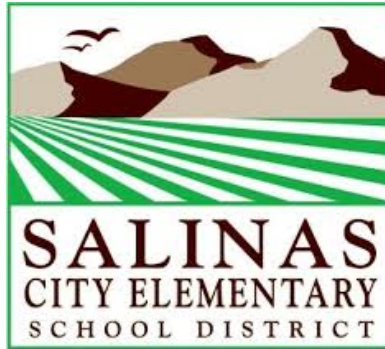
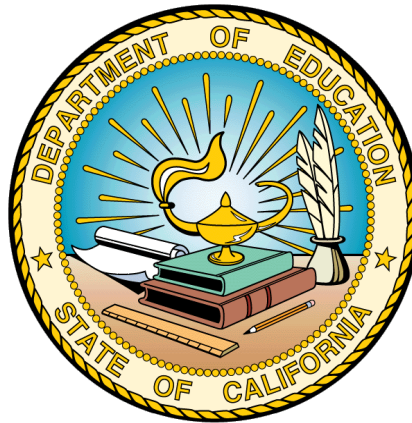


AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN

Prepared by:
Salinas City Elementary School District



California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



This Program Plan Guide is required by California *Education Code (EC) 8482.3(g)(1)*.

It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.

After School Program Plan Guide

Include the following information along with your ASES Program Plan:

Grant Identification Number: 27-23939-6614-EZ
County District School (CDS) Code: 27661420000000

Authorized Signatory (Fiscally responsible for the program)

Name and Title: Ron Dillender Associate Superintendent, Educational Services, SCESD
Phone: (831) 784-2208
E-mail: Rdillender@salinascity.k12.ca.us

Signature: _____ Date _____

Program Administrator and Coordinator (Responsible for administering the grant)

Name and Title: [Chloe Johnson](#), Director, Extended Learning, SCESD
Phone: (831) 784-2273
E-mail: Chloe.Johnson@salinascity.k12.ca.us

Signature: _____ Date _____

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

Instructions: Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	Project Daily Attendance
1. El Gabilan Elementary	# 84
2. Henry F. Kammann Elementary	# 84
3. Loma Vista Elementary	# 60
4. Los Padres Elementary	# 64
5. Monterey Park Elementary	# 50
6. Natividad Elementary	# 84
7. Roosevelt Elementary	# 84
8. Sherwood Elementary	# 68
9. University Park Elementary	# 40
10. Laurel Wood Elementary	# 70
11. Boronda Meadows	# 75

Instructions: Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
<input type="checkbox"/> English Language Learners	47.4%
<input type="checkbox"/> Homeless	35%
<input type="checkbox"/> Foster	0.3%
<input type="checkbox"/> Socioeconomically Disadvantaged	79.6%
<input type="checkbox"/> Students with Disabilities	11.2%
<input type="checkbox"/> Newcomer Students (24 months or less)	2.1%
<input type="checkbox"/> Academic Performance 2021-22 ELA Standard not Met (Level 1) All Students (See Table 1 Below)	49.28%
<input type="checkbox"/> Academic Performance 2021-22 ELA Standard Nearly Met (Level 2) All Students (See Table 1 Below)	24.58%
<input type="checkbox"/> Academic Performance 2021-22 Math Standard Not Met (Level 1)	51.14%

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All Students (See Table 1 Below)	
<input type="checkbox"/> Academic Performance 2021-22 Math Standard Nearly Met (Level 2) All Students (See Table 1 Below)	28.50%

Table 1: Academic Performance CAASPP 2021-22

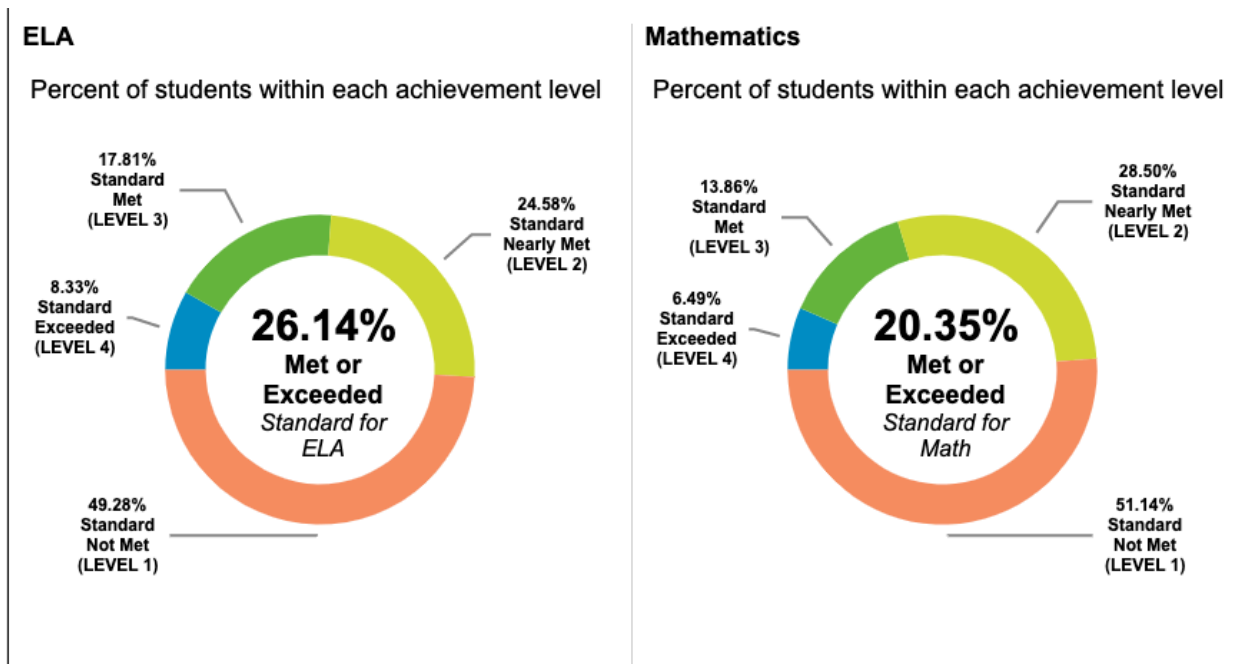


Table 2: Steps to recruit and select students from the target population(s).

