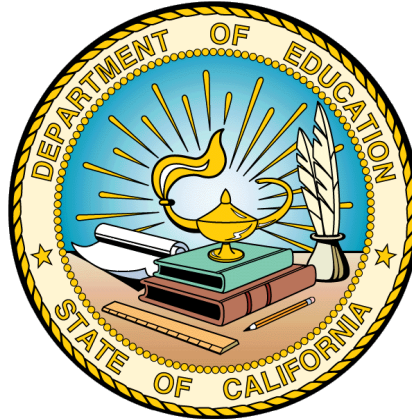


# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

Prepared by:  
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**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.**

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

Revised September 2019

# After School Program Plan Guide

Include the following information along with your ASES Program Plan:

1. Grant Identification Number: [12-23939-7551-EZ](#)
2. County District School (CDS) Code: [1275515000000000](#)
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: [Jennifer Johnson](#)
  - b. Title: [Assistant Superintendent of Educational Services](#)
  - c. Contact Info: [707-441-3363](tel:707-441-3363) [johnsonj@eurekacityschools.org](mailto:johnsonj@eurekacityschools.org)

## 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. Alice Birney Elementary	#150
2. Grant Elementary School	#120
3. Lafayette Elementary School	# 170
4. Washington Elementary School	#240
5. Catherine L. Zane Middle School	#120
6. Winship Middle School	#55

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

Alice Birney Target Population	Percentage of School Population
<input type="checkbox"/> <b>Homeless</b>	13%
<input type="checkbox"/> <b>Foster Youth</b>	2.1%
<input type="checkbox"/> <b>English Learner</b>	34.5%
<input type="checkbox"/> <b>Socioeconomically Disadvantaged</b>	86.4%

Grant Elementary Target Population	Percentage of School Population
<input type="checkbox"/> <b>Homeless</b>	8%
<input type="checkbox"/> <b>Foster Youth</b>	1.5%
<input type="checkbox"/> <b>English Learner</b>	16.5%
<input type="checkbox"/> <b>Socioeconomically Disadvantaged</b>	69.6%

<b>Lafayette Elementary Target Population</b>	<b>Percentage of School Population</b>
<input type="checkbox"/> <b>Homeless</b>	13%
<input type="checkbox"/> <b>Foster Youth</b>	3%
<input type="checkbox"/> <b>English Learner</b>	26.2%
<input type="checkbox"/> <b>Socioeconomically Disadvantaged</b>	82%

<b>Washington Elementary Target Population</b>	<b>Percentage of School Population</b>
<input type="checkbox"/> <b>Homeless</b>	8%
<input type="checkbox"/> <b>Foster Youth</b>	1.3%
<input type="checkbox"/> <b>English Learner</b>	11.9%
<input type="checkbox"/> <b>Socioeconomically Disadvantaged</b>	66.7%

<b>Caterine L. Zane Middle School Target Population</b>	<b>Percentage of School Population</b>
<input type="checkbox"/> <b>Homeless</b>	11%
<input type="checkbox"/> <b>Foster Youth</b>	1.3%
<input type="checkbox"/> <b>English Learner</b>	18.6%
<input type="checkbox"/> <b>Socioeconomically Disadvantaged</b>	71.4%

<b>Winship Middle School Target Population</b>	<b>Percentage of School Population</b>
<input type="checkbox"/> <b>Homeless</b>	6%
<input type="checkbox"/> <b>Foster Youth</b>	1.2%
<input type="checkbox"/> <b>English Learner</b>	16.4%
<input type="checkbox"/> <b>Socioeconomically Disadvantaged</b>	61.4%



# After School Education and Safety Program Plan Guide

## 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 which 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.

# After School Education and Safety Program Plan Guide

## 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.
  - N/A
- 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.
  - *At each site, the ASES coordinator meets regularly with program staff to review and reinforce safety policies and procedures that align with those implemented during the regular school day. These meetings ensure that all staff are well-prepared to maintain a secure and supportive environment for students.*
  - *Additionally, coordinators participate in **monthly district leadership meetings**, where school safety topics are thoroughly reviewed, clarified, and updated as needed. These meetings provide an opportunity to address site-specific concerns, share best practices, and enhance coordination between after-school and regular school-day safety protocols.*
  - *To further support staff development, ASES program leaders receive **ongoing training and professional development** based on a collaboratively developed handbook. This training covers a range of essential safety topics, including emergency procedures, student supervision, and conflict resolution strategies, ensuring staff are equipped to handle various situations effectively.*
  - *ASES staff strictly adhere to the **District and site-specific protocols outlined in the Comprehensive School Safety Plan**, ensuring a consistent and well-structured approach to maintaining student safety across all program locations.*
- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

