

**Yuba City Unified School District**  
Program Plan for After School Education and Safety (ASES)

Name of Grantee/Local Educational Agency (LEA): **Yuba City Unified School District**

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ASES After School Program Sites:

Site Name	Projected Daily Attendance
<b>April Lane Elementary School</b>	<b>84</b>
<b>Bridge Street Elementary School</b>	<b>84</b>
<b>King Avenue Elementary School</b>	<b>84</b>
<b>Lincoln Elementary School</b>	<b>84</b>
<b>Lincrest Elementary School</b>	<b>98</b>
<b>Park Avenue Elementary School</b>	<b>84</b>
<b>Butte Vista Elementary School</b>	<b>112</b>
<b>Andros Karperos Elementary School</b>	<b>120</b>
<b>Barry Elementary School</b>	<b>100</b>
<b>Central Gaither Elementary School</b>	<b>84</b>
<b>Tierra Buena Elementary School</b>	<b>84</b>
<b>Gray Avenue Middle School</b>	<b>112</b>

ASES Before School Program Site:

Site Name	Projected Daily Attendance
<b>Andros Karperos Elementary School</b>	<b>25</b>

**What target populations are served by these Programs?**

Yuba City Unified School District (YCUSD) is a rural school district located approximately 50 miles north of Sacramento that serves 12,607 students in grades K-12. Currently, 12 of 17 YCUSD schools are ASES funded. YCUSD's ASES programs

are designed to be inclusive of all students attending the regular day program at the twelve ASES funded sites, including students with academic deficits, English learners, socio-economically disadvantaged students, and students with disabilities. Approximately 15% of the District's total K-8 students participate in YCUSD's ASES programs.

### **What steps are taken to recruit and select students from the target population?**

YCUSD ASES programs serve the needs of the students, school sites, and the local community by providing safe and enriched before and after school environments. The ASES program at each YCUSD site offers a wide variety of relevant and engaging academic, STEM, enrichment, and recreational activities. YCUSD ASES programs are advertised through school newsletters, posters, and flyers. Enrollment packets for the following school year are distributed to parents each spring. While students are generally enrolled on a first come first served basis, accommodations are made based on students' academic needs or specific family needs. Site administrators, classroom teachers, and ASES program employees work together to target the most "at-risk" students for priority enrollment. YCUSD ASES programs maintain target attendance throughout each school year. Students on waiting lists are placed into the programs as soon as space allows. Grade 6-8 students are actively recruited to maintain target attendance at these grade levels. The most effective methods to attract 6<sup>th</sup>-8<sup>th</sup> graders include advertising high-interest activities and working with regular day teachers and counselors to recruit students.

## **I. Program Goals and Requirements**

- Describe how you assessed the needs of the community, students, parents, and school. (Use data from multiple sources to address the needs such as: California Academic Performance Index (API) score, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.)
- Who was included in the assessment?
- Identify and describe the program goals developed from the results of the needs assessment.
- How will you recruit and retain students to achieve and maintain attendance requirements of the program?
- How will data be collected on student subgroups to address closing the achievement gap? (Note: *Closing the Achievement Gap Report of Superintendent Jack O'Connell's California P-16 Council* can be found on the Closing the Achievement Gap Web page at: [http://www.closingtheachievementgap.org/downloads/p16\\_ctag\\_report.pdf](http://www.closingtheachievementgap.org/downloads/p16_ctag_report.pdf).)

