AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

Prepared by:
Chualar Union School District



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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 December 2025

After School Program Plan Guide

Include the following information along with your ASES Program Plan:

1. Grant Identification Number: 27-23939-6599-EZ
2. County District School (CDS) Code: 27659956026082
3. Authorized Signatory (Fiscally responsible for the program)
    a. Name and Title: Ruben Pulido, Superintendent / Principal, CUSD
    b. Phone: (831) 679-2313
    c. Email: rpulido@chualarusd.org
4. Coordinator of ASES (Responsible for administering the grant)
    a. Name and Title: Jacqueline Ramos, ASES and ELO-P Coordinator, CUSD
    b. Phone: (831) 679-2313
    c. Email: jramos@chualarusd.org

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

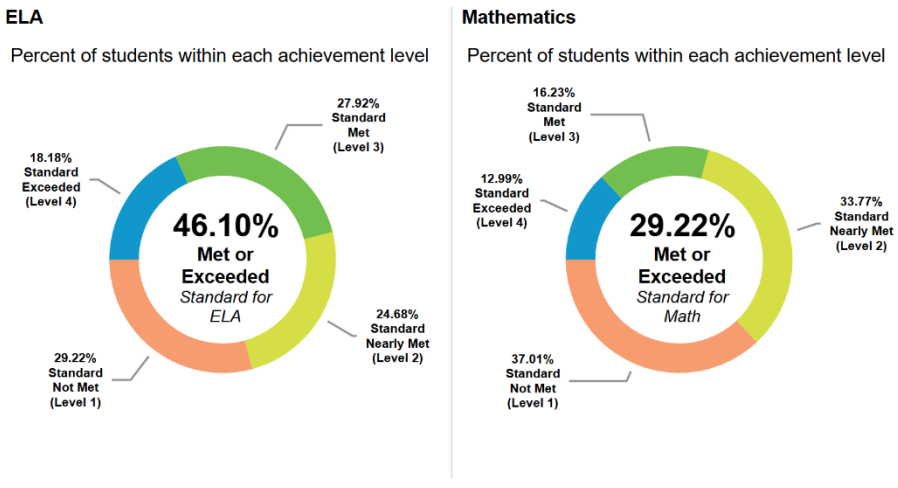
Instructions: Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	Project Daily Attendance
1. Chualar School	# 85
2.	#

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
• Homeless (Grade TK-8) 2025-2026	17% (40/235)
• Foster (Grade TK-8) 2025-2026	0% (0/235)
• Migrant Ed (Grade TK-8) 2025-2026	20% (47/235)
• English Learners (Grade TK-8) 2024-2025	67.23% (158/235)
• Academic Performance 2024-2025 CAASPP (SBAC) Scores Not Met (Grades 3-8) District	ELA 29.22% Mathematics 37.01%
• Academic Performance 2024-2025 CAASPP (SBAC) Scores Nearly Met (grades 3-8) District	ELA 24.68% Mathematics 33.77%
•	%
•	%

(These may be listed on an additional page.)



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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 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.

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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.

All Chualar Union School District ASES Programs operate on school site. Because the program is located on campus, students transition directly from the instructional day into the ASES program under staff supervision, and off-campus transportation is not required.

- 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.

To ensure that safety procedures are aligned with the instructional day, the ASES program follows the **Chualar Union School District Emergency Operations and Crisis Response Plan,** including the **District's Incident Command System (ICS)**. ASES staff participate in regular safety training and are trained on emergency response procedures that mirror those used during the school-day.

Safety practices and training include:

- Earthquake preparedness
- Lockdown and secure campus procedures
- Intruder on campus response
- Evacuation procedures
- Fire safety
- Severe weather response
- Medical emergencies
- Annual child safety and Mandated Reporter training
- First Aid and CPR training

ASES staff participate in **school-wide safety drills,** and staff follow their assigned roles within the District's ICS framework during emergencies. Ongoing safety communication is maintained through **monthly meetings between the Program Coordinator and frontline staff** to review safety updates, classroom management strategies, SEL supports, and other safety-related concerns. The Program Coordinator also meets with

school site administration as needed to ensure that safety procedures and emergency protocols are effectively implemented.