## After School Education and Safety Program Plan Guide

- *At each site, the low student-to-adult ratio (20:1 or less) ensures that every student has the opportunity to build meaningful, supportive relationships with program staff and peers. ASES coordinators are trained in trauma-informed practices, fostering a safe and understanding environment. Activities in the ASES programs are carefully selected to be developmentally appropriate—for example, playground equipment is designed to suit the target age group. Each site’s program supports motor skill development through daily physical fitness activities. Academic support is tailored to individual needs, utilizing grade-appropriate texts within each student’s instructional range. Additionally, several ASES sites benefit from partnerships that enhance educational opportunities for students.*

### 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.
  - *Homework support serves as the primary link between the regular school day and the ASES program. ASES coordinators regularly collaborate with teachers to stay informed about current assignments and to identify students who may benefit from differentiated support. In the 2021–22 school year, teachers began “pushing in” to the ASES program to provide targeted intervention in math and English Language Arts. This practice exists currently. A consistent evidence-based practice throughout the ASES program is the use of Positive Behavior Intervention and Support (PBIS), addressing students’ academic, social, and behavioral needs through a multi-tiered system of support. Access to dedicated Chromebooks enables students to use online tools aligned with their English Language Arts and math curricula. Additionally, ASES coordinators communicate with school secretaries to follow up on student absences or identify students who may need extra support due to challenges experienced during the regular school day.*
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.

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*The District's ASES programs provide a blend of core curriculum support and enrichment activities through various clubs, including arts and crafts, music, gardening, Makerspace, and visual and performing arts. Each activity incorporates cooperative learning and fosters appropriate social development, ensuring a well-rounded experience for students.*

- b. Provide hands-on, project-based learning that will result in culminating products or events.

*Our ASES programs take full advantage of the many resources on-hand in the local environment. For example, at Grant School, students are able to study the natural ecosystems that exist in the Redwood nature trail that surrounds the school as well as growing vegetables and other plants in the dedicated student garden.*

*Lafayette - In our Safety Skills biking program we teach students in grades 3-5 to first ride safely on campus using hand brakes, gears and a safety course. Then students in grades 4-5 take rides off campus through the community. Our students also love our Maker Station activities where they use their STEAM learning to create, engineer and test items they choose to make.*

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

*Eureka City Schools' summer school program for TK-12 students is thoughtfully designed to address the specific needs of both the school and the community, supported by Expanded Learning Opportunities Program (ELOP) funds. The program is structured to provide supplemental academic support, enrichment opportunities, and social-emotional growth, ensuring students continue to thrive during the summer months.*

*Academic components are aligned with identified learning gaps from the regular school year, focusing on subjects like math and English Language Arts to prevent summer learning loss. The program also incorporates enrichment activities, such as arts, music, and STEM, which reflect the interests and cultural values of the community.*

*Additionally, the inclusion of social-emotional learning and cooperative activities fosters peer connections and personal growth, addressing the community's need for safe,*

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*engaging environments during the summer. This robust program not only supports academic achievement but also enhances student engagement and well-being, directly responding to school and community priorities.*

*Targeted intentional academic support is tailored to English learners in Eureka City Schools summer programs, providing additional teachers and staff to enhance educational opportunities for students.*