YCUSD ASES programs strive to align with the goals and needs of the sites' regular day programs. YCUSD assesses the needs of the students, parents, schools, and community through multiple sources including analysis of state assessment data (e.g. AYP, API, CST, SBAC, CELDT, Physical Fitness Testing, Healthy Kids Surveys), local

benchmark assessment data, and student and parent surveys. These annual surveys specifically ask parents, students, and collaborative agencies for their feedback regarding safety, academic quality, enrichment, and extracurricular activities. Illuminate, the District's data management system, provides the ability to link State, District, and site assessments with the CA Common Core State Standards in all content areas. Illuminate data reports are used by district and site staff to disaggregate State, District, and site assessment data to ensure that after school programs are providing appropriate instruction to meet the academic needs of students in all subgroups. Frequent input, including relevant data analysis, and outcome-based decision making related to program administration are ongoing with a collaboration of stake holders who include district administrators, site principals, district and site ASES coordinators, teachers, common core instructional coaches, parents, students, county office staff, and community members. The YCUSD ASES Plan is reviewed annually in the process of continuous improvement and program development.

YCUSD ASES programs serve both as an academic safety net and a social springboard. Site coordinators work in collaboration with both district and site administration to manage YCUSD ASES programs in accordance with grant, District, and site specifications. Before and after school program employees recognize the right of every child to feel happy, safe, and fulfilled within the program. YCUSD ASES programs strive to meet the academic and emotional needs of all students including English learners, academically at-risk students, socio-economically disadvantaged students, and students with disabilities, through structured, creative approaches that engage all students in the learning process.

The following goals drive the YCUSD ASES Programs:

1. Support and supplement the CA Common Core State Standards based core content instruction that students receive during the regular school day with academic support, homework help, STEM, and other engaging enrichment activities that include science, arts and crafts, computer skills, sports and games, music, and dance.
2. Enable all students to perform at or above grade level, as measured by State standardized tests and local assessments, by providing students with academic support through research-based, curriculum driven interventions.
3. Provide a safe environment and enriching program daily for K-8 students from the regular school day dismissal to 6:00 pm daily.
4. Provide each student attending after school programs with enriching activities, recreation, a nutritious snack, and access to personnel who are trained to support and nurture students' emotional, behavioral, and physical well-being.
5. Provide a safe environment and enriching program daily for K-8 Andros Karperos School students prior to the start of the regular school day from 6:00 am to 8:00 am daily.
6. Provide each Andros Karperos School student who attends the before school program with enriching activities, recreation, a nutritious snack, and access to personnel who are trained to support and nurture students' emotional, behavioral, and physical well-being.
7. Staff ASES programs with highly qualified and caring site coordinators and line staff at a ratio of no more than 20:1.
8. Provide ASES program staff with opportunities for professional development and growth in order to ensure that they work effectively with students to deliver effective instruction and to improve their job satisfaction.

9. Ensure administrative oversight from site principals who work hand-in-hand with site coordinators to provide educated, positive leadership.
10. Use relevant assessment data to review and evaluate the efficacy of ASES programs.
11. Participate in the network of state and regional supports that are offered to before and after school program staff.

Over the past four years, student attendance and popularity of the YCUSD ASES after school programs has expanded each year. The annual enrollment dates are advertised before the end of each school year through flyers and school newsletters. Elementary grades (K-5) reach maximum capacity for the following school year very quickly and waiting lists are established. These lists are utilized to maintain target enrollment at ASES sites throughout the school year. Parents are welcome to complete the registration packet at any time during the school year to have their child placed on a waiting list. Maintaining and increasing attendance of 6<sup>th</sup>- 8<sup>th</sup> grade students continues to be a goal at the site and district levels. Grade 6-8 students are encouraged and recruited to enroll in after school programs throughout the school year. Referrals to the program are also made through the Student Success Team process, by regular day teachers, counselors, and site administrators.

YCUSD ASES programs rely on word-of-mouth recommendation of families partaking in the program and the reputation for safety, commitment to education, and ongoing youth development to boost participation in after school programs. Program attendance is monitored on an on-going basis by site coordinators, site administrators, and district-level administrators to ensure that proper attendance and sign-in/sign-out procedures are in place at every YCUSD ASES site. YCUSD ASES program staff utilize the City Span database to maintain attendance records.

## **II. Program Content/Quality**

- Describe the educational and literacy element and educational enrichment element of the after school program.
- Describe how the after school program is aligned with the regular school day.
- Describe how the program identifies and selects nutritious snacks.

