basis. Acceptance is not guaranteed. Returning students and their incoming siblings are given priority for re-enrollment. Once all open spots are filled, additional submissions will be added to our waiting list A registration deposit of \$375 for 1 student or \$675 for 2 students. Tuition fees are \$250/month per child. Sibling discounts will be automatically applied. https://mls-alameda.usd-ca.schoolloop.com/afterschool</p>
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School District: Redwood City Elementary https://www.rcsdk8.net/Page/43	
ASES funding received	\$1,825,157.88
Program Name	The RCSD Extended Day Learning programs
# of Schools served	12 schools in the district that serves over 1300 students every school day. They are located at Adelante, Fair Oaks, Henry Ford, Garfield, Hawes, Hoover, John Gill, Kennedy Middle School, McKinley Institute of Technology, Roosevelt, Taft, Selby Lane.
Description	The programs promote local partnerships between schools and local community resources to provide an academic after school program. Students attending these programs receive academic assistance and participate in recreation enrichment activities that complement and align with the regular school day, allowing students to excel, academically, but also socially, physically, and emotionally as well.
Partners	The RCSD Extended Day Learning programs are available through the collaborative efforts of Redwood City School District, Redwood City Parks, Recreation and Community Services Department, Think Together, Boys and Girls Clubs of the Peninsula and the YMCA of Silicon Valley. Funding for After School Learning Centers (ASLC) comes from several sources, including a federal 21st Century Community Learning Centers (21st CCLC) Grant, California Department of Education After School Education and Safety (ASES) Program Grant, partners contributions, private and non-profit foundation funds.
Type of Program (enrichment/ academics, etc.)	These programs, under the oversight of the Department of School-Community Partnerships and the supervision of our collaborative partners provide access to high quality after school academic and enrichment programs where children will be encouraged to learn and develop their strengths in a nurturing environment.
Demographics	General demographics https://www.rcsdk8.net/domain/2477 <ul style="list-style-type: none"> • Redwood City School District serves 7,700 students in grades PreK-8. • 38% of RCSD students are English language learners. - More detailed breakdown of demographics: http://www.ed-data.org/district/San-Mateo/Redwood-City-Elementary
Notes	Fees For Boys and Girls Club: There are no fees to participate in our school-site programs. https://www.bgcp.org/frequently-asked-questions/

<p>School District: San Francisco Unified http://www.sfusd.edu/en/programs-and-services/after-school-programs.html http://www.healthiersf.org/ExCELafter school/About/ab-overview.php</p>																											
ASES funding received	\$10,509,059.70																										
Program Name	ExCEL After School Programs																										
# of Schools served	ExCEL After School Programs are currently operating in over 90 elementary schools, K-8 schools, middle schools, and high schools. - 61 elementary; 5 K-8; 14 middle schools; and 11 high schools																										
Description	<p>In SFUSD, most school-based after school and summer learning programs are co-sponsored by SFUSD (the ExCEL program) and partnering community-based organizations. The majority are funded through city, state and federal grants.</p> <p>Quality action plan:</p> <ul style="list-style-type: none"> - safe and supportive culture and climate - SEL - healthy active youth - aligned academic support - strong systems and structures; intentional program design - equity and access 																										
Partners	<p>Funding: Community Based Organizations partnering with SFUSD ExCEL after school programs contribute \$3,134,805 worth of in-kind services and \$1,783,026 in funding. ExCEL partners with local agencies (CBO Partners) to deliver quality after school programs to our school sites.</p> <p>https://drive.google.com/file/d/1I937_Lud5ezPLx8y6UOR1HfEd5UnrVOB/view</p>																										
Type of Program (enrichment/ academics, etc.)	<p>The 21st Century Community Learning Centers, ASES, and ASSETS programs provide a safe place for students to go after school, as well as opportunities for education and enrichment. The three components of the programs include:</p> <ol style="list-style-type: none"> 1. Academic Tutorial Program: Students study subjects such as Reading, Math, Writing, Science, Social Studies, and Computers. In addition, high school ASSETS Programs focus on college preparation and job readiness. 2. Recreational Program: Students participate in physical activities including Intramural Sports, Structured Physical Activity, Dance, and Aerobics. 3. Enrichment Program: Students participate in classes such as Life Skills, Art, Cooking, and Music. 																										
