AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

Prepared by:
Salinas City Elementary 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.

After School Program Plan Guide

Include the following information along with your ASES Program Plan:

1. Grant Identification Number: 27-23939-6614-EZ
2. County District School (CDS) Code: 27661420000000
3. Authorized Signatory (Fiscally responsible for the program)
    a. Name and Title: Ron Dillender Associate Superintendent, Educational Services, SCESD
    b. Phone: (831) 784-2208
    c. Email:Rdillender@salinascity.k12.ca.us
4. Director of Extended Learning (Responsible for administering the grant)
    a. Name and Title: Chloe Johnson, Director of Extended Learning, SCESD
    b. Phone: (831)784-2273
    c. Email: Chloe.Johnson@salinascityesd.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
Site Name	**Project Daily Attendance**
1. El Gabilan Elementary	# 84
2. Henry F. Kammann Elementary	# 84
3. Loma Vista Elementary	# 84
4. Los Padres Elementary	# 84
5. Monterey Park Elementary	# 84
6. Natividad Elementary	# 84
7. Roosevelt Elementary	# 84
8. Sherwood Elementary	# 84
9. University Park Elementary	# 84
10. Laurel Wood Elementary	# 84
11. Boronda Meadows	# 84
12. Mission Park	# 84
13. Boronda DIAS	# 84

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
English Language Learners	47.7%
Homeless	42.1%
Foster	0.2%
Socioeconomically Disadvantaged	72.8%
Students with Disabilities	12.3%
Newcome Students (24 months or less)	.02%
Academic Performance 2024-2025 ELA Standard not Met (Level 1)	50.95 %

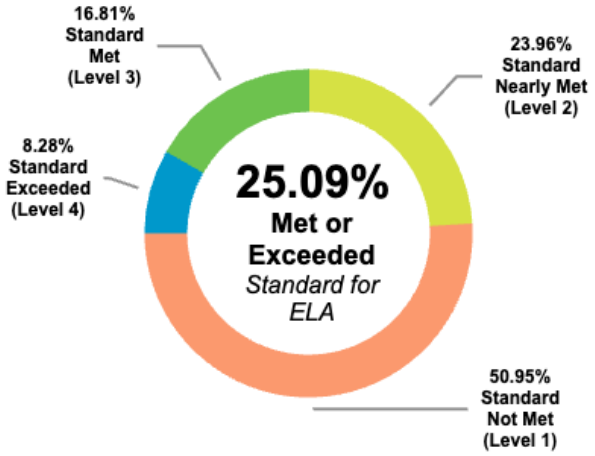
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Target Population	Percentage of School Population
All Students (See Table 1 Below	
Academic Performance 2024-2025 ELA Standard Nearly Met (Level 2) All Students (See Table 1 Below)	23.96%
Academic Performance 2024-25 Math Standard Not Met (Level 1)	51.60%
Academic Performance 2024-25 Math Standard Nearly Met (Level 2) All Students (See Table 1 Below)	26.19%

Table 1: Academic Performance CAASPP 2024-2025

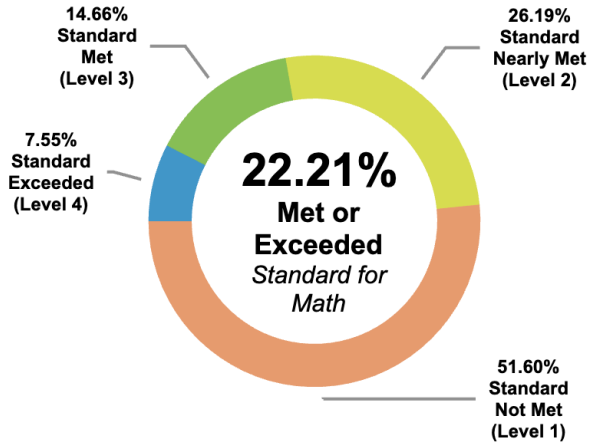
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



After School Education and Safety
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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 SCESD ASES Programs operate on school sites. (See sites listed above)
- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

To ensure that safety procedures are aligned with the instructional day, the ASES after-school program has implemented a comprehensive set of initiatives and measures. These initiatives focus on staff training, regular safety drills, and effective communication, alongside incorporating safety protocols from the school's overall safety plan. Here's how this is being addressed:

1. Annual Safety Training for All Staff

- Every year, all staff members, including ASES staff, undergo safety training as part of the California School Safety Plan. This training covers a wide range of critical safety topics:
    - **Earthquake Preparedness**
    - **Active Shooter Response**
    - **Lock Down Procedures**
    - **Accidents/Medical Emergencies**
    - **Intruder on Campus**
    - **Evacuation Procedures**
    - **Severe Weather Response**
    - **Fire Safety**
- The training also includes important emergency contact information for agencies such as Child Protective Services, the Sheriff's Office, and Maintenance and Operations.