Emergency contact procedures are in place and reviewed with staff, including clear protocols for contacting:

- Emergency services (911)
- Child Protective Services
- The Sheriff's Office
- District Maintenance and Operations

Each site follows the **District Emergency Handbook** and utilizes **School Site Evacuation Maps** to guide emergency response procedures. The Program Coordinator and frontline staff **carry emergency backpacks containing student rosters and emergency cards for all ASES students**. During emergencies, staff use **two-way radio**, and have access to a **cell phone** for emergency communication. **All ASES staff maintain current CPR and First Aid certification** as part of ongoing safety preparedness.

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

The ASES program is committed to provide a **safe, welcoming, and supportive environment** that addresses students' developments, social emotional, and physical needs. Staff are trained to create positive learning environments through consistent structure, relationship-building, and daily student support.

Supportive practices include:

- Establishing positive routines and clear expectations
- Daily student check-ins
- Regular staff meetings and coordinator check-ins focus on student well-being

- Implementation of **Positive Behavior Interventions and Supports (PBIS)**

- Incorporation of **Social-Emotional Learning (SEL)** activities

- Partnership with **Harmony at Home** to support healthy social and emotional skills development

- Daily physical activities that promote physical health, teamwork, comfit resolution, and sport-specific skill development.

Parents are informed of program expectations through **direct communication from the Program Coordinator at the time of enrollment**, and ongoing communication is maintained through **coordinator check-ins and phone calls as needed**.

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.

The Chualar Union School District ASES and ELO-P blended program implements educational literacy and enrichment activities that are aligned with the regular school day and guided by evidence-based instructional practices. Program design is informed by student academic needs, academic data, and collaboration with school staff. Program implementation supports academic achievement and positive youth development.

Students participate in structured academic support designed to reinforced classroom learning and strengthen core academic skills.

- **Daily Homework Support:** students receive structured homework assistance that reinforces classroom instruction through guided practice in reading, writing, and assigned academic tasks.

- **Independent and Assigned Reading:** Students engage in regular reading practice to strengthen literacy, comprehension, and academic confidence.

- **Intervention Tutoring Support:** Certificated staff provide tutoring and intervention services to reinforce core skills and close achievement gaps.

Students receive additional academic support in **English Language Arts (ELA) and Mathematics**.

- **Alignment with the Instructional Day:** Academic activities are aligned with grade-level standards and classroom pacing to ensure continuity of instruction and academic progress.

- Describe the planned program activities and how they will:

    a. Provide positive youth development.

The CUSD ASES and ELO-P blended program promotes positive youth development by creating a structured, supportive environment that emphasizes leadership, responsibility, social-emotional growth, and student voice.

- **Social-Emotional Learning (SEL):** students participate in SEL activities that support emotional awareness, empathy, teamwork, and positive decision-making.

- **Positive Behavior Interventions and Supports (PBIS):** The program aligns with school site's PBIS framework to promote positive behavior, accountability, and consistent expectations.

- **Harmony at Home:** Students participate in activities that support healthy relationships, conflict resolutions, and bullying prevention practices.

- **Student Council and Youth Leadership:** students participate in the ASES Student Council and engage in leadership development, civic responsibility, and public speaking. Student representatives participate in District Board Meetings, provide meaningful youth voice.

- **Structured Program Routines:** Daily routines reinforce responsibility, cooperation, respectful behavior, and student engagement.

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

The CUSD ASES and ELO-P blended program provides hands-on, inquiry-based enrichment opportunities that promote creativity, collaboration, and real-world application of learning. Enrichment activities culminate in student performances and exhibitions held throughout the school year.

- **STEM and Science Enrichment (Greenfield Community Science Workshop):** Students engage in science, engineering, and robotics activities that include planning, experimenting, designing, building, measuring, discussing, analyzing,

and evaluating. These experiences promote scientific investigation, critical thinking, and problem-solving skills and result in student demonstrations and project showcases.

- **Visual and Performing Arts (Artists Ink):** Through Artists Ink lessons, students participate in structured arts instruction that culminates in **student exhibitions and live performances** for families and school community.
    - **YOLI Arts:** Students explore painting, illustration, ceramics, creative writing, and visual arts through hands-on instructions, culminating in student art exhibitions.
    - **Teatro Xochitl Ollin (TXO):** Youth-driven storytelling through theater and film where students create original works rooted in culture and community, culminating in staged performances.
    - **YOLI Music:** Students explore music genres and production while developing skills in music composition and creative expression, culminating in musical performances.
- **Dance Enrichment:**
    - **Polynesian Dance:** Students learn cultural dance techniques, rhythm, and movement while developing coordination, teamwork, and cultural appreciation, culminating in live dance performances.
    - **Folklore Dance:** Students participate in Mexican traditional Folklore dance, building cultural awareness, discipline, and performance skills, culminating in cultural dance showcases.
- **Music Enrichment – Piano:** Students receive piano instruction focused on basic music theory, rhythm, hand coordination, and music expression, culminating in student recitals and performances.
- **Physical Education and Sports Collaboration:** The CUSD ASES and ELO-P blended program collaborates with school sports coordinators and coaches to provide physical activity, sports skill development, teamwork, and sportsmanship.