## 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.
  - *The After School Education and Safety (ASES) program provides comprehensive support for students beyond the regular school day, with a strong emphasis on academic assistance and enriching learning experiences.*
  - *All programs include dedicated homework help sessions, where teachers, tutors and program staff are available to assist students with their assignments. This support ensures students have the resources and guidance needed to reinforce classroom learning and build academic confidence.*
  - *In addition to academic support, the program offers a variety of enrichment activities, each designed to include an educational component. These activities span diverse areas such as arts and crafts, STEM exploration, physical fitness, music, and cultural studies. By integrating educational objectives into these activities, the program promotes skill development, creativity, and a deeper understanding of the world around them, while keeping students engaged and motivated.*
  - *The ASES program’s dual focus on academic support and educational enrichment fosters a well-rounded, supportive environment that nurtures student growth and success.*
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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- *The 2024 California School Dashboard data highlights a significant need for the After School Education and Safety (ASES) program in Eureka City Schools, which serves a diverse and high-need student population. Current data indicates that approximately **69.3% of students qualify as socioeconomically disadvantaged, reflecting persistent economic challenges in the community.** Additionally, **nearly 15% of students are English Learners**, and **over 11% are Homeless or Foster Youth**, underscoring the critical role of supportive after-school programs in addressing educational and social equity.*
- *These programs are instrumental in providing a safe and enriching environment for students who face barriers to academic success and well-being. By offering structured academic support, enrichment activities, and social-emotional learning opportunities, the ASES programs directly align with the district's priorities to reduce achievement gaps and meet the diverse needs of its student population.*
- *This updated data showcases the district's ongoing commitment to supporting its students, especially those most vulnerable to academic and socioeconomic challenges.*
- *Parent and stakeholder input is collected through a comprehensive Local Control and Accountability Plan (LCAP) stakeholder engagement process. This includes online surveys for both parents and staff, as well as face-to-face meetings at each elementary and middle school ASES site. Feedback from these stakeholders highlights the need for additional interventions and supports, particularly in English Language Arts and math. One effective way to address this need is by providing a “double-dose” of support, where students receive assistance both during the regular school day and through the after-school program.*
- *This dual approach ensures that students who are struggling in core academic areas receive the targeted help they need to succeed.*

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## 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.
  - *Feedback from program participants (students) is regularly obtained through informal conversation with program staff. Student choice is a huge positive aspect of each program providing students with a "voice" on which activities they would like to be a part of. New program offerings are often the result of student feedback. For example, at Zane's Middle School ASES program the students advocated for an opportunity to learn coding - and a program was started.*
  - *At Lafayette all students in grades 1-5 participate in daily grade level community circles where they share their likes and dislikes of the program and what they would like to do. We also have a student leadership team of 10 students in grades 4-5 who are helping to advise and plan.*
  - *At Washington School we have a team of 10 student leadership group. They have participated in campus beautification. They helped garden and help plan and execute planned activities for the younger grades.*
- 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.
  - *Lafayette - see above with daily community circles and our student leadership team.*
  - *Student Advisory Councils: Sites establish Student Advisory Councils where students meet with administrators or program leaders to provide feedback on school policies, curricula, and campus climate.*
  - *Student Surveys: Regularly administered climate, equity, or program feedback surveys help collect student opinions and influence policies, curriculum design, and extracurricular offerings.*

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- *Student-Led Clubs & Interest Groups: Schools may support student-led groups such as cultural clubs, LGBTQ+ alliances, robotics teams, or sustainability groups to bring forward new ideas and initiatives.*
- *Peer Mentor Programs: Students mentor younger peers, providing guidance on academics, social-emotional learning, or school engagement.*
- 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).

*In the early grades, students are given opportunities to make choices in their daily activities and learning experiences, fostering engagement, independence, and personal responsibility. Some ways younger students can make choices include:*

- *Activity Stations: Students can choose from various enrichment stations such as arts, STEM projects, reading corners, or physical activities.*
- *Project-Based Learning: Students explore topics of interest through student-driven projects, allowing them to take ownership of their learning.*
- *Elective Workshops: Rotating student-selected workshops give younger students a chance to explore interests like music, gardening, or storytelling.*
- *Student Voice Circles: Regular class meetings or student check-ins allow younger students to share ideas, suggest activities, and participate in program planning.*

*As students advance in grade levels, they are given more opportunities to develop leadership skills and apply their learning to address real-world issues in their communities. Examples include:*

- *Service-Learning Projects: Older students identify a community challenge (e.g., environmental sustainability, homelessness, or food insecurity) and develop a project to raise awareness, fundraise, or take direct action.*
- *Entrepreneurial & Career Exploration: Programs may support student-led business projects, internships, or partnerships with local organizations where students gain hands-on experience solving real-world problems.*

- *Physical activity and healthy nutrition are foundational elements of*

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*the Eureka City Schools ASES program. Every day, each child is provided with a nutritious "supper" to support their health and well-being. Physical activity time is designed to promote health-focused fitness activities, with an emphasis on enjoyment rather than competition. Cooperative games are regularly incorporated to foster positive, supportive relationships among students and encourage social development. This approach ensures that students not only stay physically active but also build strong, respectful peer connections.*