<ol style="list-style-type: none"> 1. Priority Enrollment is given to Homeless, Foster, English Learners, and Migrant Ed students. Site coordinators work with district liaisons to identify and invite students. This is a continual process, revisited throughout the year, to keep the information updated and families informed.
<ol style="list-style-type: none"> 2. Previously Enrolled in ASES
<ol style="list-style-type: none"> 3. Sibling already in the program

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4. Safety concerns – no one at home

5. Principal, Teacher, or Staff Referral

6. On the wait list – an annual waitlist for placement into the ASES program is maintained at the district level.

Additional Information:

- Attendance is maintained by a daily attendance roster and tracked digitally through the district's Aeries Program. Students that log a third absence will receive a phone call home from the ASES Coordinator or designee. Habitual absence can result in removal from the program and replacement with another student from the waitlist.
- Parent Coordinators, Site Assistants and Administrative Assistants 1 are trained yearly on program procedures and regulations and the recruitment process in order to assist parents with enrollment.
- School events such as Back-to-School Night, Open House, and Parent-Teacher Conferences also serve as a means for student recruitment.
- The websites of the district and schools operating an ASES program also provide relevant enrollment information to parents.

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Purpose

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

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

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

Instructions

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

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

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

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1—Safe and Supportive Environment

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

In the event students are off campus

All SCESD ASES programs operate on school sites. (See sites listed above)

- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

Each site updates its California School Safety Plan Annually, and the ASES after-school program is included as part of the site plan. Each school member, including ASES staff, receives annual safety training.

Safety Training includes Earthquake, Active Shooter, Lock Down, Accidents/Medical Emergencies, Intruder on Campus, Evacuation, Severe Weather, and Fire. Training provides important emergency contact information, Child Protective Services, Sheriff, and Maintenance and Operations.

ASES front-line staff receive annual training in general First Aid. Frontline staff is required to be CPR certified. Each site has at least 2 staff trained in the usage of an EpiPen.

All staff members also participate in annual child safety training, which includes Mandated Reporter Training. Additional training includes classroom management, social-emotional learning (SEL), and anti-bullying practices.

Any current or urgent safety incidents are addressed immediately through the district chain of command, then by the district ASES coordinator to site coordinators, frontline staff, students, and families. Notifications are made by phone call, email, text, or site visit. Site Coordinators meet quarterly at the district or virtually and review district safety updates. Information also includes classroom management and SEL tips. Site Coordinators meet frequently with their site administration to review safety, classroom management/school policies, and student concerns/priorities as needed. Site Coordinators and frontline staff meet as needed with their school nurse to address student health issues within the ASES program. ASES sites meet with their staff as needed to stay informed with site-specific

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safety information including student health updates, emergency phone numbers, safety reviews, drill planning, classroom management, and SEL activities.

All sites have District Emergency handbooks and School Site Evacuation maps. Each frontline staff member has access to an emergency backpack. The backpacks contains basic first aid supplies. Site Coordinators and Site Assistants have backpacks that also contain student rosters and emergency cards for students who participate in the program. Coordinators work with their site administration to arrange practices to align with daytime drills and coordinate important safety logistics with ASES staff and students. All program staff carry two-way radios, and each site has access to a cell phone.

Each site operating an ASES program is secured by perimeter fencing and electronic card access is used to access school entrances and exits. Each site has an existing security video monitoring system.

The ASES program is providing SEL activities through partner agencies like EDMO and ELEVO, SCESD partner agencies, at all sites.

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

Programs vary in their structure, but the staff is trained to provide a safe and welcoming classroom for their ASES students by establishing classroom routines, classroom agreements, consequences, weekly meetings, and daily check-in. Parents are informed of ASES expectations at the annual Parent Orientation and are kept informed through daily tutor/coordinator check-ins, monthly newsletters, and phone calls as needed.

All sites implement Positive Behavioral Interventions and Supports. PBIS is an evidence-based three-tiered framework to improve and integrate all data, systems, and practices affecting student outcomes every day. In the BEST program, we practice all three tiers of PBIS by implementing practices and systems which establish a foundation of proactive support, while preventing unwanted behaviors (Tier 1). We are providing support to students who are at risk for developing serious behavioral problems (Tier 2), and by providing intensive, individualized support for individuals (Tier 3). The goals of PBIS are to reduce existing bullying problems among

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students, prevent the development of new bullying problems, and achieve better peer relations at school.

At every ASES school site, ELEVOEQ “Emotionally Intelligent” physical fitness program is incorporated into the daily routine. Students participate in age-appropriate SEL infused physical activities and games based on a weekly theme. Students learn sports specific skills while building the five social emotional competencies in the CASEL framework. ELEVOEQ activities are modified for all age groups and the games and activities are designed for all students to be successful, regardless of physical abilities with an emphasis on practicing a growth-mindset ELEVOEQ provides every student the opportunity for daily play in an inclusive structured game while developing the skills needed to resolve playground conflicts. Students also have additional opportunities through our partner agencies to engage in other physical activities like yoga, martial arts and dance to promote healthy lifestyles, develop self-discipline, and coordination.

Additionally, the expectation is that all students will participate to the full extent of the program. Students with habitual absences, late arrivals, or early dismissals are missing out on the core components of the program. Should this occur, parents will be contacted, and the matter will be reviewed on a case-by-case basis.

2—Active and Engaged Learning

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy (and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.

Our program is designed to support daytime academics. Academic/Homework time provides students the opportunity to practice and refine the skills they are learning in their regular classroom. Academic/Homework time also provides time for assigned and leisure reading. This reading time assists the students in meeting their classroom reading goals.

Academic/homework time also supports our LCAP focus on learning for all students by addressing the community surveyed priority of having books and tutoring opportunities for students. Academic time provides students with small group learning support and providing books through a

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Scholastic purchase of Lit League a researched based program focusing on Creating an engaging social-emotional literacy learning environment where children participate in book-related activities including read-alouds, group discussions, independent reading, writing activities, games, and songs. Tailored for expanded-learning times, after-school, extended day, and English language learners.

In addition, intervention support in Math and ELA for all grade levels is being provided by partner agencies, like Jump Into English/Math.

Individual Sites and the District offer remedial after-school courses in English Language Arts and Mathematics in which students in the ASES program may participate.

Peer tutoring is encouraged at all sites. We find that students who participate in peer tutoring are often motivated to learn and engage more frequently in learning tasks. Peer tutoring also builds relationships with peers and improves personal and social development.