- 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 an CUSD ASES summer supplemental funding.

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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 Chualar Union School District ASES and ELO-P blended program supports school site goals focused on improving student academic performance, strengthening student skill development, expanding the use of instructional technology, and maintaining safe, supervised learning environments for all students. The program is designed to reinforce classroom instruction while providing students with structured academic and enrichment opportunities that support both academic growth and overall student success.

Students participate in structured academic intervention and supervised learning activities that reinforce grade level skills in English Language Arts (ELA) and Mathematics. Academic support is delivered through certificated staff and trained instructional staff who guide students during homework assistance, targeted tutoring, and skill-building activities aligned with classroom learning objectives.

Academic Skill Development

- **Certificated Staff Tutoring and Intervention:** Students receive additional support in ELA and Math to reinforce core content standards and close achievement gaps.
- **Structured Homework Support:** Daily homework assistance provides students with guided practice to strengthen reading, writing, and mathematical problem-solving skills.
- **Instructional Technology Integration:** Students engage in structured computer-based learning using district-approved educational programs that support individualized academic skill development.

Enrichment-Based Skill Development

The Chualar Union School District ASES and ELO-P blended program enhances student skill development through enrichment activities that promote critical thinking, creativity, collaboration, leadership, and self-confidence. These activities complement academic instruction and support whole-child development.

By combining targeted academic intervention with structured enrichment opportunities, the CUSD ASES and ELO-P blended program strengthens students' engagement, improves school attendance, supports positive behavior, and directly contributes to improved academic achievement and overall student success.

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

The Chualar Union School District ASES and ELO-P blended program is developed in direct response to identified school and community needs. Program planning is guided by collaboration among site administrators, teachers, support staff, families, and district leadership to ensure programming aligns with student academic priorities and enrichment needs.

Key needs addressed through programming include:

- Academic intervention in ELA and mathematics
- Homework support and supervised learning time
- Safe and supportive learning environments
- Student leadership development and student voice
- Enrichment through the arts, science, and physical activity
- Life skills development and social-emotional growth

These identified needs directly shape both the academic and enrichment components of the program to ensure students receive balanced, responsive, and effective support.

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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.

The Chualar Union School District ASES and ELO-P blended program uses ongoing, student input, and collaboration with the instructional day to guide the development of training, and enrichment activities that reflect student needs and interests. The Program Coordinator and frontline staff maintain regular communication with classroom teachers to identify student academic, behavioral, and social-emotional needs. This collaboration ensures that after-school academic support, enrichment activities, and interventions align with classroom goals.

Student and parent feedback is collected through program surveys, daily interactions, and ongoing communication with families. This input is used to evaluate current program offerings and guide the development of new enrichment and recreation activities for future program planning. Adjustments to homework support, enrichment activities, and student groupings are made based on identified needs, student interests, and site priorities.

- 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.

The CUSD ASES and ELO-P blended program provides multiple opportunities for students to share their viewpoints, concerns, and interests, which directly influence program practices and enrichment offerings.

- Students participate in monthly check-ins and small group discussions where they can express their interests, needs, and ideas.
- Students in 6-8 grade participate in leadership opportunities, including **student council and leadership groups**, where they develop leadership skills and engage in decision-making related to school and program activities.
- Student leadership groups participate in **district board meetings**, provide students with real-world experience in civic engagement, representation, and public speaking.
- Program staff encourage student input when planning enrichment activities, clubs, and special events to ensure offerings reflects student voice.

- 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).

Students all are provided with structured opportunities to make choices and develop leadership skills appropriate to their age and developmental level.

- **Lower-grade students** are offered guided choices within structured activities, allowing them to select from enrichment options such as are, physical activities, and hands-on projects. This helps students develop independence, responsibility, and decision-making skills.

- **Upper-grade students** actively exercise leadership through participation in leadership groups, service-based activities, and peer support roles. These students assist with program activities, mentor younger students, and help identify school and community needs.