- 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.
  - *Eureka City Schools is committed to providing a high-quality, health-conscious nutrition program that adheres to or exceeds all federal and state requirements. The program includes a daily "supper" offering and integrates elements like the Harvest of the Month initiative and nutrition guidance from the Humboldt County Office of Education. These efforts emphasize fresh, locally sourced ingredients to enhance student health and well-being.*
  - *In addition to nutrition, the District focuses on physical development through motor skills activities aligned with State Physical Education (PE) standards. These activities support the holistic development of students by promoting both physical fitness and the importance of healthy eating habits. Each expanded learning program has the SPARK curriculum.*
  
- Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.
  - *Nutritious snack offered in the ASES programs include the following:*
  - *100% fruit juice, apples, pretzels, carrots and oranges.*

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## 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 is committed to fostering a welcoming, inclusive, and diverse environment where all students feel valued and represented. Through a combination of culturally responsive activities, student-driven programming, and community engagement, the program provides meaningful opportunities for students to celebrate their unique backgrounds and learn about different cultures.*

- *Multicultural Celebrations: The program incorporates cultural heritage events such as Hispanic Heritage Month, Black History Month, Native American Heritage Month, and Lunar New Year, allowing students to share traditions, food, music, and history from their backgrounds.*
- *Cultural Arts & Music: Students engage in art projects, music, dance, and storytelling that reflect diverse cultures, encouraging creative expression while learning about global traditions.*
- *Multilingual Literacy & Storytelling: ASES promotes books, storytelling, and language activities that feature diverse characters, perspectives, and bilingual literature to foster cultural appreciation.*
- *Culturally Relevant STEM & Cooking Activities: Science, technology, engineering, and math (STEM) projects as well as cooking activities include cultural connections by exploring global inventions, traditional culinary practices, and the impact of diverse contributions in various fields.*
- *Showcase of Cultures: Students have the opportunity to present and share aspects of their own heritage, such as traditional clothing, family traditions, or personal stories, in a supportive and celebratory environment.*
- *Guest Speakers & Cultural Workshops: The program partners with local community leaders, artists, and educators to provide students with workshops and presentations that highlight diverse cultures and traditions.*
- *Cross-Cultural Peer Exchange: The program fosters collaborative projects and discussions that allow students from different backgrounds to learn from one another, build empathy, and develop respect for diverse perspectives.*
- *Culturally Responsive Staff Training: ASES staff receive ongoing training in cultural competency, equity, and inclusive teaching strategies to ensure all students feel represented and supported.*
- *Safe & Welcoming Environment: The program prioritizes inclusive language, anti-bullying initiatives, and safe spaces where students can openly discuss cultural identity and personal experiences.*

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- *Diverse Representation in Curriculum & Materials: All activities, materials, and lessons are reviewed to ensure diverse perspectives and voices are included in program content.*
- *Our district actively recruits and hires staff who represent our student population.*
  
- 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.
  - *Eureka City Schools offers an inclusive ASES program, accepting all students without waiting lists or specific eligibility criteria. While academic need is a key consideration, the program is open to all, and enrollment is not restricted based on factors such as grade level or academic performance.*
  - *To support students effectively, ASES program staff collaborate closely with regular education teachers, English Learner educators, and special education staff. This collaboration ensures that students who may benefit from additional after-school support are identified and provided with the appropriate resources. For English Learners and students with disabilities, this need is often highlighted through the Student Success Team (SST) or Individualized Education Program (IEP) process.*
  - *During the academic tutoring and homework help portion of the program, IEP goals are specifically addressed, and accommodations are made as needed. Site coordinators are informed by school administrators about any required accommodations to ensure students with disabilities, including those with IEPs or 504 plans, can participate successfully in the program. This approach ensures that all students, regardless of background or need, have the opportunity to thrive in the ASES program.*
  - *Lafayette - We have staff who speak Hmong and Spanish who work with students during academic support time. We also partner with programs through Cal Poly Humboldt to bring in other supports.*

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## 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.