Enrichment time gives students the opportunity to explore new interests, improve personal passions, and develop life skills to be a leader in society. The ASES program provides enrichment in sports, performing and visual arts, STEAM, project-based learning, gardening, leadership skills, and much more.

- **Describe the planned program activities and how they will:**
 - a. **Provide positive youth development.**
 - b. **Provide hands-on, project-based learning that will result in culminating products or events.**

ASES provides a safe place for students to learn and grow while they get assistance with their homework from caring tutor role models and explore new topics and ideas. In SCESD ASES programs, our students build self-confidence by participating in the following hands-on, project-based activities:

- **Computer Science - With partnerships with outside agencies, e.g. Hartnell College Foundation and/or EDMO, students participate in programs where they learn programming to become inventors and builders through different technologies (e.g. Ozo Bots, Little bits...) Students learn how to code, develop websites, web apps, games,**

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and more. Through coding, students are able to understand and be able to work with the technology around them. This program is developing next-generation skills such as communication, creativity, global citizenship and critical thinking, as well as building upon math and writing.

- **Social Emotional Learning** - Currently our programs use a variety of SEL curricula to support students' understanding of how much and why they matter - to themselves, the community, and the world. We align our SEL Curriculum to the core day curriculum to enhance our students' communication, connection, and community inside and outside of the classroom setting- helping to develop our students into compassionate and caring adults. The after-school program focuses on building teamwork, friendships, and positive communication.
- **STEAM** - Our partner agencies like EDMO and ELEVO provide a variety of learning opportunities grounded in best teaching practices, students learn more about Science, Technology, Engineering, Art, and Math.
- **Lit League**- a researched based program focusing on creating an engaging social-emotional literacy learning environment where children participate in book-related activities including read-alouds, group discussions, independent reading, writing activities, games, and songs. Tailored for expanded learning times, after-school, extended day, and English language learners. This program inspires students to read deeply, think critically, talk openly, and write reflectively about topics that matter.
- **Visual and Performing Arts** - All sites have the opportunity to have theater classes through our partner agencies like, A.C.T., Studio Carmel, Hijos del Sol, and Forxra. The multifaceted lessons develop students' critical-thinking skills, creative confidence, hands-on skills, visual literacy, self-esteem, and appreciation of other cultures. Each school site conducts a show, where students get the opportunity to display their skills for their families and community.

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- **Physical Education - Students participate in the ELEVO program. Students in this program develop friendships, conflict resolution skills, and leadership skills in a positive and safe place to play. All sites participate in programs that incorporate the fundamentals of team sports with life skills enrichment. These programs benefit students by developing the child before the athlete and by focusing on playing, learning, and having fun.**

- **ELEVOSports is offered to all of our fifth and sixth-grade students. Students form teams and participate in 6 week rotations of Flag Football, Volleyball, Soccer, and Basketball with three travel Friday games for each Sport that's offered and one Saturday Jamboree. The student instruction and coaching is provided by SCESD, ELEVO, & EDMO to promote collaboration and positive sportsmanship. Students also practice social skills and build relationships with other community members by traveling to other school sites to play sports. This also builds family engagement in our school communities as families are invited to watch the games and cheer on students. a priority in our LCAP. Data collected from parent surveys shows that this community based approach is helping to promote a sense of belonging for families and students and helping SCESD support this important LCAP priority.**

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

We currently do not have summer supplemental funding.

3—Skill Building

- **Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.**

By offering educational literacy and educational enrichment activities that are varied and engaging in addition to being aligned with the regular school day we are contributing to the improvement of student academic achievement and overall success.

All ASES sites provide time for structured homework support and completion. Students work individually, in partners, or in groups to complete the homework given to them by their regular classroom teacher.

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If a student is having difficulty with the homework, the ASES staff communicates with the child's regular education teacher. The Academic time offers additional personnel to better meet the individual student needs and provides additional literacy opportunities through some of the programs mentioned previously.

Academic intervention is provided by credentialed teachers at all sites by cycles through JIM Enterprises. Credentialed teachers are hired to provide support during ASES to meet with these students individually, in small groups, or as a whole class to address these needs. The instruction, during the intervention, is highly targeted toward the skills students need in order to be successful during the core day, as identified through ongoing assessments. At other sites, credentialed teachers develop data-aligned intervention programs that are delivered by program staff.

Students in the ASES program use computer-based learning programs that are aligned with their instructional day. In the ASES program, they continue with the goals as established by their teacher or school administrator for these programs. Classroom teachers regularly review student progress and adjust goals as needed.

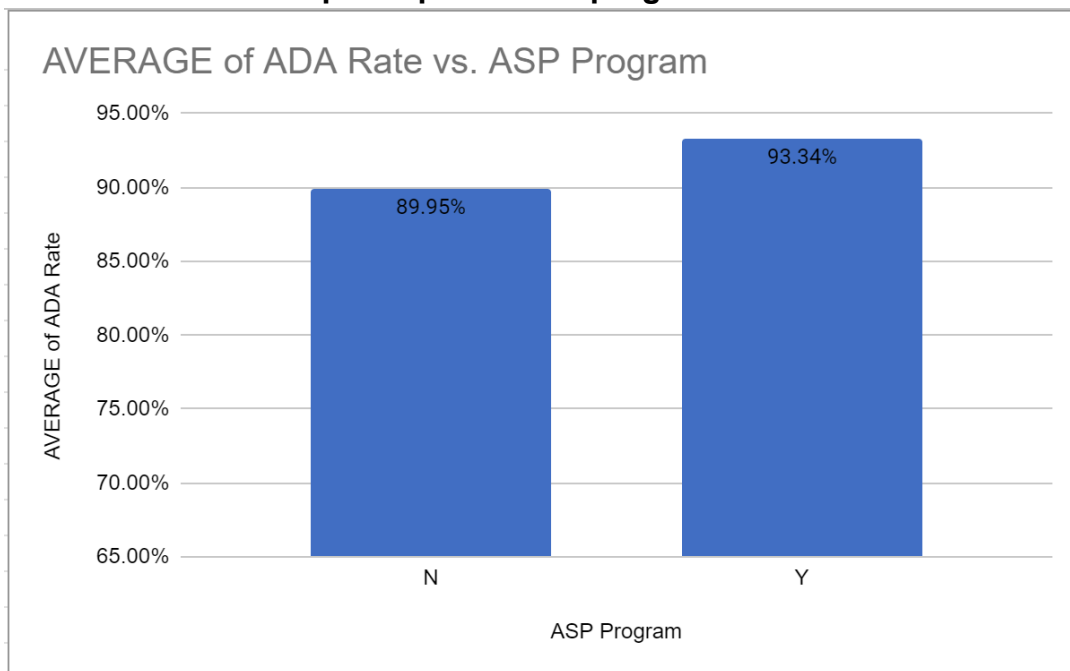
District, School administration, and teachers monitor the effectiveness of the educational literacy components by monitoring data, making recommendations for program improvement, and providing effective feedback.