Demographics	<p>General demographics http://www.sfusd.edu/en/assets/sfusd-staff/about-SFUSD/files/sfusd-facts-at-a-glance.pdf</p> <div style="text-align: center;"> <p>STUDENT DEMOGRAPHICS</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Demographic</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Latino</td><td>27%</td></tr> <tr><td>White</td><td>14%</td></tr> <tr><td>Asian</td><td>35%</td></tr> <tr><td>African American</td><td>7%</td></tr> <tr><td>Filipino</td><td>4%</td></tr> <tr><td>American Indian</td><td><1%</td></tr> <tr><td>Pacific Islander</td><td>1%</td></tr> <tr><td>Multi-Racial</td><td>4%</td></tr> <tr><td>Declined to State</td><td>8%</td></tr> <tr><td>English Language Learners</td><td>24%</td></tr> <tr><td>Special Education</td><td>12%</td></tr> <tr><td>Free & Reduced Lunch</td><td>55%</td></tr> </tbody> </table> </div> <p>Over 8,000 students attend SFUSD ExCEL after school programs http://www.healthiersf.org/ExCELafter school/About/ab-overview.php</p>	Demographic	Percentage	Latino	27%	White	14%	Asian	35%	African American	7%	Filipino	4%	American Indian	<1%	Pacific Islander	1%	Multi-Racial	4%	Declined to State	8%	English Language Learners	24%	Special Education	12%	Free & Reduced Lunch	55%
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<p>Notes</p>	<p>ExCEL After School Programs Phone: (415) 750-4500</p> <p>Some of their grants were not renewed, leaving the program with \$3.3 million less than it had last year. SFUSD will cover part of this loss (about \$1.2 million), and the rest will be covered by the new tuition structure. http://sfusd.edu/assets/sfusd-staff/ExCEL%20After%20school%20Family%20letter_4.28.17-ALL_Languages-1.pdf</p> <ul style="list-style-type: none"> • Fees: The monthly co-payment fee will be waived for a child who is: 1) eligible for free or reduced lunch except those fees required by a local, state or federal tuition subsidy program; 2) homeless or; 3) in foster care. All other children will pay a co-payment fee on a sliding scale from \$50-\$500/month based on income.
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School District: San Juan Unified https://www.sanjuan.edu/site/Default.aspx?PageID=23765	
ASES funding received	\$3,727,919.69
Program Name	Bridges After-School /ASSETs Program
# of Schools served	grades K-12 in 29 programs at 28 sites.
Description	<p>The San Juan Unified School District's Bridges After-School/ASSETs Programs provide homework support, enrichment and pro-social recreation in a safe and positive environment. The Bridges After-School/ASSETs Programs currently serve approximately 3,000 students, grades K-12, in 29 programs at 28 sites. Student success is supported through the implementation of each of the four components of the program: Homework support, enrichment/disguised learning, pro-social skills/recreation, and parent support and empowerment. Strong relationships between program staff, school staff, parents and students are key!</p> <p>Funding: The Bridges After-School/ASSETs Programs are supported through a combination of state and federal grants: After School Education and Safety, 21st Century Community Learning Center, and 21st Century After School Safety and Enrichment for Teens, as well as community and district in-kind contributions and program participation fees.</p>
Partners	<p>The Bridges After-School/ASSETs Programs recognize the following partners for their contribution and commitment to after school programs.</p> <ul style="list-style-type: none"> • Mission Oaks Recreation and Park District • Orangevale Recreation and Park District • Fulton-El Camino Recreation and Park District • Carmichael Recreation and Park District • People Reaching Out • California State University of Sacramento • Mighty Milers/New York Road Runners
Type of Program (enrichment/ academics, etc.)	<ul style="list-style-type: none"> • Academic Support - Academic Support through homework assistance and skill building opportunities are designed to support student success. Students also engage in reading and literacy practices that help to support fluency and accuracy. • Enrichment/Disguised Learning - Enrichment/Disguised Learning activities are implemented through learning centers that complement the regular school day instruction. Enrichment activities include core topics in nutrition, art, mathematics, science, reading, drama and others. Middle school students participate in enrichment activities through student-driven clubs that assist in skill mastery. Clubs may include cooking, music, dance, yoga, gardening, environment, sports, photography, ceramics, journalism and more. • Pro-social Skills/Recreation - Pro-social Skills/Recreation offers positive interaction and promotes social skills through structured team-building and recreation activities. Students increase self-esteem and awareness through character education, service learning and other community-based activities. Additionally, middle school students participate in life skill development including career exploration and prevention activities. • Technology - Technology is infused throughout the program model enhancing homework support, academic skill building and a variety of enrichment activities. Program participants use computers to experience multimedia applications involving music, video and photography. • Parent Support and Empowerment - Parent Support and Empowerment is facilitated through on-going communication and relationship building between the program staff, school, parents and students. Parents are encouraged to participate in volunteer opportunities that help support the program and student success. • Program Staffing - Programs are supported by a Site Coordinator, Academic Coach or Teacher, Team Leaders and other program staff. The Site Coordinator oversees the program while working with the site team in activity planning. Credentialed teachers act as liaisons to assure planned learning activities enrich traditional school day instruction. Bridges staff work as a team to provide high quality programming and promote a positive environment.