*Eureka City Schools is responsible for hiring the ASES coordinators and assistant coordinators, following strict hiring protocols and procedures to ensure high standards. All program staff are required to meet the necessary qualifications and clearances. ASES coordinators are classified as "classified management" and must undergo the paraprofessional exam, as well as fingerprint clearance, to ensure safety and compliance with state regulations. This thorough hiring process ensures that only qualified and reliable individuals are selected to support students in the ASES program.*

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

*District ASES program staff are recruited through a thorough vetting process that begins with widespread advertising through the Humboldt County Office of Education, the District website, and the District’s social media platforms. Job fairs are an important part of this process, and district representatives attend both local job fairs and those held at institutions like Cal Poly Humboldt and College of the Redwoods. This ensures that the hiring process is transparent and that a diverse pool of qualified candidates is considered for the program positions.*

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

*Eureka City Schools (ECS) ensures that all classified staff, including ASES program assistants, receive professional development to enhance their skills and better serve students in the after-school program. Each year, all ECS classified staff are allotted three paid professional development (PD) days, specifically designed to expand their knowledge and tools for supporting students in the ASES program.*

*ASES Coordinators, in addition to this, attend monthly District-offered meetings. They also participate in five days of District-required professional development, alongside teachers and other administrators, allowing for collaborative learning and the sharing of strategies to improve program outcomes. These ongoing PD opportunities ensure that ASES staff are continually equipped with the latest strategies and best practices to support student growth and engagement.*

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

N/A

### **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 addressed through the ASES programs are embedded within those identified in the District's LCAP. Two goals drive the ASES programs at our sites.*
- 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.
  - *Academic Performance Data – State assessments, benchmark exams, and report card grades highlight the number of students performing below grade level and in need of additional academic support.*
  - *Attendance & Truancy Rates – Chronic absenteeism data helps identify students who may need greater engagement and intervention strategies.*
  - *School Climate & Safety Data – School site surveys, suspension and discipline records, and community safety data (e.g., juvenile crime rates) provide insight into student behavior and environmental factors affecting learning.*
  - *Family & Community Feedback – Parent surveys, student focus groups, and school site council discussions help identify the needs of families and their expectations for after-school programming.*
  - *Social-Emotional & Mental Health Indicators – Observations from teachers, counselors, and site administrators highlight student needs related to social-emotional well-being and mental health.*

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- 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.
  - *This is achieved through the LCAP stakeholder input process.*

### 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 **ASES program** is designed and continuously improved through **collaborative partnerships** with key stakeholders who provide valuable insight, resources, and support. These partnerships ensure that the program remains **responsive to student, family, and community needs** while aligning with district priorities.*

### **Planning & Needs Assessment**

*To assess and determine priorities for the after-school program, we actively engage with:*

- *Community Schools – Helps align after-school services with school-day initiatives, ensuring continuity in student support.*
- *ThoughtExchange – A platform used to gather input from students, families, and staff to understand program needs and areas for improvement.*
- *Parent/Guardian Surveys – Regularly conducted to assess family needs, identify areas of support, and improve program offerings.*
- *Student Input – Students provide direct feedback on activities, enrichment opportunities, and program effectiveness, ensuring programming remains engaging and relevant.*

*During program implementation, local and community-based organizations play an essential role in enhancing programming, expanding opportunities, and supporting student success:*

- *Local Businesses – Offer opportunities for career exposure, mentorship, and hands-on learning experiences through workshops and sponsorships.*

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- *Family Resource Center – Provides direct support services such as mental health resources, social-emotional learning tools, and family engagement initiatives.*
- *Local Nonprofits – Partner with the program to provide culturally responsive activities, tutoring, leadership development, and community service opportunities.*

*To ensure continuous improvement, the after-school program is regularly reviewed and refined through:*

- *Staff Input – Teachers, program coordinators, and support staff provide feedback on student engagement, academic support strategies, and program structure.*
- *Community & Family Collaboration – Regular meetings with families, school leaders, and community partners help assess effectiveness, address concerns, and refine program goals.*
- *Data & Evaluation – Stakeholder feedback, attendance reports, and program participation data are reviewed to ensure alignment with student needs and educational outcomes.*

- *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.).*

- *Humboldt County Office of Education - RAN (Redwood Afterschool Network) monthly meetings for county site coordinators*
- *Eureka Zoo - enrichment activities for program participants*
- *Cal Poly Humboldt - provides volunteer staff through service learning groups such as YMP and Puentes*
- *Melanie Williams - provides training for safe biking clubs at multiple sites and locates community resources to provide items such as helmets, lights and vests.*
- *School Gardens- a partnership between Community Schools, ASES and local nonprofit Grow Together*