Educational enrichment is met in a variety of ways. Students engage in PBL activities that support and extend the current curriculum in the student classroom. Students use computers to research, practice keyboarding, and extend their learning using programs such as Dream Box, Lexia, Map(an academic assessment program) and other district-approved programs. We are a Google Apps For Education (GAFE) district where students can utilize all google products on their Chromebooks.

Science is a common enrichment topic through gardens, STEAM activities, and science lessons. Students are encouraged to learn more about science and STEAM as well as possible careers related to STEAM subjects. Theater Arts groups such as A.C.T. and Forxa work with students on stage and introduce performance skills at all sites. Students not only learn singing and dancing techniques, but they also gain self-confidence and public speaking skills.

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Educational Enrichment programs are designed to increase life skills, provide opportunities for authentic learning, and build upon the social and emotional needs of the students, all of which build upon and impact the learning that is taking place during the core day. Our physical fitness, health programs, and varied enrichment opportunities promote student interest and engagement in school and promotes student attendance during the core day and decreases chronic absenteeism as seen in the chart below showing the Spring of 2023 attendance data. The Y bar shows the attendance rate of students in our ASES program as compared to students who do not participate in our programs.



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

Site and district administrators, teachers, support personnel, ASES staff, and parents assess the school and community needs on an ongoing basis. Parents are involved through site parent meetings conducted by the school administration. In addition, School Site Councils and English Learner Advisory Committees provide student and program input. All ASES school sites engage in an annual stakeholder meeting as part of the Continuous Quality Improvement process to assess the program and identify areas of

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need. An end-of-year survey is given to all community members and feedback from the surveys is used to guide the planning of the program each year. Salinas City Elementary School Districts Local Control and Accountability Plan also guides the planning of our ASES Program.

Results from assessments, stakeholders, and observations, have identified the following as key focus areas:

- Provide a safe and supportive environment
- Build leadership and youth voice
- More enrichment development
- Development of skills to create positive, successful adults
- English Language Development
- Reading and Math Skills support

4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Students participate in class meetings and provide feedback through annual surveys. District and site administrators, site coordinators, and teachers evaluate students' academic performance based on state and local assessments. Site coordinators and front-line staff communicate with teachers on a regular basis to determine students' needs. As student needs and interests are determined, adjustments to homework, enrichment, and staff development are made.

- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.
- **SCESD along with two of its service providers, Edmo and ELEVOEQ provide leadership opportunities through its SEL curriculum. During circles, students have the opportunity to reflect upon and evaluate the program. They offer suggestions on improving the program and activities that are of interest to them. In addition, ELEVO Sport lesson plans provide the opportunity for reflection and community discussion. Each physical activity segment begins with a 1) Growth mindset warm up, 2) SEL based group discussion to allow for student input. Students also participate in a**

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program survey that is conducted twice each school year. This survey provides feedback on what activities are successful, which may need to be adjusted, and what may need to be added. During the core day, student leadership groups meet regularly and give feedback on school programs, including the ASES program.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real-world problems that they identify in their communities (e.g., service learning).

Through class meetings, supervisor check-ins, and communication with parents, younger students are able to express their interests. After completing the whole group activities, younger students are able to select from a variety of high-interest supplemental activities, such as drawing, reading, crafts, and STEM projects. Student Interest Surveys are done in the Fall of each year. We use the results in developing activities and choices that are of interest to the child.

Older students are given the opportunity to practice leadership skills by becoming junior coaches during games and enrichment activities such as SEL. Junior coaches teach students how to play new games, monitor the activity, and assist students with solving conflicts. Older students also act as peer tutors during homework and intervention times. In the Spring of each year, students are asked to identify a real-world problem and to design a solution to solve the problem. Some sites have participated in neighborhood beautification initiatives, providing entertainment to local retirement communities, and participating in solving local problems, such as seawater intrusion. Some Sixth-grade students will have opportunities to participate in leadership and community activism programs such as S.T.E.P.S., an empowerment program designed to build leadership and community activism. At some sites, students participate in student lead assemblies and programs.

5—Healthy Choices and Behaviors

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

The District Wellness Plan recognizes the importance of health education,

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physical education, health services, nutrition services, and a safe and healthy school environment. SCESD Food Services Department provides healthy snacks for ASES students in the afterschool program. Programs provide nutrition education through the Dairy Council of California's Healthy Eating Made Easier program. Physical activity time occurs on a daily basis through organized outdoor/physical education activities. Site coordinators meet with school nurses to determine the needs of students, and trainings are arranged for front-line staff as needed. First Aid training is provided at the district level for all ASES staff. Our district was recently awarded the Blue Zone Project certification.

- Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.

All ASES snacks are provided by the SCESD Food Services department. The SCESD Food Services submits its menus for annual review and approval from the State and/or the United States Department of Agriculture (USDA) Nutrition Services for nutritional compliance. During celebrations, we encourage healthy food choices, such as cheese, whole wheat crackers, fruit, and low-fat yogurt instead of high-calorie, high-fat food choices.

Each day, students participate in 30 minutes or more of physical activity during the ASES program. During this time, students practice the four steps built into the ELEVOEQ & ELEVO Sport lesson plans which provide the opportunity for reflection and community discussion. Each physical activity segment begins with a 1) Growth mindset warm up, 2) SEL based group discussion, 3) The activity or Sport, & 4) Mindfulness Exercise. The SEL discussion that occurs before the launch of every game and directly following the growth mindset physical warm up. This serves to prepare the students' minds and bodies for their physical activity. . ELEVOEQ & ELEVO Sports programming is aligned with the state standards for physical education. Older students may focus on a skill-based game, while younger students may be participating in activities that develop motor skills. All fifth and sixth grade students have the opportunity to participate in six week sports teams for flag football, volleyball, soccer and basketball. The students get to practice at least twice a week and have games on Fridays where they travel to other sites to play a game. In addition there is one Saturday Jamboree where all the sites get together to play at least two games each.