YCUSD's ASES programs serve students in grades K-8 at twelve district sites: six sites serve students in grades K-5, five sites serve students in grades K-8, and one site serves students in grades 6-8. The after school programs operate on similar schedules district wide, serving students at all sites from regular day dismissal (between 2:15 pm and 3:00 pm depending on the site) until 6:00 pm on all student attendance days. After school program hours at all YCUSD ASES sites are divided into three integrated components in order maximize time and effectiveness:

1. **Homework/Academic Intervention/Tutoring**
2. **STEM and Enrichment Activities**
3. **Recreation/Physical Activities**

Program goals are implemented by after school staff at each YCUSD ASES site in order to maintain program quality across the district. Specific enrichment and recreational activities vary by site in order to best meet the needs of each site's specific student population and include: tutoring/mentoring, high school and middle school AVID tutoring, STEM opportunities (including 4H programs, KidzScience, and Fantasy Baseball curricula), service learning opportunities, GATE classes, gardening classes, SPARK, Coast-to-Coast Soccer, family literacy opportunities, and collaborations with community agencies.

1. **Homework/Academic Intervention/Tutoring:**

This time of the after school program day is a priority above all other activities. Homework Support classes offer quiet, safe environments for students to complete their homework in a timely manner with staff who can both assist students and check for accuracy. Appropriate time and support are provided at all sites to increase homework completion rates. After students complete their homework this time is also used for daily reading and other literacy activities. Some students attend parallel intervention sessions at this time. Research-based academic interventions in reading and math are provided by site certificated teaching staff to those students with deficits in reading and/or math. Every effort is made to ensure homework completion by these students when they return to the after school program from their intervention classes.

2. **STEM and Enrichment Activities:**

After school personnel focus on making connections to the regular school day curriculum, introducing students to new ideas, and developing the talents and interests of each student. Enrichment activities encourage exploration and learning in creative ways. The activities are based on students' needs and interests. Activities include science, mathematics, technology, arts and crafts, music, career awareness, technology, and community service learning. Parent and student annual afterschool school program survey results are used to identify new enrichment activities that might be added at each site.

3. **Recreation/Physical Activities:**

Recreation and physical activity provides students with an opportunity to learn while actively having fun, discover themselves, and build social skills. Most YCUSD ASES sites currently use the SPARK curriculum for physical education activities as well as offering: Zumba, Coast-2-Coast soccer, baseball, basketball, volleyball, karate, tetherball, and dance. Parent and student annual afterschool school program survey results are also used to determine new recreation activities/sports that might be added at each site.

Alignment of the regular school day and YCUSD ASES programs is evident across all twelve campuses as evidenced by: 1) instructional content and sharing of instructional resources, 2) tracking student participation and transitions, 3) sharing classrooms and other areas, 4) reinforcing the same rules, classroom management, and common courtesies, 5) identifying ways to overcome obstacles, 6) refining systems to make them compatible. This alignment has resulted in an academic program that is well coordinated with the regular school day program, a policy that students must attend the regular school day in order to attend before or after school programs on any given day, and ensuring that students are offered with a nutritious snack daily (or breakfast in the case of AK's before school program).

YCUSD ASES program personnel treat students in a fair and impartial manner by modeling the appropriate behaviors of mentors and teachers when leading activities with students. “Positive discipline” is used to re-direct students to avoid disruptive behavior and increase responsible choices and student cooperation. All YCUSD ASES program sites have simple, clearly defined rules that align with the regular day but are flexible and accessible to ensure inclusion for all students participating in before or after school programs.

The health and safety of all students begins with a seamless transition from the regular school day to the after school programs. Student attendance is tracked immediately at the end of the regular school day when the after school programs start and then monitored throughout the after school program classes and activities. After school program staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Rules and expectations are outlined in the registration packets that go home to parents and are reviewed with students in after school program classes. Nutritious snacks are provided daily for every student in attendance at after school programs based on CA state guidelines for child nutrition and under the direction of the YCUSD Food Services Director and site food services staff.