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- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

## 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>.

## 11—Program Management

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

*Program funding is used directly to support the needs of students in the program. Decisions regarding the use of ASES resources are made through the Educational Services Department of Eureka City Schools*

- Provide the program organizational structure including succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

*Organizational Structure:*

1. *District Assistant Superintendent of Educational Services*
  - a. *Site ASES Coordinators*
    - i. *ASES Assistants*

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*Meetings between the District Educational Services Department and ASES coordinators occur monthly.*

- 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.
- See below

<i>July</i>	<i>2023–24 Annual Performance Report (APR) Fall 2023 (21st Century Community Learning Centers [CCLC], and High School After School Safety and Enrichment for Teens [ASSETs])2023–24 Second Semiannual Attendance Report due2023–24 Fourth Quarter Expenditure Report Due (After School Education and Safety [ASES] 21st CCLC, and ASSETs)</i>
<i>August</i>	<i>2024–25 Final grant awards posted Grant Award Notifications (AO-400s) (ASES Renewal, ASES Universal, ASES Transportation, 21st CCLC, and ASSETs)</i>
<i>September</i>	<i>2023–24 Annual Performance Report (APR) Spring 2024 (21st CCLC and ASSETs)2025-26 21st CCLC and ASSETs Cohort 16 Request for Application posted2025-26 21st CCLC and ASSETs Cohort 16 forms available through the After School Support and Information System (ASSIST)</i>
<i>October</i>	<i>Cycle A ASES Renewal available through the ASSIST2023–24 Annual Outcome-based Data for Evaluation and Continuous Quality Improvement (CQI) Report due2023–24 Fifth Quarter Expenditure Report due</i>
<i>November</i>	<i>2025–26 ASES Universal and Transportation Request for Application postedCycle A ASES Renewal Program Plans Due2025-26 21st CCLC and ASSETs Cohort 16 Application due</i>
<i>December</i>	<i>No reports due</i>
<i>January</i>	<i>2024–25 ASES Universal and Transportation Application dueCycle A ASES Renewal Applications DueFiscal Agent Change form due (if applicable)2023–24 Sixth Quarter Expenditure Report due2024–25 First</i>

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	<i>Semiannual Attendance Report due 2024–25 First Quarter Expenditure Report due 2024–25 Second Quarter Expenditure Report due</i>
<i>February</i>	<i>No reports due</i>
<i>March</i>	<i>No reports due</i>
<i>April</i>	<i>2024–25 Third Quarter Expenditure Report due 2025–26 Intent to Award posted for ASES Universal and ASES Transportation 2025-26 Intent to Award posted for 21st CCLC and ASSETs</i>
<i>May</i>	<i>2024–25 Annual Outcome-based for Evaluation and CQI Report template available for grantees 2025-26 Final Intent to Award notifications for ASES Universal and ASES Transportation 2025-26 Final Intent to Award notifications for 21st CCLC and ASSETs Cohort 16</i>
<i>June</i>	<i>Federal Program Monitoring notification of site selections</i>

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

*Eureka City Schools adheres to statewide California fiscal policies for education, ensuring compliance with all After School Education and Safety (ASES) program financial requirements. The district has a structured fiscal accounting and reporting system in place to maintain transparency, accountability, and compliance with state regulations.*

- *The district follows California School Accounting Manual (CSAM) guidelines, ensuring that all ASES funds are tracked separately and allocated appropriately.*
- *Fund tracking and budget monitoring are conducted through the district's financial management system, which categorizes expenditures under designated program codes for clear financial reporting.*
- *All expenditures must align with approved grant budgets and state fiscal policies to ensure proper use of funds for program implementation.*
- *Quarterly & Semiannual Reports: The district submits quarterly expenditure reports and semiannual attendance reports to the California Department of*