- Through leadership programming and community-based involvement, students develop problem-solving skills, teamwork, responsibility, and a strong sense of civic engagement.

5—Healthy Choices and Behaviors

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

The Chualar Union School District ASES and ELO-P blended program aligns with and supports the **Chualar Union School District Student Wellness Plan** by promoting healthy practices in nutrition, physical activity, and overall student well-being. Students participate in daily structured recreational activities and supervised free play that promote physical fitness, social development, teamwork, and positive behavior. The program provides a safe and supportive environment where students are encouraged to make healthy choices and practice good wellness habits.

- 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.

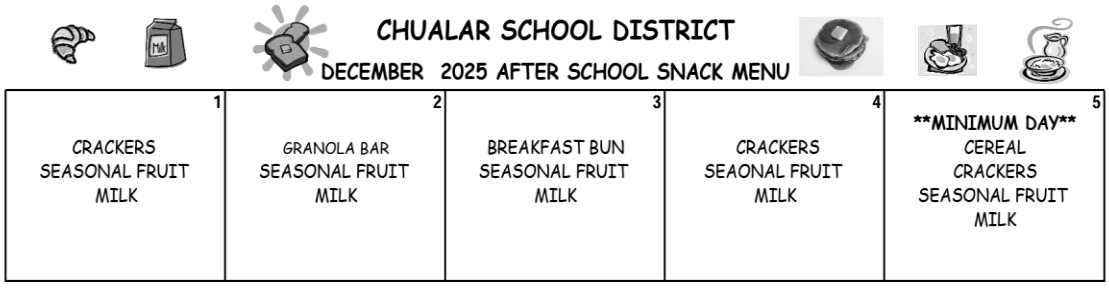
Healthy snacks are provided daily through the **Chualar Union School District Food Services Department** in alignment with California Nutrition Guidelines. Students are encouraged to drink water throughout the program to support hydration and overall wellness.

Daily physical activity is incorporated **through organized recreation, structured games, and supervised outdoor free play** that are developmentally appropriate for all grade levels. These activities support physical fitness, social-emotional development, and positive youth engagement.

The Program Coordinator works in collaboration with the school staff to identify student needs ensure appropriate support and supervision during all physical and wellness activities. **CPR and First Aid training is provided at the district level for all staff**, ensuring a safe and supportive environment for students.

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

Examples of Nutritious Snacks Served in the ASES and ELO-P blended program:



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 Chualar Union School District ASES and ELO-P blended program provides services free of charge to all students, regardless of socioeconomic status or background. The CUSD ASES staff reflect the diversity of the student population, and

many staff members are bilingual, which supports inclusive communication and participation for students and families.

The program promotes cultural awareness and appreciation through enrichment activities and school events that celebrate students' traditions, identities, and backgrounds. Activities may include cultural dances, seasonal cultural celebrations, and school-wide cultural events. Families and students are encouraged to share their traditions, holidays, food, and customs so students can learn from one another in a respectful and welcoming environment, this approach helps students develop respect for diversity and build a strong sense of belonging.

- 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 participate in the Chualar Union School District ASES and ELO-P blended program throughout the school year. Families may complete the registration process at any time. ASES works closely with school site staff and district liaisons to support outreach to families of students who may benefit from the program, including English learners, students with disabilities, and students facing other barriers to participate.

The program operates in a general education setting and is inclusive of students with IEPs. While the ASES staff do not provide specialized instruction, they are informed of student accommodations and collaborate with the school and Special Education Department to ensure appropriate supports are in place. Staff are trained to use inclusive practices and culturally responsive strategies to support all students.

The program also works with school personnel to be aware of student health needs, including food allergies and medical concerns, to ensure students can participate safely. Through collaboration, training, and consistent communication with families and school staff, the program ensures equitable access, participation, and support for all students.

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.

All certificated staff and classified ASES paraprofessionals who directly supervise students meet the minimal instructional aide qualifications required by the Chualar Unions School District. The District's Human Resources Department verifies that all staff possess:

- High school diploma or equivalent

- Valid TB clearance
- Fingerprint background clearance
- **And one of the following:**
    - Associate's degree or higher
    - 48 college semester units
    - Passage of the district-approved paraprofessional proficiency exam

All ASES staff are also required to maintain current First Aid and CPR certification. Program administrators ensure ongoing compliance by monitoring staff training records, clearances and required documentation.