<p>Demographics</p>	<p>General demographics of the district: https://www.sanjuan.edu/cms/lib/CA01902727/Centricity/Domain/2397/2018%20SJUSD%20Board%20approved%20%20LCAP.pdf There are 39,805 students attending 64 schools in a district that covers 75 square miles. Our students by gender are 52% boys and 48% girls, 54% low income, 12% students with disabilities, 5% homeless, less than 1% foster youth, and 13% English learners. Our English learners speak Spanish (40%), Arabic (12%), Russian (15%), Ukrainian (5%), Farsi (5%), Pashto (7%), Dari (11%) and other languages (5%). By ethnicity San Juan students are Hispanic/Latino (24%), African American (7%), Asian/Asian Indian (7%), two or more races (1%), Filipino (1%), Pacific Islander (1%), Native American (less than 1%) and white (59%)</p> <p>Enrollment--Space is limited and students are enrolled in program on a first come, first served basis once priority order has been applied.</p>								
<p>Notes</p>	<p><u>Debbie Timpson</u> Secretary, Bridges After-School/ASSETs Programs 971-5933</p> <p>For more information call one of our regional offices: <i>Arden Arcade Region 575-2434</i> <i>Carmichael Region 575-2386</i> <i>Citrus Heights Region 725-6499</i></p> <p>Parent fee charges: <i>Program Participation Fees:</i></p> <ul style="list-style-type: none"> • Monthly fees are determined using a sliding scale based on a student’s free or reduced lunch rate eligibility. <p><i>Bridges After-School Program Monthly Rates:</i></p> <table border="0"> <tr> <td>Lunch Eligibility Status</td> <td>Monthly Rate</td> </tr> <tr> <td>Full Lunch</td> <td>\$50.00</td> </tr> <tr> <td>Reduced Lunch</td> <td>\$40.00</td> </tr> <tr> <td>Free Lunch</td> <td>\$30.00</td> </tr> </table> <p>Funding was also provided by the city https://www.citrusheights.net/DocumentCenter/View/1036/History-of-the-City-and-SJUSD-Partnership-PDF?bidId= SJUSD's success in receiving the 21st Century grant funds is based in part on a partnership established with the city of Citrus Heights several years ago. Seed funds were provided by the city for a trial program at one elementary school. That trial program was then expanded last year to six Citrus Heights schools, with the city funding a portion of the start-up costs.</p>	Lunch Eligibility Status	Monthly Rate	Full Lunch	\$50.00	Reduced Lunch	\$40.00	Free Lunch	\$30.00
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School District: San Leandro Unified https://www.sanleandro.k12.ca.us/Page/9875	
ASES funding received	\$982,800.00
Program Name	SLUSD After School Education & Safety Program
# of Schools served	6 elementary; 2 middle schools
Description	<p>The SLUSD After School Education & Safety Program (ASES) provides structured tutorial and enrichment programming for school-age children at many of San Leandro Unified School District school sites. The ASES program is designed to provide safe and educationally enriching alternatives for students during non-school hours. ASES is a partnership among school staff, parents, legal guardians, students, and community members. San Leandro Unified partners with The Boys & Girls Clubs of San Leandro to provide ASES before and after school programming at the following school sites:</p> <ul style="list-style-type: none"> • Garfield • Jefferson • McKinley • Monroe • Washington • Wilson • Bancroft Middle School • John Muir Middle School <p>The After School Program is offered Monday through Friday, from the time school is dismissed until 6:00pm, coinciding with each school site's daily schedule and school calendar. For specific ASES program details, contact the Site Director at the school or the chart below:</p>
Partners	San Leandro Unified partners with The Boys & Girls Clubs of San Leandro to provide ASES before and after school programming at 8 school sites