Andros Karperos (AK), a K-8 site, is the only YCUSD site that has ASES funding for a before school program. The AK before school program operates from 6:00 am to 8:00 am on every regular school day. Attendance is carefully tracked from the time students enter the program until 8:00 am when students seamlessly transition to the regular school day. A Late Arrival Policy is in place and adhered to by all staff. Every student is offered a nutritious breakfast daily.

### **III. Collaboration and Partnerships**

- Describe the collaborative process used to plan, implement and update the after school program.
- List and describe the collaborative members, including any specific duties/responsibilities or contributions.
- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.
- List the projected meeting schedule.

YCUSD’s ASES program delivery is designed around a common vision to strengthen school and community coordination, communication, and implementation with enough flexibility to adapt to slight design variations at each school site to best meet the needs of families and students. YCUSD ASES programs strive to develop and maintain collaborative ties with community agencies. Collaborative partners include California Youth Development Network (YDN), Yuba College, Yuba-Sutter Regional Arts Council, Yuba Sutter Friday Night Live (FNL) and Sierra Health REACH Coalition, Yuba Sutter Soroptomist International, Girls on the Run International, Casa De Esperanza, University of California Cooperative Extension 4H Program, Network for a Healthy California: *Children’s PowerPlay Campaign*, the HEAL Collaborative, Hands of Hope,

Yuba-Sutter Pathways, Sutter County Sheriff's Department, Yuba City Fire Department, Yuba City Parks and Recreation Department, River Valley High School Key Club, UC Davis Arts Bridge Project, Sutter County Office of Education, and UC Davis School of Education REEd (Resourcing Excellence in Education).

District and site administrators and ASES program coordinators meet with partners at least once a year to share ideas, coordinate services, and plan additional offerings or services that could be provided. Partners provide presentations, special classes and activities, supplies, and staff development for ASES program staff.

#### **IV. Staffing**

- What are the school districts' minimum requirements for an instructional aide?
- How will staff be recruited and retained?
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended. How will the administrators ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide?
- What professional development activities will be provided to staff and how will those activities be determined?

YCUSD ASES programs are staffed with employees hired directly by the district or the ASES sites, with the exception of two YCUSD ASES sites that contract with the Yuba City Parks and Recreation Department for their after school program line staff. YCUSD before and after school programs adhere to high quality staffing standards by ensuring that employees meet the same federal, state and district requirements to work with students as regular day program instructional aides:

- 1) High school diploma
- 2) Health screening (current TB skin test results)
- 3) Background screening (fingerprint clearance)
- 4) Plus one of the following:
  - a. AA degree
  - b. 48 units of college credit
  - c. Proficiency on the Adult Education Proficiency Exam

Referrals and word of mouth continue to be our main source of recruiting before and after school employees. Prospective employees are interviewed by the site coordinator and reference checks are completed. District office Human Resources staff process employee paperwork following YCUSD policies and procedures. Two YCUSD ASES sites continue to contract with the Yuba City Parks and Recreation Department to provide staffing for after school programs. The District works closely with Parks and Recreation to ensure that all Park and Recreation employees are highly qualified to work with students. In addition to formal training opportunities, YCUSD before and after school personnel receive on-going coaching and support from site administrators, the District Before and After School Program Coordinator, common core instructional coaches, and site ASES program coordinators.

Additionally, many sites use volunteers to assist after school staff in providing services to students. The use of volunteers allows for small group activities and more individual attention to students. Volunteers complete health and background screening as required by the district. Volunteers always work hand-in-hand with highly qualified after members to assist in monitoring activity stations and to model positive social skills.