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

Recruitment and hiring for the ASES program are conducted through the Chualar Union School District Human Resources Department. Classified ASES paraprofessionals positions are posted through EdJoin and district communication systems to reach a diverse pool of applicants.

Applications are reviewed to confirm minimum qualifications and relevant experiences. Qualified candidates participate in an interview process conducted by an interview panel. Final selections are made based on experience working with youth, communication skills, and alignment with the goals of the SES program. All hiring recommendations are submitted to the Board of Trustees for approval prior ro employment.

This process ensures all selected classified ASES staff are prepared and qualifies to support students in extended learning environments.

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

The program provides ongoing professional development throughout the school year to ensure high-quality program delivery. Required annual training for all staff including:

- First Aid and CPR (*as needed*)
- School safety procedures
- Mandated reporter training

- Sexual harassment prevention
- Student supervision and behavior support

Ongoing staff development is provided through monthly staff meetings, site-based trainings, and collaboration with district departments. Professional learning topics may include classroom management, instructional strategies, social-emotional learning practices, and recreation supervision. Staff are encouraged to participate in extended learning conferences and workshops as available.

These opportunities ensure staff remain informed, skilled, and aligned with district expectations.

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

The Chualar Union School District ASES and ELO-P blended program partners with approved subcontractors and organizations to enhance academic, arts, and enrichment programming. Current subcontractors include:

- **Artists Ink** – Provides visual and performing arts instruction that supports creativity and student expression. *(Enrichment, Arts, Music)*

- **Piano** - Offers structured music instruction that builds foundational music skills and discipline. (Enrichment, Music)

- **Dance** – Provides traditional Mexican and Polynesian dance instruction that promotes cultural appreciation, physical activity, and teamwork. *(Physical Activity, Enrichment, Cultural Arts)*

- **Greenfield Science Workshop** - Delivers hands-on science and engineering activities that strengthen inquiry-based learning and STEM skills. *(Academic, Enrichment, STEAM)*

All subcontractors staff must complete fingerprint background clearance and maintain current TB clearance through CUSD prior to providing services. Contracts are review and **approved by the Board of Trustees** in accordance with district policy. Subcontractors coordinate with the Program Coordinator and District Administration to ensure safe, aligned, and consistent programming for students.

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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 students, families, and the school community at Chualar Union School District were identified using multiple districtwide data sources, including academic performance data, student demographics, attendance information, teacher and administrator recommendations, and parent input.

Chualar Union School District is a single-site TK-8 Union School District with a total of 235 student.

Academic Performance Data (2024-2025)

English Language Arts (ELA):

- 46.10% Met or Exceeded
- 24.68% Nearly Met
- 29.22% Did Not Meet

Mathematics:

- 29.22% Met or Exceeded
- 33.77% Nearly Met
- 37.01% Did Not Meet

Student Group Data (2025-2026)

- **Homeless Students:** 17% (40 out of 235)
- **Foster Youth:** 0% (0 out of 235)
- **Migrant Education:** 20% (47 out of 235)
- **English Learners:** 67.23% (158 out of 235)

This data demonstrates the need for:

- Academic intervention in ELA and Math
- Daily homework and tutoring support
- Increased attendance and student engagement
- Targeted support for Homeless, Migrant, and English Learner students
- Social-emotional learning and student wellness supports
- Safe and structured after-school supervision
- Ongoing family communication and engagement

Resources available to address these needs include:

- ASES and ELO-P funding
- Certificated teachers and trained ASES paraeducators
- District-approved instructional and SEL materials
- Enrichment partners (Artists Ink, Piano, dance, Greenfield Science Workshop, Sports)
- Chualar Union School District Student Wellness Plan supports

How these needs are addressed:

- Daily academic and homework support
- Social-emotional learning activities
- Enrichment programming (arts, music, dance, science, cultural activities, theater, and physical activity)
- Attendance monitoring and engagement support
- Ongoing family communication and collaboration

- 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.

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The following goals were developed based on the districtwide needs assessment. Progress toward each goal will be monitored using attendance data, participation logs, staff observations, teacher feedback, and parent/student surveys.

Goal 1 – Academic Support (ELA & Math)

Students will receive daily homework assistance to improve progress in English Language Arts and Mathematics.

Data Collection:

Daily attendance, homework competition tracking, teacher feedback, coordinator observations.

Goal 2 – Attendance and Student Engagement

Students will receive targeted support to improve school attendance, reduce chronic absenteeism, and increase engagement in both the regular school day and the CUSD ASES and ELO-P blended program.