Type of Program (enrichment/ academics, etc.)	<p>The ASES before/after school programs are staffed by qualified Boys & Girls Club of San Leandro and activities include homework tutorial, academic enrichment, physical education, social emotional learning and other activities.</p> <p>https://www.sanleandro.k12.ca.us/domain/354 Washington Elementary: Monday through Thursday each member attends an Enrichment Block and a Homework Block. On Friday members get to participate in Free Choice Fridays. They have the opportunity to choose two activities like, cooking class, dance, dodge ball, science, just to name a few.</p> <p>http://bgcsl.org/program-locations/ Although each site offers academic support, enrichment and recreation programs, the specific programs and activities at each site depends upon the skills, talents and passions of the program staff at each specific site. For program content details at a specific site, please contact the site director.</p>
Demographics	<p>http://www.ed-data.org/district/Alameda/San-Leandro-Unified American Indian/Alaska Native 22; Asian 1379; Black or African American 1178; Filipino 662; Hispanic or Latino 4137; Native Hawaiian or Pacific Islander 107; None Reported 35; Two or more race 357; White 761; total 8,638</p>
Notes	<p>ASES General Information: 510-667-6223 or Boys & Girls Clubs 510-483-5581</p> <p>Fees: Charges a flat yearly fee for all parents \$250 at all school sites https://www.sanleandro.k12.ca.us/Page/9875</p>
Demographics	
Notes	

School District: Santa Rosa Elementary http://www.srscs.k12.ca.us/District/CIK6/programs/Pages/default.aspx																															
ASES funding received	\$1,023,750.00																														
Program Name	After School Education and Safety Program / Boys and Girls Club of Central Sonoma County																														
# of Schools served	7 elementary schools																														
Description	Elementary School District ASES Program: Targeted after-school intervention, tutoring, homework assistance, and standards-based enrichment activities at Abraham Lincoln, Albert Biella, Brook Hill, Helen Lehman, James Monroe, Luther Burbank and Steele Lane Elementary Schools (MOU effective 8/17/16)																														
Partners	Santa Rosa City Schools is proud to partner with Boys and Girls Club of Central Sonoma County as our ASES provider. “The Board approved the Boys & Girls Clubs of Central Sonoma County as the single provider of the ASES funded after school programs” (2013 MOU)																														
Type of Program (enrichment/ academics, etc.)	After School Education and Safety Program provides academic and literacy support, and safe, constructive alternatives for students at participating schools.																														
Demographics	<p><i>kindergarten through nine. Programs operate at elementary, middle, and junior high school campuses with a high percentage of students from low-income families.</i></p> <table border="1"> <thead> <tr> <th>School</th> <th>Total Percentage of Unduplicated Counts based on FRL 14/15 CALPAD Data</th> <th>Percentage of School Population Served by ASES Grant</th> </tr> </thead> <tbody> <tr> <td>Biella</td> <td>78%</td> <td>31%</td> </tr> <tr> <td>Brook Hill</td> <td>91%</td> <td>30%</td> </tr> <tr> <td>Burbank</td> <td>95%</td> <td>42%</td> </tr> <tr> <td>Helen Lehman</td> <td>88%</td> <td>24%</td> </tr> <tr> <td>Lincoln</td> <td>95%</td> <td>37%</td> </tr> <tr> <td>Monroe</td> <td>95%</td> <td>39%</td> </tr> <tr> <td>Steele</td> <td>93%</td> <td>31%</td> </tr> <tr> <td>Cook</td> <td>89%</td> <td>53%</td> </tr> <tr> <td>Comstock</td> <td>91%</td> <td>68%</td> </tr> </tbody> </table> <p>From 2015</p>	School	Total Percentage of Unduplicated Counts based on FRL 14/15 CALPAD Data	Percentage of School Population Served by ASES Grant	Biella	78%	31%	Brook Hill	91%	30%	Burbank	95%	42%	Helen Lehman	88%	24%	Lincoln	95%	37%	Monroe	95%	39%	Steele	93%	31%	Cook	89%	53%	Comstock	91%	68%
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Notes	<p>MOU with Boys and Girls Club for 2013-14 available, more recent years not available http://www.srscs.k12.ca.us/board/agendas/attachments/081413-BR-E6.pdf#search=mou%20boys%20and%20girl</p> <p>Funding:</p> <ul style="list-style-type: none"> In this district the programs are fully funded by ASES funding. In their MOU, the district states that “District will reimburse Club, \$111,542 for operating an After School Education and Safety (ASES) program at Hilliard Comstock Middle School.” 																														

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