YCUSD's staff recruitment, hiring, and retention practices are aligned to the after school program goals and outcomes. YCUSD ASES sites have many dedicated employees who have worked within the site programs for multiple years. Site coordinators and line staff have the opportunity to attend several training opportunities each school year. Many YCUSD after school line staff are college-age students who are either entering into the field of elementary education or early childhood education.

YCUSD's ASES program activities follow the regular school day themes and pacing guides as well as working to enhance student achievement in core content areas, leadership skills, and social skills. Students are grouped into classes and activities according to grade level, ability level, and interests. YCUSD ASES program activities are designed to keep students motivated and actively engaged. The staff to student ratio does not exceed 20:1.

Professional development is provided to YCUSD's before and after school employees on a regular basis. Professional development topics are determined by program needs and staff input. Training in youth development, academic language development, classroom management, specific curricula, and effective instructional practices is offered at least two times a year. Recent training opportunities have included:

- Academic Language Development (through UC Davis REEd)
- CPR and First Aid
- 4H STEM
- Classroom and Behavior Management
- SPARK Training (physical education)
- KidzScience STEM Curriculum
- Fantasy Baseball

Effective classroom management and instructional strategies are discussed and reinforced at monthly district-wide site coordinator meetings as well as at monthly on-site ASES program staff meetings. In addition to the professional development that is provided locally, YCUSD ASES program coordinators and line staff attend numerous training opportunities sponsored by CAL-SAC, Sacramento County Office of Education (SCOE), and other regional and statewide organizations.

In the 2014-15 school year, YCUSD began a collaboration with UC Davis REEd to implement Academic Language Development (ALD) strategies to support Andros Karperos and Gray Avenue students who attend these sites' after school programs. The site principals, regular day Math and Science teachers, after school coordinators, after school line staff, and the District Before and After School Program Coordinator will participate in five days of professional development in the first year with additional professional learning in year two of this collaboration. The REEd ALD/ASES professional learning will further reinforce the links between regular day and after school program instructional practices at these two sites. The District hopes to extend this training opportunity to other YCUSD ASES sites in the near future.



## V. Program Administration

- Describe the system in place to address the fiscal accounting and reporting requirements of the grant.
- Describe the process of obtaining in-kind local matching funds (at least one-third of the total grant amount) for After School Education and Safety (ASES) grants, and list those entities and the value of the contributions.
- Describe how attendance is recorded, including the sign-in and sign-out procedures. Attach the early release (if applicable) and late arrival policies.
- Describe the process and time frames for periodic review of the program plan.

Under the leadership of the superintendent, YCUSD's accounting director, and district and site administrators, YCUSD ASES programs implement sound fiscal planning and management with clear adherence to local, state, and federal audit requirements and ensure that 85% of the funding is used for direct services. Evidence is provided through internal documents external audits and CDE reports. YCUSD coordinates with federal, state, and local programs to sustain the most effective use of public funds and resources.

YCUSD ASES programs are supported by in-kind contributions and services from various agencies as well as with site and district in-kind contributions, human resources, and participation. This can be attributed to the active alignment between district, school, county, and program goals, and community, student, and parent needs. YCUSD ASES programs successfully share school classrooms, restrooms, computer labs, libraries, multi-purpose rooms, kitchen facilities, playgrounds, staff and office spaces. Regular support services are provided by District administrators, site administrators, common core instructional coaches, school secretaries, school custodians, District and site nutritional services staff, District payroll staff District Human Resources department staff, District warehouse staff, and District accounting staff. YCUSD staff continue to pride ourselves in working as a team to provide services that ensure success, effectiveness, and consistency of services for all YCUSD ASES programs. In-kind matching fund documentation is maintained by site principals, site coordinators, and the District Before and After School Program Coordinator.