Data Collection:

School and CUSD ASES and ELO-P blended program attendance ogs, participation tracking, family communication records.

Goal 3 – Social-Emotional Learning and Wellness

The program will provide social-emotional learning activities that support self-management, positive behavior, and student well-being in alignment with the District Student Wellness Plan.

Data Collection:

Staff observations, behavior tracking, participation logs.

Goal 4 – Enrichment and Physical Activity

Students will participate in enrichment activities such as art, music, dance, cultural programs, science, and structured physical activity to support whole-child development.

Data Collection:

Enrichment attendance logs, activity schedules, student participation records.

Goal 5 – Family Communication and Partnerships

The program will strengthen communication and collaboration with families by providing regular updates, family events, and opportunities for parent feedback.

Data Collection:

Family event attendance, parent surveys, communication logs.

- 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.

The Chualar Union School District ASES and ELO-P blended program is developed and continuously improved through collaboration with key stakeholders, including school administrators, certificated teachers, ASES staff, families, students.

Stakeholder engagement includes:

- Annual program planning meetings
- Ongoing staff meetings and collaboration with school-day teachers
- Parent communication during student pick-up, school events, and conferences
- Informal family feedback and end-of year surveys
- Student participation and informal feedback

This stakeholder collaboration ensures that the program's mission, vision, goals and expected outcomes remain align with the academic, social-emotional, and wellness needs of the Chualar school community.

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.

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The program is designed around a shared vison to strengthen school and community coordination, communication and implementation in order to best meet the needs of students and families. Program planning and implementation are led collaborative by the district administration, the ASES Coordinator, school site administration, and program staff.

District leadership and the ASES Coordinator meet regularly to review program operations, coordinate services, plan enrichment offerings, and ensure alignment with instructional day goals. Ongoing communication occurs throughout the year to support continuous improvement and responsiveness to student needs. Input from families, teachers, and staff is used to update and strengthen the program annually.

- 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 following partners play key roles in supporting the Chualar Union School District ASES and ELO-P blended program:

- **Chualar Union School District Administration and ASES Coordinator.**

  Provide leadership, program oversight, compliance monitoring, staff support, budgeting, training coordination, and overall program implementation.

- **Principal/Superintendent**

  Provides instructional leadership, ensures alignment wit the school day program, supports specific needs, and collaborates with the ASES team for student success.

- **Teachers (Instructional Day Staff)**

  Collaborate with ASES staff to provide academic insight, share student needs, support homework and intervention alignment.

- **ASES Program Staff (Paraeducators and Frontline Staff)**

  Deliver daily academic support, homework assistance, enrichment, supervision, and student mentoring.

- **Parents and Families**

  Provide input through daily communication, meetings, surveys, and family events. Family feedback supports program improvement and student engagement.

- **Service Providers Subcontractors** *(Board Approved, Background and TB Cleared)*
    - **Artists Ink** – Visual and performing arts enrichment *(Enrichment)*
    - **Piano** – Music instruction *(Enrichment)*
    - **Dance** – Cultural dance and physical activity *(Enrichment / Physical Activity)*
    - **Greenfield Science Workshop** – Hands-on science and STEM enrichment *(Academic / Enrichment)*
- **Monterey County Office of Education (MCOE)**

  Provides technical assistance related to grant compliance, professional development, and extended learning program design.

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

To continue expanding enrichment and academic opportunities for students, the Chualar Union School ASES and ELO-P blended program is exploring partnerships with:

- **Hartnell College**

  Support for STEM activities, college and career readiness exposure, student mentorship, and potential field trip or workshop opportunities.

- **Sport Coaching**

  Potential collaboration with sports coaches or programs to expand physical activity options such as soccer, basketball, or general fitness.

- **Yoga / Wellness**

  A partnership focused on mindfulness, movement, stress reduction, and healthy habits to support students' social-emotional well-being.

The ASES coordinator will continue outreach efforts, share program goals with potential partners, invite them to observe programming, and assess alignment with district needs and student interests. These potential partnerships aim to enrich student experiences, support wellness, and strengthen community connections.

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/cqiguidance.asp.

The Chualar Union School District ASES program and ELO-P blended program engages in an ongoing, data-driven Continuous Quality Improvement (CQI) process aligned with the Quality Standards for Expanded Learning in California. The goal of CQI is to assess program quality, identify areas for growth, implement improvements, and strengthen alignment between the instructional day and after-school learning.