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2. Frontline Staff Training

- ASES frontline staff receive **annual general First Aid** training.
- Staff are required to be **CPR certified**, ensuring that they can respond to medical emergencies effectively.
- At least **two staff members at each site are trained in the use of an EpiPen**, allowing for immediate response to severe allergic reactions.

3. Child Safety and Mandated Reporter Training

- All staff undergo **annual child safety training**, which includes **Mandated Reporter Training** to ensure that staff are equipped to recognize and report signs of abuse or neglect.
- Additional training includes techniques for **classroom management**, **social-emotional learning (SEL)**, and **anti-bullying practices** to foster a safe and supportive environment for students.

4. Ongoing Safety Communication

- In the event of current or urgent safety incidents, the district chain of command is immediately activated. Notifications are sent out to staff, students, and families via phone calls, emails, texts, or site visits.
- **Site Coordinators** meet **quarterly** with the district or virtually to review and discuss safety updates, classroom management strategies, SEL tips, and other safety-related concerns.
- Site coordinators frequently meet with **site administration** to ensure that safety procedures, school policies, and student concerns are being effectively addressed.

5. Collaborating with School Nurse

- Site coordinators and frontline staff meet regularly with the **school nurse** to discuss student health issues, particularly those relevant to the ASES program, ensuring that

health protocols are followed, and any specific student needs are addressed.

6. Safety Equipment and Emergency Protocols

- Every site has **District Emergency handbooks** and **School Site Evacuation maps** to ensure clear guidance in case of emergencies.

- Each frontline staff member has access to an **emergency backpack** containing basic first aid supplies.

- **Site Coordinators** and **Site Assistants** carry backpacks with **student rosters** and **emergency cards** for all students enrolled in the program.

- To ensure communication during emergencies, staff members carry **two-way radios**, and each site has access to a **cell phone**.

7. Coordinating Drills with Daytime Procedures

- Site coordinators work closely with **site administration** to ensure that ASES staff and students participate in safety drills aligned with the daytime school drills. These practices include The Big Five Safety Protocol: Shelter In place, Drop, Cover, and Hold on, Secure Campus, Lockdown/Barricade, and Evacuation.

THE BIG FIVE IMMEDIATE ACTION RESPONSES

THE BIG FIVE ACTION	WHEN	WHAT
SHELTER IN PLACE	Environmental hazards, dangerous air quality due to smoke or other contaminants, fire off-site, dangerous wildlife in the area, or severe weather	Isolate students and staff from the outdoor environment. Go inside. If hazard is airborne, close doors, windows, and air vents. Shut down air conditioning/heating units.
DROP, COVER AND HOLD ON	Earthquake, explosion, or falling debris	Protect students and staff from falling debris, drop to the floor, take cover under heavy furniture and hold on.
SECURE CAMPUS	Potential threat of violence in the surrounding community and/ or police activity off-campus and nearby	Calmly direct all staff/students indoors. Close and lock all classrooms/office doors. Continue instruction as planned. Remain indoors until otherwise directed.
LOCKDOWN/ BARRICADE	Violent intruder on campus	Immediately seek safety indoors. Once inside, lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert. No one is allowed to enter or exit for any reason unless directed by law enforcement.
EVACUATION	Bomb threat, chemical/gas leak, fire inside the building or nearby premises, severe weather alert, after an earthquake or explosion, or when implementing Student Release/Reunification	Use the "Look, Listen, and Leave" protocol. Once it is deemed safe to exit buildings, lead students and school staff from school buildings to a predetermined location.

- Safety logistics are regularly reviewed with ASES staff to ensure smooth coordination during drills and real emergencies.

8. Physical Security Measures

- **Perimeter fencing** secures each site, and **electronic card access** controls entry and exit points, ensuring that only authorized individuals can access the school.

- **Security video monitoring systems** are in place at every site to monitor the campus and deter any potential threats.

9. Social-Emotional Learning (SEL) Activities

- The ASES program also emphasizes the emotional well-being of students by offering **SEL activities** in collaboration with partner agencies like **EDMO**, **ELEVO**, and **SCESD partner agencies**. These programs support students in developing healthy social and emotional skills, creating a safe and supportive environment for them to thrive.

By combining these various safety measures with consistent communication, practice drills, and continuous staff development, the ASES program ensures that safety procedures are robust, aligned with instructional activities, and effective in addressing any emergency situation.

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

The After School Education and Safety (ASES) program is dedicated to creating a nurturing environment that supports the developmental, social-emotional, and physical growth of students. Through a structured approach, the program ensures students are engaged, supported, and provided with opportunities to thrive in both academic and non-academic areas. The program emphasizes building a sense of community, providing proactive support, and fostering positive behaviors, while also offering physical activities that contribute to students' overall well-being.