YCUSD ASES sites maintain thorough, accurate attendance records. Daily attendance is recorded at each site using City Span, the District's ASES program attendance data base. This web-based software allows site and district administration to monitor each ASES site's attendance regularly to ensure attendance targets are met. Attendance is submitted to CDE semi-annually (January and July) via ASSIST. Daily sign-in/sign-out sheets are kept on file at each YCUSD ASES site for five years. The YCUSD Early Release Policy (attached to this plan) is posted at all sites. All after school personnel strictly adhere to the early release policy. Students are required to be signed out each day by a parent, guardian, or other authorized individual. A Late Arrival Policy (attached to this plan) is posted at Andros Karperos (AK) School. AK's before school staff strictly adhere to the Late Arrival Policy.

The YCUSD ASES Plan for program effectiveness and fiscal accountability is reviewed at the beginning of each school year, with an annual evaluation report presented to the YCUSD Governing Board. The yearly evaluation process includes site visits; “Learning Circle” meetings at each ASES site with key staff including the site principal, assistant principal, common core instructional coach, regular day teachers, site coordinator, and key program staff; and parent and student surveys that assess their perceptions of the ASES programs’ effectiveness. District administrators, site administrators, and county office staff collaborate a minimum of once a year to ensure ongoing monitoring and assessment of the effectiveness of the YCUSD ASES programs.

## **VI. Outcome Measures and Evaluation**

- How will you evaluate the program’s effectiveness?
- What required outcome measure(s) pursuant to *EC 8484(a)(2)* have been selected to demonstrate program success?
- Describe the results of the selected outcome measures.
- What methods will you use to correct or improve the program based on the results of the outcome measures?

Annual evaluation data includes qualitative descriptions of the ASES programs’ impact on students and their families through student and parent surveys and quantitative analysis of the ASES programs’ impact in terms of student attendance, students served, and students’ academic progress.

The outcome measures pursuant to *EC 8484(a)(2)* that have been selected to demonstrate program success are: annual regular school day attendance and after school program attendance. Results of the California Standards Test (CST) in ELA and Math were used in previous years. SBAC results will be included in the future. Data is gathered for every student participating in YCUSD ASES programs. YCUSD’s outside evaluator, Minicucci Associates, analyzes and compiles the annual data, submits the evaluation report to CDE, and prepares an annual ASES Program evaluation report that is shared with the YCUSD Governing Board, district and site administrators, and site coordinators and line staff.

Student progress is also monitored through a continuous improvement process where outcome indicators are analyzed and used to adjust after school program services as needed in order to better meet the needs of participating students. State standardized test results and site/district assessment results are housed in Illuminate. YCUSD staff use Illuminate reports to monitor students’ longitudinal performance data. District administrators, site administrators, common core instructional coaches, regular school day teachers, and site coordinators regularly review formative and benchmark assessment data for the students participating in each site’s after school program. The review and analysis of the data allows district and site administrators to determine if YCUSD before and after school programs are successful, to develop new STEM, enrichment, and recreation activities to better meet participating students’ needs, and redesign academic interventions in ELA or Math to increase student achievement.

YCUSD ASES site teams participate in annual “Learning Circle” focus groups. Participants include the site principal, the site coordinator, common core instructional coach, key after school line staff, and the District After School Program Coordinator. The “Learning Circle process” was developed over five years ago in collaboration with our external evaluator, Minicucci Associates. “Learning Circle” round table discussions provide YCUSD ASES program staff and administrative staff an annual opportunity to review and discuss the tangible evidence of what is and is not working within each site’s program structure. Additionally, YCUSD ASES sites use the Learning in After School and Summer (LIAS) Self-Assessment Tool. Sites use the LIAS rubric to assess their performance in the five LIAS Learning Principles. LIAS self-assessment results are included in the “Learning Circle” data analysis process.

YCUSD’s ASES programs provide a wide range of support to our students and their parents during the out of school hours when families and children lack access to other alternatives. Within a safe, structured, and inviting environment, students get extra support with homework, explore and expand their knowledge through creative projects, and enjoy learning during engaging educational games. YCUSD ASES programs continue to expand and improve each year. Administrators, teachers, staff, parents, community members, and students themselves have seen many examples of positive and permanent changes in student behavior, school participation, and academic performance.