CQI Cycle and Timelines

Spring (May-June)

- End-of-Year Surveys are distributed to families, students, and ASES staff to gather input on all 12 Quality standards.

- Programs conduct reflection to identify strengths and areas for improvement.

Summer (June-August)

- District leadership, the ASES Coordinator, review survey data.

- The team identifies 1-2 priority standards for the upcoming school year.
- Program updates and improvement steps are drafted.

Fall (August-September)

- Key findings, quality priorities, and identified needs are shared with staff.
- Training and Professional Development for ASES staff is aligned to the year's CQI focus areas.

Mid-Year-Early (December-January)

- Observations and community feedback are collected.
- Staff and leadership review progress on the year's CQI goals.
- Adjustments are made to address areas needing improvement.

Mid-Year-Late (March-May)

- Mid-year surveys are distributed to families, students, and staff.
- Data is analyzed to determine progress, guide improvements, and prepare for final evaluation steps.

End-of-Year (May-June)

- Final evaluation and documentation of improvements.
- A summary of CQI outcomes is shared with the staff and used to guide the next year's CQI plan.

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Data Sources Used in CQI

The Chualar Union School District ASES and ELO-P blended program evaluates students and program progress using multiple data points, including:

- **CAASPP (SBAC) ELA and Mathematics results** provided by the Testing Coordinator
- **Teacher feedback** on homework completion, classroom behavior, and academic performance
- **Attendance and participation records**
- **Behavior and SEL data** collected through staff observations
- **Family, student, and staff surveys**
- **Activity logs** completed by ASES staff

These data sources help identify student needs, guide academic and enrichment supports, and measure the effectiveness of program strategies.

Roles and Responsibilities in the CQI Process

- **ASES Program Coordinator:** Leads the full CQI cycle, coordinates data collection, trains staff, and ensures that improvements are implemented.
- **Principal/Superintendent:** Provides instructional alignment, and administrative guidance; supports the review of CQI findings.
- **Classroom Teachers:** Share academic progress, homework trends, behavior data, and provide recommendations to improve after-school interventions.

- **Testing Coordinator:** Provides CAASPPSBAC scores, and progress monitoring updates to support accurate analysis and program planning.

- **ASES Frontline Staff:** Implement program adjustments, track attendance and behavior, participate in CQI reflection meetings, and support continuous improvement efforts.

- **Families:** Provide input through surveys, conversations, and events; share concerns and ideas that guide program adjustments.

- **District Administration:** Ensures compliance with state guidelines, reviews CQI plans, and provides support for long-term program development.

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 directly aligned with the vision and mission of the Chualar Union School District ASES and ELO-P blended program to provide a safe, inclusive, and high-quality after-school program that supports students' academic success, social-emotional development, and enrichment opportunities.

Blended Funding:

The ASES program operates using **blended funding through ASES and Expanded Learning Opportunities Program (ELO-P)**. This blended funding allows the program to maintain **high-quality staff**, provide **enrichment opportunities**, and meet the **academic and enrichment needs of students and the community**.

Use of Funds Includes:

- **Staffing:** Funding supports the hiring of the ASES/ELO-P Coordinator and frontline staff to provide daily academic support and enrichment.

- **Supplies and Enrichment:** Funds are used for instructional materials, recreation supplies, and enrichment activities.

- **Accessibility:** All ASES services are provided **free of charge**, ensuring equitable access for all students.

Funding decisions are based on student needs, program priorities, and state requirements.

- 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.

The ASES program operates under a clear supervision and communication structure.

Key Roles and Responsibilities:

- **ASES / ELO-P Coordinator:** The ASES / ELO-P Coordinator is responsible for the overall administration, coordination, and implementation of the After School Education and Safety (ASES) and Expanded Learning Opportunities Program (ELO-P). This role includes supervising program staff, ensuring daily program operations meet state and district requirements, maintaining accurate student enrollment and attendance records, submitting all required state and district requirements, maintaining accurate student enrollment and attendance records, submitting all required state and district reports, coordinating enrichment activities, and monitoring program quality and compliance. The Coordinator works closely with the Principal/Superintendent, classroom teachers, families, and Business Department to support student achievements, to ensure student safety, and align after school programming with the goals of the regular day**.**

- **Frontline Staff (Paraprofessionals):** Provide homework support for students TK-8, supervise meals and recreation, implement enrichment activities, monitor student behavior, and communicate with parents.

- **Principal / Superintendent:** Provides site and district oversight, supports program alignment with school-day instruction, and ensures compliance with district and state requirements.