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- Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after-school program.

Students in the ASES program are served a “Super Snack” meal that follows the California Nutritional Guidelines. Examples of program meals include

- 1. Cheeseburger Mini Sliders, ¼ c. Fresh Fruit, ½ c. Celery Sticks, Milk**
- 2. Chicken Nuggets with Roll, ¼ c. Fresh Fruit, ½ c Beans, Milk**
- 3. Nacho Fun Lunch, ¼ c. Fresh Fruit, ½ c. Broccoli, Milk**
- 4. Corn Dog, ¼ c. Fresh Fruit, ½ c. Carrots, Milk**

6—Diversity, Access, and Equity

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students’ cultural and unique backgrounds.

The ASES program includes a diverse student population. ASES staff is reflective of the student population and most staff are bilingual. Program materials and publications reflect the diversity and are appropriately translated.

The programs promote cultural events such as Ballet Folklorico, the Day of the Dead, Cinco de Mayo, and other cultural holidays. All cultures are welcome and encouraged to share their holidays, foods, and traditions so students can learn from each other. Our Arts curriculum presents art projects from multiple cultures.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.

All students are eligible to join the ASES program. Priority enrollment is given to the Homeless, low socioeconomic disadvantage, Foster Youth, English Learners, and Migrant Ed students. By working with our district Foster/Homeless Student Liaison, and Migrant Ed Liaison, we are able to reach students and families that could utilize the ASES program.

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ASES validates and works with all students with IEPs and collaborates with program specialists and case workers to ensure that the students' goals, supports, and accommodations are being met while participating in the ASES program. Our special education department collaborates with SCESD Extended learning and our partner agencies to provide training and support to frontline staff to continuously improve our inclusion practices. In addition if there are trainings or conferences available like Rev-up and others, staff is encouraged to attend and share new learning at staff meetings to grow the capacities of everyone. Program staff work with health services to ensure students' medical, health, and food allergies are not barriers to participation in the program. Through PBIS practices, and our multi-tiered approach, students with emotional and social issues are also supported.

47% of our ASES students are English Learners. English Learners have access to bilingual supervisors. English Learners' needs are met by providing scaffolding and SDAIE strategies, as well as language development opportunities through Lexia and Lexia powerup, and other ELD strategies. In addition, ELD will be provided each semester by certificated personnel, three times a week for at least an hour each day.

As part of our PBIS, students are taught how to solve conflicts, respect differences, build peace, and include others.

7—Quality Staff

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.

The SCESD Human Resources department recruits and hires new program staff. The Human Resources department ensures that staff meet the minimum requirements for employment and have interests and passions that would benefit the students of the program.

The minimum requirements are

- 1. AA degree or above**
- 2. First Aid and CPR certification**
- 3. High School Diploma or G.E.D. and 48 college units**
- 4. High School or G.E.D. and pass proficiency test provided by our school district**

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- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.

The SCESD Human Resources Department recruits and hires new program staff. The Human Resources department ensures that staff meet the minimum requirements for employment and have interests and passions that would benefit the students of the program.

The SCESD Human Resources Department advertises open program positions through Edjoin, Community Job Fairs, during parent meetings, and school district messaging systems.

During the initial screening process, potential candidates are asked to describe any interests, experience, and knowledge that would benefit the program. Successful applicants that have passed the screening process are forwarded to program coordinators for possible interviews. During the interview process, applicants are asked to further share these areas with the interview committee panel.

- Describe the type and schedule for the continuous professional development that will be provided to staff.

The District provides four days of district-wide training for all district staff, including ASES staff. Two days of training occur before school begins in August. Trainings cover general First Aid, School Safety, Youth Development, Quality Standards, Classroom Management, SEL, Mandated Reporter, and other enrichment topics. Additionally, there are trainings held throughout the year that allow for SCESD staff to collaborate with Elevo and EDMO staff.

Two days of training are offered during the first trimester. These trainings focus on improving the delivery of implemented and planned programs. Regular meetings are scheduled with all staff including EDMO and ELEVO staff.

Frontline Staff, certificated staff, and site coordinators are offered the opportunity to attend the Region 5 Extended Learning “Rev Up” Conference in September. Site Coordinators and Program Administrators are invited to attend the Northern California Expanded Learning Conference.

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Site staff meets with the site coordinator several times a month for collaborative meetings, activity planning, and professional development in the areas of classroom management, PBIS, and the Quality Standards for Expanded Learning.

Site coordinator meetings address current topics and include training as needed.

- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

Table 3: Sub-contractor Services		
<u>Sub-contractor</u>	<u>Description of Services</u>	<u>Type of Program: Academic, Enrichment, Recreation, SEL</u>
FORXA Dance	Provide dance instruction	Enrichment, physical education
Hartnell College Foundation	Computer Science programming in coding and engineering	Enrichment
ELEVO	Provides physical fitness through sports-related programming and SEL games & activities.	Recreation, Sports Coaching Enrichment, SEL
Edventure More	Provides STEAM and SEL Programming	Enrichment, SEL
Jump Into English/ Jump Into Math	Provides Math and English Tutoring Services	Academic
Studio Carmel	Martial Arts, Visual Arts, Yoga	Enrichment, physical activity, healthy life style
Paper Wing Theatre	Provides a variety of Arts Enrichment Programs, including Baile Folklorico and Theatre	Enrichment
Hijos Del Sol	Provides Visual Arts programming/ ACT	Enrichment

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Worked	STEAM - robotics and Career Readiness	Enrichment
BEATS Music Lab	Provides technology-based music programs	Enrichment

8—Clear Vision, Mission, and Purpose

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The needs of the community are addressed in the district LCAP. Goals and actions in the LCAP are determined by needs assessments and data analysis aimed at isolating causal factors for poor performance. Community Members review data and develop action plans to address those needs. Community Members groups include parents, students, community members, staff members, and employee groups. Formal Community member input and structure from high-risk groups are ensured through the District English Learner Advisory Committee, Parent Advisory Committee, our LCAP Leadership Team and our Budget Advisory Team.

The following data was used in determining the needs of the community, students, parents, and school:

- **Results of the California Assessment of Student Progress and Performance for grades 3-6**
- **ELPAC Assessment Results**
- **District SARB data**
- **Local Assessments**
- **Panorama parent and student surveys**
- **LCAP and Extended Learning Town Hall meetings**

Results:

The following information displays the program’s identified needs, the assessment used in identifying the need, resources available, and how the

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identified need is funded and aligned to the district's LCAP.