- **Safe and Supportive Environment:**
    - Staff trained to create a welcoming classroom by establishing routines, agreements, consequences, and daily check-ins.
    - Regular meetings and consistent check-ins to support student well-being.
    - Parents informed of ASES expectations through:
        - Annual Parent Orientation

        - Coordinator check-ins as needed
        - Monthly newsletters
        - Phone calls as needed

- **Positive Behavioral Interventions and Supports (PBIS):**
    - Evidence-based, three-tiered framework to improve student outcomes.
    - **Tier 1:** Proactive practices to prevent unwanted behaviors and support all students.
    - **Tier 2:** Additional support for students at risk of developing behavioral issues.
    - **Tier 3:** Intensive, individualized support for students with serious needs.
    - Goals of PBIS:
        - Reduce existing bullying issues
        - Prevent new bullying problems
        - Improve peer relationships
- **ELEVOEQ "Emotionally Intelligent" Physical Fitness Program:**
    - Incorporated into daily routine at all ASES school sites.
    - Age-appropriate, SEL-infused physical activities based on weekly themes.
    - Focus on developing sports-specific skills and building the five social-emotional competencies from the CASEL framework.
    - Activities modified for all age groups and physical abilities, emphasizing growth mindset.
    - Students engage in structured, inclusive games that promote conflict resolution on the playground.

- Additional physical activities (yoga, martial arts, dance) are offered through partner agencies to promote healthy lifestyles, self-discipline, and coordination.

- **Full Participation Expectation:**
  - Students are expected to participate fully in the program.
  - Habitual absences, late arrivals, or early dismissals may impact participation in core activities.
  - Parents will be contacted if attendance issues arise, and the situation will be reviewed and addressed on a case-by-case basis.

2—Active and Engaged Learning

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

Our program is strategically designed to support daytime academics by integrating research-based practices and aligning with the regular school day to enhance academic achievement and foster positive youth development.

1. Evidence-Based Literacy Support
Academic/Homework time reinforces classroom learning by providing structured opportunities for students to practice reading, writing, and homework completion. This component includes:

- **Independent and Assigned Reading**: Supports classroom reading goals and encourages literacy development through regular practice.

- **Lit League Implementation**: A research-based Scholastic program tailored for after-school and expanded learning time. Lit League builds a socially engaging, literacy-rich environment through read-alouds, group discussions, writing activities, and interactive games. The program is especially effective for English learners and supports social-emotional learning, a key factor in academic success.

2. Targeted Academic Interventions
The program provides small-group instruction and individual support in both English Language Arts (ELA) and Math:

- **Tutoring and Intervention Support**: Delivered in partnership with agencies such as *Jump Into English/Math*, these sessions help reinforce core skills and close achievement gaps.

- **Remedial After-School Courses**: Offered by both individual sites and the District, these courses provide additional support in ELA and Math, aligned with the Local Control and Accountability Plan (LCAP) priorities.

- **Peer Tutoring**: Encouraged at all sites, peer tutoring enhances academic engagement, builds relationships, and supports personal and social development. Research shows that peer-assisted learning strategies improve academic outcomes and foster collaboration skills.

3. Enrichment Activities for Holistic Development

Enrichment time offers students opportunities to explore interests and build essential life skills:

- **STEAM, Visual/Performing Arts, Leadership, and Project-Based Learning**: These activities promote creativity, critical thinking, and self-confidence.

- **Physical and Social-Emotional Learning (SEL)**: Activities like sports and gardening support physical well-being and SEL, contributing to a balanced and developmentally supportive environment.

4. Alignment with Community and LCAP Priorities

Our approach reflects input from community surveys and district goals:

- **Access to Books and Tutoring**: Academic time directly responds to parent and community priorities by increasing access to literacy materials and individualized academic support.

- **Learning for All Students**: By providing differentiated support and enrichment, the program ensures equity and access for diverse learners, including English language learners.

These best practices are grounded in current educational research and are intentionally designed to complement and extend the regular school day, improving academic performance and nurturing well-rounded student development.

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- Describe the planned program activities and how they will:

    a. Provide positive youth development.

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

1. Positive Youth Development
The **SCESD ASES and ELO-P blended program** promotes positive youth development by creating a safe, inclusive environment where students build meaningful relationships with caring adult role models and peers. Program activities are intentionally designed to foster:

- **Self-confidence and Leadership**: Through performing arts, team sports, and peer tutoring, students develop public speaking skills, self-expression, and leadership abilities.