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- Education (CDE) to ensure financial transparency.*
- *Annual Performance Reports (APR): The district compiles programmatic and fiscal data to submit an APR, detailing student attendance, program activities, and fiscal expenditures.*
  - *Audits & Compliance Reviews: The program undergoes internal and external audits, ensuring adherence to state guidelines, proper fund allocation, and compliance with ASES grant requirements.*
  - *Monitoring & Adjustments: The fiscal department conducts regular budget reviews to track spending trends, make adjustments as needed, and prevent overspending or underutilization of funds.*
  - *The district ensures proper internal controls, including approval processes for expenditures, segregation of duties, and documentation of all financial transactions.*
  - *Fiscal agents oversee grant fund disbursement, payroll processing, and procurement compliance to ensure all spending aligns with program goals and state fiscal policies.*
  - *Collaboration between ASES program staff and district fiscal services ensures accurate budgeting, expenditure tracking, and timely reporting.*
- *Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).*
    - *Local match comes from facility use, Buses for transportation, snacks, LEA admin time, volunteers, Trust funds, and Teacher intervention support.*
  - *Attendance tracking, including sign-in and sign-out procedures.*

*Eureka City Schools (ECS) adheres to the attendance tracking policies and procedures outlined by the ASES California grant requirements, ensuring accurate record-keeping and compliance with state regulations. The district has a structured system in place to monitor student participation, track attendance trends, and maintain accountability in after-school programming.*

### **1. Sign-In and Sign-Out Procedures**

- *Daily Sign-In: Upon arrival, students must sign in using a structured attendance system, which may include a digital tracking system or physical attendance sheets. Program staff verify student attendance at check-in.*

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- *Authorized Sign-Out: Students may only be signed out by a parent, guardian, or an authorized individual listed on their emergency contact form.*
- *Early Release Policy: If a student needs to leave the program before the designated end time, an Early Release Form must be completed by the parent/guardian, specifying the reason (e.g., medical appointments, family emergencies, or extracurricular activities).*
- *Staff Verification: Program staff oversee the sign-out process, ensuring that only approved individuals pick up students, following all student safety protocols.*

### **2. Attendance Monitoring & Compliance**

- *Daily Attendance Records: Staff document student attendance daily and submit records to site coordinators.*
- *Data Entry & Reporting: Attendance data is entered into the district's student information system and reviewed for accuracy and compliance with ASES requirements.*
- *Regular Attendance Reviews: Coordinators review weekly and monthly attendance reports to identify trends, ensure compliance with the minimum attendance requirements, and address any discrepancies.*
- *Parent Notification: If a student has irregular attendance or excessive absences, parents/guardians are contacted to discuss attendance expectations and provide support if needed.*

### **3. Compliance with ASES Grant Requirements**

- *Minimum Attendance Requirements: The program follows ASES guidelines, ensuring that students meet required participation hours.*
  - *Semiannual Reporting: ECS submits semiannual attendance reports to the California Department of Education (CDE) to confirm compliance with grant regulations.*
  - *Audit & Verification: Attendance records are subject to internal audits and state compliance checks, ensuring the program meets ASES funding requirements.*
- 
- *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>.*

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## 12—Sustainability

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

*Eureka City Schools (ECS) actively seeks collaborative partnerships and diversified funding sources to ensure the long-term sustainability of the After School Education and Safety (ASES) program. These partnerships provide financial support, resources, and enrichment opportunities that enhance program offerings.*

### *Potential Partnerships:*

- *Community Schools Initiative – Aligns after-school programming with school-day supports, enhancing student engagement and academic success.*
- *Local Businesses & Corporations – May provide grants, sponsorships, and in-kind donations such as supplies, guest speakers, or field trip opportunities.*
- *Higher Education Institutions – Partnerships with local colleges and universities can provide access to tutoring services, mentoring programs, and internship opportunities for students.*
- *Nonprofit Organizations & Foundations – Organizations like United Way, Boys & Girls Clubs, and local community foundations may offer funding, resources, and student development programs.*
- *City & County Partnerships – Local government agencies can provide supplemental funding, shared use of facilities, and community service opportunities.*
- *State & Federal Grants – Additional grant opportunities, such as Expanded Learning Opportunities (ELO) Grants, Title I funding, and federal youth development programs, help sustain and expand after-school programming.*

### *Revisiting Sustainability:*

- *End-of-Year Grant & Budget Assessment: Prior to the start of the new school year, ECS reviews ASES grant renewals, community partnerships, and budget allocations to determine sustainability needs for the upcoming year.*

### *Resource Development:*

*District Leadership & Grants Department – Oversees grant applications, compliance, and renewal processes to secure state and federal funding.*

*School Site Administrators – Work with community partners, businesses, and parent groups to develop site-specific funding opportunities.*

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*Parent & Student Advisory Groups – Provide input on program needs, advocate for continued funding, and participate in community fundraising initiatives.*