1. English Language Arts Intervention

Assessment Used	CAASPP
Data Analysis	73.86% of students not meeting standard
Resources Available	Lexia, Certificated Teachers, Lit League, Scholastic Magazines, Para Support,
How Needs will Be Addressed	JIE will provide the ELA intervention and Literacy for 60 minutes weekly. Students will receive a minimum of 30 minutes of homework support daily from our Paras and other frontline staff with guidance from our teacher incharge. ELA intervention will be supported by certificated teachers through a parallel program and by contracted providers.
Funding Sources	ASES, Title 1, Supplemental Concentration, ELOP
Alignment to LCAP	Goal 1, Priorities 4, 5

2. Mathematics Intervention

Assessment Used	CAASPP
Data Analysis	79.65 % not meeting standard
Resources Available	Certificated Teachers, Jump Into Math, Dreambox, Homework support with additional support staff.
How Needs will Be Addressed	Students will use for 60 minutes weekly. Students will receive a minimum of 30 minutes of homework support daily. Math intervention will be offered by certificated teachers through a parallel program funded by district and site funds.
Funding Sources	ASES, Title 1, Supplemental Concentration, ELOP
Alignment to LCAP	Goal 1, Priorities 4, 5

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3. Support for English Language Learners

Assessment Used	ELPAC
Data Analysis	30.73% of ELs scored “somewhat developed” on the ELPAC. 18.47% of ELs scored “Minimally Developed” on the ELPAC
Resources Available	Lexia Power-up, Tutoring and Homework assistant, Support for Newcomer students (Title 1), Language Enrichment, Lit League and Scholastic Magazines.
How Needs will Be Addressed	EL students in the ASES program will have access to Lexia Power-up, bilingual staff, and language development through enrichment programs. ELD will be provided three times a week, an hour each day.
Funding Sources	ASES, Title 1, Supplemental Concentration, ELOP
Alignment to LCAP	Goal 2, Priorities 4, 5

1. Development of Social Emotional Learning / Safe and supportive environment / Student Voice and Leadership

Assessment Used	Panorama Survey School Climate and Culture Fall Semester 2022
Data Analysis	Readiness for Learning 61% School Belonging 62% School Climate 60% School Engagement 59% School Rigorous Expectations 75% School Safety 56% School Teacher-Student Relationships 60%
Resources Available	Mindfulness, 2 Tiers of Counseling Supports, ELEVO program, and Edmo SEL.
How Needs will Be Addressed	Depending upon individual sites, Students will participate in Playworks during the ASES program. Students will participate in Bully Prevention Curriculum and curriculum designed to support SEL needs.
Funding Sources	ASES, Title 1, Supplemental Concentration, ELOP
Alignment to LCAP	Goal 1, Priorities 4, 5, 6

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2. Provide resources and support to students identified as Homeless

Assessment Used	Self Reported
Data Analysis	35%
Resources Available	ASES after school program, Homeless Liaison, Family Resource Centers, Food Service, Health Services
How Needs will Be Addressed	The program provides a safe and supportive environment for homeless students and SEL curriculum to develop inclusiveness. Health services are provided until 6 pm. Parents of homeless students have access to the Family Resource Center.
Funding Sources	ASES, Title 1, Supplemental Concentration, ELOP
Alignment to LCAP	Goal 1, Priorities 4, 5

3. Provide resources and support to students identified as Foster Youth

Assessment Used	Parents Self Report
Data Analysis	.3% of student population
Resources Available	Priority Enrollment for ASES, parent coordinator support, academic support
How Needs will Be Addressed	The program will provide priority enrollment for students identified as a foster youth. Program coordinators work with foster parents, youth, social services, and parent coordinators to identify student needs. Foster Youth Parent/Guardian Support meetings continue to be held monthly at the Family Resource Center and provide attendees with school, district, and community resources to better support their foster children.
Funding Sources	ASES funding, Title 1, Supplemental Concentration, ELOP
Alignment to LCAP	Goal 1, Priorities 3, 4, 5, 6

4. Provide resources and support to students identified as students new to the country within 24 months (newcomers).

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Assessment Used	Elevation
Data Analysis	2.1%
Resources Available	i-Station, Hello and Rigor curriculum, English Language Development Strategies, District provides at least 30 minutes of Language development and enrichment to newcomer students enrolled in the ASES program.
How Needs will Be Addressed	Newcomer students enrolled in the ASES program will be provided with at least 30 hours of tutoring/ instruction and enrichment provided by a credentialed teacher and funded through Title III funding. Students also have access to language and literacy development curriculum. Front Line staff are bilingual and are able to support students as needed with primary language support.
Funding Sources	ASES and ELOP funding.
Alignment to LCAP	Goal 1, Priorities 3, 4, 5, 6

- Describe three to five program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.

An [observation tool](#), based upon the Observation-Based Assessments tool available through California After School Network, a district tool will be created to assess the implementation of the following areas of need, aligned to the Quality Standards for Expanded Learning in California.

1. **Quality Standard 3:** All students in the ASES program will have the opportunity to create a project that will address or solve a real-world problem. Students participate in our annual STEAM showcase. This goal will be assessed by site coordinator observation and recorded on the observation tool.
2. **Quality Standard 4:** To support students academically, all students will have 30 to 45 minutes of academic/homework time and many students will opt to attend Jump into English/math for a minimum of 60 minutes each, week. This goal will be assessed by site coordinator observation, program usage reports (attendance), and recorded on the observation tool.

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- 3. Quality Standards 1 and 6: The program will implement an SEL curriculum 4 times per week provided by Edmo and/or ELEVO. This goal will be assessed by site coordinator observation and recorded on the observation tool.**
 - 4. Quality Standards 4 and 5: Students will participate in multiple modalities in a rotation format. Such activities include dance, theater, music, art, sports program, and physical education for a minimum of 30 minutes daily, 5 days a week. This goal will be assessed by site coordinator observation and recorded on the observation tool.**
 - 5. Quality Standards 2 and 3: All students will receive instruction in computer coding and science through EDMO's STEAM based enrichment program or on-site self-developed programming. This goal will be assessed by site coordinator observation, and program planning guide, and recorded on the observation tool.**
- Describe how the program has engaged or will engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

Site Coordinators, Frontline Staff, Certificated Teachers, Partner Agencies, Students, Parents, Curriculum specialists, and community members participate yearly in a program plan forum. During this forum, the outcomes of the program are evaluated and suggestions for improvement are given. The site coordinators and select frontline staff and certificated teachers. then develop the program plan from community members input, including information gathered from the processes below.