YCUSD ASES programs consistently provide accurate and timely evaluation, expenditure, school attendance, and other reports as required by CDE. Methods used to correct and improve the YCUSD ASES programs are based upon the results of the outcome measures include, but are not limited to:

1. Reviewing and analyzing annual evaluation data yearly with district and site administrators and YCUSD ASES program leadership teams
2. Using daily feedback and informal/formal survey results from participating students and their parents to make program recommendations and implement program improvement strategies.

**YCUSD ASES Plan Updated and Revised December 2014**

Yuba City Unified School District-YCUSD  
ASES Elementary After School Programs  
**Early Release Policy**

YCUSD ASES Programs operate from regular day dismissal time until 6pm, each school day.

YCUSD ASES Programs provide the following activities for students, daily:

- Academic Support
- Enrichment and Recreational Opportunities

**Elementary students are expected to attend the ASES after school program DAILY, for a minimum of 3 hours each day for a total of at least 15 hours per week.**

Under certain conditions, students may need to leave/be picked up early. Those conditions are as follows:

1. Student attends parallel program, i.e.-sports, scouts, dance class, etc.
2. Student has other non-program obligation.
3. Student has a medical appointment.
4. Student walks/rides bike home. Student will be released 30 minutes before dark. **(Parent/Guardian must complete and sign a Student Release Form.)**

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Parent/Guardian acknowledgement:

I have read and accept the YCUSD ASES Early Release Policy and understand that noncompliance may result in the termination of my student from the program.

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School Site: \_\_\_\_\_ District ID#: \_\_\_\_\_

Parent/Guardian Name (please print): \_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Revised: January 2015

Yuba City Unified School District-YCUSD  
ASES Grade 6<sup>th</sup>-8<sup>th</sup>/Middle School After School Programs

## Early Release Policy

YCUSD ASES Programs operate from regular day dismissal time until 6pm, each school day.

YCUSD ASES Programs provide the following activities for students, daily:

- Academic Support
- Enrichment and Recreational Opportunities

**Grade 6<sup>th</sup>-8<sup>th</sup> students are expected to attend at least 3 days a week, for a total of at least 9 hours per week.**

Under certain conditions, students may need to leave/be picked up early. Those conditions are as follows:

1. Student attends parallel program, i.e.-sports, scouts, dance class, etc.
2. Student has other non-program obligation.
3. Student has a medical appointment.
4. Student walks/rides bike home. Student will be released 30 minutes before dark. **(Parent/Guardian must complete and sign a Student Release Form.)**

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Parent/Guardian acknowledgement:

I have read and accept the YCUSD ASES Early Release Policy and understand that noncompliance may result in the termination of my student from the program.

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School Site: \_\_\_\_\_ District ID#: \_\_\_\_\_

Parent/Guardian Name (please print): \_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Revised: January 2015

**Yuba City Unified School District (YCUSD)  
ASES Before School Programs  
Late Drop-Off Policy**

YCUSD before school programs, funded through ASES grants, operate on all school days from 6:00 am to 8:00 am.

YCUSD before school programs provide homework support, enrichment and recreational opportunities for students.

**It is expected that students attend the before school program on a regular basis.**

Under certain conditions, students may need to be dropped off after 6:00 am but no later than 8:00 am:

1. Student attends a parallel program (programs in the community such as organized sports, scouts, youth group activities, private music or dance lessons)
2. Family schedule makes it difficult for student to be dropped off at the beginning of the program
3. Student has other non-program obligations
4. Student has a medical appointment
5. Student safety (ex: students who walk or ride bikes to school should not be arriving before 7:00 am)



Parent/guardian acknowledgement:

I have read and accept the YCUSD ASES Late Drop-Off Policy for Before School Programs.

Student's name: \_\_\_\_\_ District ID# \_\_\_\_\_

School: \_\_\_\_\_ Grade level: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Phone number: \_\_\_\_\_

Revised – September 1, 2010