- **Classroom Teachers:** Provide feedback regarding student academic progress, behavior, and areas of support to ensure alignment between the school-day and after-school program.

- **Business Manager / Business Department:** Oversees budgets, contracts, purchase orders, fiscal compliance, and reporting for the ASES program.

Communication Methods:

- Email, phone calls, in-person meetings, and daily informal communication due to shared site location.

Meeting Structure:

- Daily communication between ASES staff and school administration
- Ongoing communication with families
- Periodic planning meetings as needed

Lines of Supervision:

- Principal / Superintendent → ASES / ELO-P Coordinator
- ASES / ELO-P Coordinator → Frontline Staff
- Business Manager → Fiscal Oversight

- 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 ASES Program Plan is a reviewed throughout the school year.

Feedback is gathered through:

- Parent communication
- Staff meetings
- Classroom teacher input
- Site administration input

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The plan is reviewed annually by the ASES/ELO-P Coordinator and school administration.

Revisions are made as needed to ensure alignment with program goals, student needs, and district priorities.

- Describe the system in place to address the following program administration requirements:
    - Fiscal accounting and reporting requirements.
        - All **financial activities are processed and reported by the Business Manager and Business Department**.
        - The ASES/ELO-P Coordinator works closely with the Business Manager regarding site needs and purchasing.
        - Budget monitoring occurs throughout the year to ensure funds are spent appropriately and in compliance with grant requirements.
        - The ASES/ELO-P Coordinator prepares and submits required attendance data and program reports to the California Department of Education (CDE).
    - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).

    The district provides the required local match through:

        - Facilities use
        - Staff support
        - Administrative support
        - Materials and supplies

- Technology support

These in-kind services help support the daily operation of the ASES program and ensure students have a safe and effective learning environment.

- Attendance tracking, including sign-in and sign-out procedures.
  - Attendance is taken **daily by frontline staff** and entered into **PowerSchool**.
  - Students are organized by grade level during sign-in and snack distribution.
  - Attendance sheets are pre-printed by grade level and alphabetical order.
  - If a student is not listed, the paraprofessional records the student name and follows up with the ASES/ELO-P Coordinator.
  - Attendance is reviewed weekly for accuracy.
  - The ASES/ELO-P Coordinator compiles attendance data for CDE reporting and enters required totals into **ASSIST**.

Sign-Out Procedures:

- Parents/guardians must physically sign out students daily.
- Only authorized adults listed on the emergency card may sign students out.
- Students are NOT allowed to walk home alone under any circumstances.

- Sign-out sheets are stored securely.
- Digital attendance records are maintained in Aeries.

- 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.

Students may only be released early for the following documented reasons:

- Family emergencies
- Medical or dental appointments
- Illness or injury
- Safe transportation needs
- Participation in approved parallel programs

Early release must be:

- Documented on the sign-out sheet
- Signed by an authorized adult listed on the emergency form

Students may arrive late only for **documented medical, dental, or counseling appointments**.

All parents receive early release and late arrival policies during program registration. While flexibility is allowed for valid reasons, students are encouraged to remain in the program until **6:00 PM** to fully benefit from academic, enrichment, and social-emotional learning opportunities.

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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.

Chualar Union School District's After School Education and Safety (ASES) program is sustained through a combination of **State ASES funding and ELO-P funding**. This blend funding model allows the program to maintain qualified staffing, provide consistent academic support, offer enrichment opportunities, and meet the after-school needs of students and families in the community.

The sustainability of the ASES program is review annually as part of the district's program planning and budget review process. Each year, the **ASES/ELO-P coordinator, Principal/Superintendent and Business Manager/Business Department** review funding allocations, staffing needs, student enrollment, and program priorities to ensure continued implementation and compliance with grant requirements.

Community and educational partnerships, including organizations such as **Hartnell College and other enrichment and service providers**, are explored to support program enrichment, instructional support, and student engagement opportunities.

Resources development and fiscal oversight are the responsibility of the **ASES/ELO-P Coordinator** in collaboration with **the Principal/Superintendent and the District Business Manager**. The Business Department processes and reports all financial activity in compliance with state and grant requirements. The ASES/ELO-P Coordinator supports sustainability by monitoring program needs, coordinating services, and ensuring resources are aligned with student and program goals.

This ongoing planning and review process ensures that Chualar Union School District ASES Program remains **financially stable, programmatically strong, and responsive to student and community needs.**