Annual Parent Orientation – All ASES families are invited and required to attend a district or site-level orientation. Important ASES information is shared and families have the opportunity to ask questions and address concerns.

Annual Community Meeting – District Coordinator and/or Site Success managers from partner agencies will arrange meetings with principals, staff, teachers, and parents to review the ASES program and the needs of the site.

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End-of-Year Survey – An end-of-year survey is given to all community members including site staff, ASES staff, parents, and students. Data is reviewed and evaluated to assist with program development and improvement.

9—Collaborative Partnerships

- Describe the collaborative partners that will be involved in the process used to plan, implement and update the after-school program plan.

The district works with two partner agencies, ELEVOEQ and EDMO to codesign our after school program. We collaborate in weekly meetings, dialogue walks at program sites and through our Extended Learning Bulletin that is shared weekly to Site Administration and all After School Staff. These opportunities provide feedback that we can then use to adjust our program plan and better meet our students needs.

In addition we use other vendors to provide additional enrichment opportunities and they also meet with our district Expanded Learning Team on a regular basis to provide seamless transition between enrichment offerings.

The ASES program plan is made available to site coordinators, principals, support staff (including frontline staff and teachers), and parents and is posted on the district ASES website. The plan will be formally reviewed and updated annually by a committee of parents, admin, staff, and program coordinators.

- Site Coordinators, Partner Agencies, Tutors, Site Principals, Teachers, Students, Parents, District Coordinator

Site and district administrators, teachers, support personnel, partner agencies, ASES staff, and parents provide feedback on the school and community needs on an ongoing basis. Through opportunities like site ASES parent meetings and principal-led parent forums like School Site Councils and English Learner Advisory Committees provide student and program input. All ASES school sites engage in an annual community members meeting as a part of the Continuous Quality Improvement process to assess the program and identify areas of need.

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- List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).
 - **The Extended Learning Director and/or Designee** - Provide leadership and training to site coordinators and staff to connect the instructional day with after-school, including site-specific needs and vision.
 - **ELEVO is a service provider that contributes to the development and structure of the ASES Program. They also provide a curriculum that engages the students in SEL and physical education.**
 - **EDMO is a service provider that contributes to the development and structure of the ASES Program. They also provide a curriculum that engages students in STEAM and SEL activities that reflect our LCAP and community priorities.**
 - **Parent Advisory Committee like ELAC – Provide updated information on school programs and include ASES as an important partner in the school culture and planning.**
 - **ASES Families – Through parent meetings and daily interactions, site coordinators and front-line staff get feedback from families with questions and concerns regarding the ASES programs.**
 - **School Staff - ASES site coordinators attend the regularly scheduled meetings at their school. This allows for feedback and assures the ASES program is an integral part of the school’s instructional day.**
 - **Region 5 Leadership Team - Region 5 After School Partnerships supports our After School Education & Safety (ASES) program with technical assistance. The Region 5 leadership team meets bimonthly to collaborate, discuss program components, and network.**

- Identify any potential collaboration and partnerships that would be of benefit to the after-school program and describe your efforts to include them.
 - **School Site Council – Provide ASES information to sites and become part of the School Site Plan. Meeting to discuss including ASES for 2023 - 2024.**

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- **EDMO** is a full service provider and an SEL provider that utilizes STEM curricula to enrich the lives of the students in the SCESD community. Our program is rich in community building, creative mind fostering and youth empowerment. **EDMO** is dedicated to the development of youth and the leadership capabilities they possess internally and externally. Our curriculum includes coding, science mindfulness, community week just to name a few.
- **ELEVO provides school districts with full- service ASES program management including staffing, STEAM curriculum, physical education, sports coaching, tournament management, homework help, attendance tracking, parent communication, promotional materials, & data collection. In addition, ELEVO is a service provider that contributes to the development and structure of the ASES Program.**
- **Region 5 Expanded Learning**, through the Region 5 expanding learning network, we will increase participation in professional development opportunities provided by the regional network (STEAM, SEL, Etc.)

10—Continuous Quality Improvement

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the *Quality Standards for Expanded Learning in California*, available on the After School Network web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

In order to follow the CQI process and assess, plan, and improve, ASES programs:

- 1. Review the End-of-Year Surveys (June-August)**
- 2. Create a CQI Plan along with stakeholders; Determine 1-2 focus standards by the beginning of each school year.**
- 3. Team visitations to each school site to observe and assess evidence of Quality Standards, with an emphasis on focus standards.**
- 4. Provide evidence of each of the CQI standards Monthly or Quarterly through an observation check-list or other tool.**

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- 5. Provide an End-of-Year Survey to all stakeholders (May-June)**
- 6. Reflect and score programs in all CQI areas (June)**

The overall program is evaluated by the district coordinator, school site principals, and ASES site coordinators as to its effectiveness. Modifications are made to the program when needed and revisions to the plan are made each year when appropriate.

Plans to improve the program:

- 1. Continue to focus on academic growth in ELA and Math through HW support, teacher interventions, technology-based learning, and implementation of common core curriculum and strategies.**
- 2. Implementation of an SEL curriculum by partner agency**
- 3. Alignment of Quality Standards to program activities.**
- 4. Collaborative partnerships to increase STEAM development.**
- 5. Align computer-based curriculum to support regular-day academic programs in the ASES program.**
- 6. Continue to develop strategies with classroom teachers to improve homework completion rates. Adopt a system that includes incentives for students, daily homework completion requirements, and monitoring, as well as a communication system with parents on homework support at home.**
- 7. Develop stakeholder input - to collaborate, get feedback, and work to address areas to improve.**

11—Program Management

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

Funding is primarily used for staffing, to ensure there is a qualified tutor for each grade level. The remaining funds are used to purchase supplies to run the program and to bring in enrichment programs for the students. The district provides additional funding through Titles 1 - 3 and Supplemental Concentration funds for program materials, fees, Teachers-in-Charge, Site Coordinators, and enrichment opportunities. ELOP funding is also used to expand the enrichment opportunities and materials provided to students based on the feedback from community members and LCAP priorities.

Provide the program organizational structure including a succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and

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science activities for grades three through five.”), lines of supervision for each site or groups at sites, frequency of meetings, and methods of communication.

Frontline Staff (ParaEducators): Responsible for homework support for students in grades K-6. Plan and oversee enrichment and recreation activities, supervise meal times for students, monitors free play, use activity plans and feedback to the site coordinator, and communicate with parents. Meets frequently with site coordinator, Teachers-in Charge, and parents. Communication via email, phone, two-way radio, or face-to-face meetings.

Teacher-in-Charge: The teacher-in-charge provides program supervision in the absence of the Site Coordinator. The teacher-in-charge also manages and runs the academic/homework time with Paras and frontline staff. The Teacher-in-charge supports the planning and monitoring of the Academic/homework time. Coaching frontline staff in best practices for academic and behavior support In additions, they Communicate with parents and the site coordinator. Provides weekly instruction to selected students and/or classes, and acts as a liaison between instructional day staff and afterschool staff. Assists in the development and evaluation of the program plan.

Site Coordinator (ELEVO & EDMO): One dedicated Site Coordinator is assigned to each site. The Site Coordinator’s role is to oversee the day to day operation of the after school ASES program. The Site Coordinator plans the site program, works with SCESD staff to coordinate daily schedules, communications, and student behavior. SCs meet regularly with their regional managers, teachers, staff, and district coordinators to plan and develop programs. Meet frequently with frontline staff and weekly with district site coordinators. Communication through email, phone, or meetings.

Site Assistant (ELEVO & EDMO): One dedicated Site Assistant is assigned to each site. The Site Assistant’s role is to over see the day to day operations of the After school ASES Program with a focus on monitoring attendanceand supporting the AAI’s with this, sign-outs, and health needs of students. SASmeet regularly with their regional managers, teachers, staff, and district coordinators to plan and develop programs. Meet frequently with frontline staff and weekly with district site coordinators. Communication through email, phone, or meetings.

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Expanded Learning District Program Director: Oversees district programs including budgets, attendance, trainings, staffing, communication, and all program areas. Meets with principals and site coordinators regularly, annual parent meeting. Communication through email, phone, or meetings.

Food Service Clerk: Serves meals and snacks to students. Ensures food quality standards

Program Coordinator: Meets with site coordinators to plan the program and give updates. Classroom walk-throughs assist coordinators with classroom management techniques and school policies and procedures. Communication through email, phone calls, or meetings.

Expanded Learning Program Administrative Assistant: Handles budget, contracts, purchase orders, and supply orders for all program sites.

Administrative Assistant I: Handles attendance, supply requests, advertisements, and direct parent communication at their designated sites two days a week. One day a week they work directly with district staff on supply requests and attendance auditing.

School Nurse: Provide district training to frontline staff yearly, and site trainings as needed. Communication via email and meetings.

- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

The district program plan is made available to site coordinators, principals, support staff (including frontline staff and teachers), and parents and is posted on the district ASES website. The plan will be formally reviewed and updated annually by a committee of parents, admin, staff, and program coordinators by June 1 of each year.

- Describe the system in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.

The SCESD Business Department oversees and manages the operating budgets for the ASES programs. The district ASES coordinator meets with each site coordinator and reviews each site's

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budget and financial activity report. Budget compliance is monitored monthly to ensure that all monies are spent properly and timely. The business department prepares all required reports and the program coordinator submits the reports to the CDE.

District staff oversees the financial accounting and reporting. The district ASES Program coordinator prepares and submits the data for attendance reporting and the Annual Outcome-Based Data Report.

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

The Salinas City Elementary School District contributes a minimum of \$561,889.00 towards the ASES program (see table 5), which exceeds the required local match of one-third of \$1,390,077.53 which is \$463,359.

Table 4: Contribution towards required match		
Source	Category	In-Kind Amount
Facilities Use	Facilities	\$115,000
Program Coordinator	Staff	\$125,198
Copiers, Toner, etc.	Materials	\$17,500
Certificated Teachers	Staff	\$278,501
Site Administrators	Admin	\$128,000
Technology Department Coordinator and Tech Services	Staff / Services	\$215,818
Local Contribution		\$880,017

- Attendance tracking, including sign-in and sign-out procedures.

Attendance is taken at the beginning of the ASES program by frontline staff. This data is entered into the district Student Information Systems program (Aeries) by the frontline staff and monitored by the program coordinator to compile attendance data for CDE reports. Sign-out sheets are housed in one location, specific to each program site. Parents ‘sign out’ their children daily. Students allowed to walk home do so after a permission slip is signed by their parents and kept on file by the site coordinator. Sign-out sheets are kept at the site in one central location.

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Attendance is managed at the site level and overseen at the district level by the district program coordinator. Attendance is reviewed on a daily basis at the site level, and monthly at the district level. Sign in and Sign out records are maintained at the district level for five years.

- Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.

- In accordance with the California Education Code 8483, it is the intent of the Legislature that students participate in the full day of the program every day. **If for any reason, a child is unable to attend the program the full day, the parent/guardian must complete and submit an Early Release Form** informing us of their child’s early release from the program. The days and hours the child will need to leave early and the reason for the modified absence schedule are required.

Students may be released early from the ASES program prior to the end of the program time (6:00 pm) for the following reasons:

- 1. Family Emergencies**
- 2. Medical Appointments/Illnesses**
- 3. Safety and/or No transportation**
- 4. Participation in other enrichment programs**
* (Proof of registration and/or schedule must be provided)

When a student leaves the ASES program early, the reason must be circled and/or written on the sign-out sheet. Only those individuals whose names are listed on the Emergency Card will be allowed to sign a child out from the program. Students may arrive late if they have documented dental, medical, or counseling appointments.

12—Sustainability

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

Possible partnerships and funding sources include:

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- **General Fund money from SCESD**
- **Title 1 funding**
- **Supplemental Concentration Funding**
- **Migrant Ed Grants or Funding**
- **ELOP**
- **Hartnell College Grants**
- **Local Community Business Partnerships**
- **Salinas City Parks and Recreation**
- **ELEVO**
- **EDMO**
- **ACT**
- **JIM**

An annual review of the program plan and the CQI stakeholder meetings will include a discussion of the sustainability plan. The Assistant Superintendent of Educational Services and the Director of Extended Learning would be responsible for resource development.