- **Social-Emotional Growth**: SEL curriculum is aligned with the core day program to strengthen communication, emotional regulation, and empathy. Activities build teamwork, friendship, and a sense of belonging.

- **Life Skills and Character Development**: Programs such as ELEVO Sports teach conflict resolution, collaboration, and sportsmanship—key components of well-rounded youth development.

2. Hands-On, Project-Based Learning Leading to Culminating Events or Products
The **SCESD ASES and ELO-P blended program** integrates hands-on, inquiry-based learning across all enrichment areas, resulting in tangible student outcomes:

- **Computer Science & Technology**: Through partnerships with agencies like Hartnell College Foundation and EDMO, students engage in coding, robotics, and game design. These projects culminate in presentations or demonstrations showcasing students' technological creations.

- **Visual and Performing Arts**: Students participate in structured theater and art programs that build toward school-site performances or showcases. These culminating events allow students to demonstrate their creative talents and share their learning with families and the broader community.

- **STEAM Activities**: Provided by partners such as EDMO and ELEVO, students participate in science and engineering projects that promote inquiry and critical thinking. Many of these projects result in group presentations or hands-on models.
- **Lit League**: Students engage in book-related projects including writing, art, and performances that deepen comprehension and reflect personal connections to literature.

- **Physical Education and Sports**: The ELEVOSports program includes structured team rotations and competitive game days, including a Saturday Jamboree, where students demonstrate teamwork and athletic skills, while building school spirit and family engagement.

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

We currently do not have summer supplemental funding.

3—Skill Building

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

How Educational Literacy and Enrichment Activities Contribute to Academic Achievement and Student Success

The SCESD ASES and ELO-P blended program supports student academic achievement and overall success by offering engaging, varied, and academically aligned literacy and enrichment activities that extend and reinforce the regular school day.

All sites provide structured homework support where students work individually or collaboratively, with site leads and staff available to assist and communicate with regular day teachers to address specific needs. This academic time allows for focused practice and reinforcement of classroom learning.

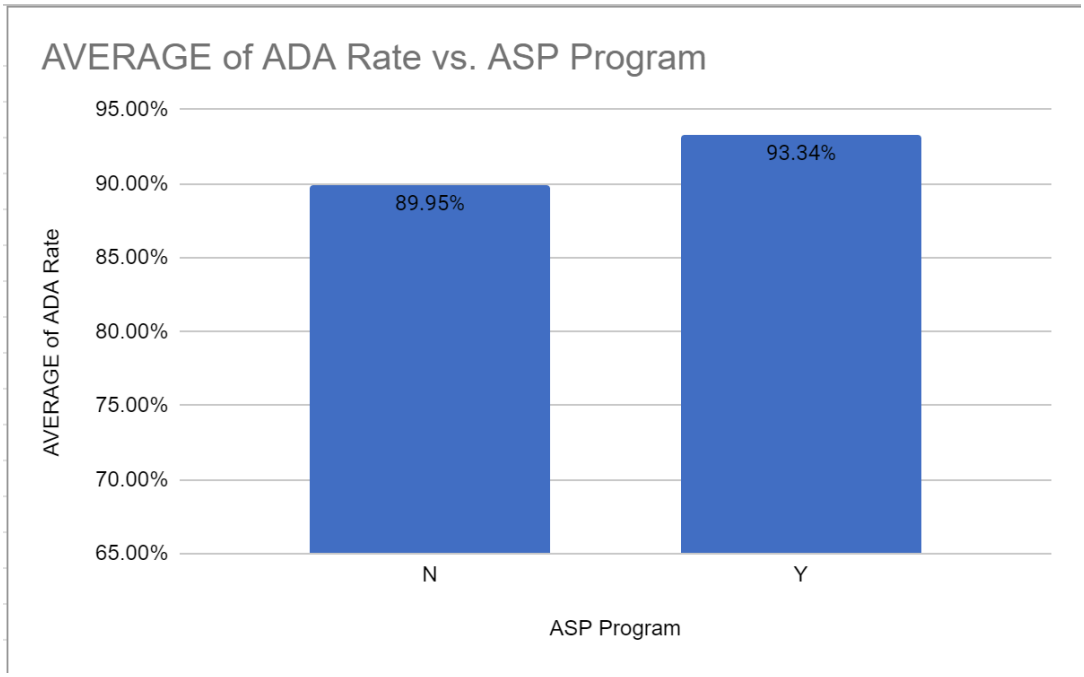
Academic intervention is delivered through targeted, data-driven instruction by credentialed teachers or trained tutors (e.g., through JIM Enterprises), ensuring

students receive personalized support in essential skill areas. Instruction is tailored to student needs based on ongoing assessment data and aligned with core-day goals.

Students may use district-approved adaptive programs that align with classroom instruction; however, the primary focus is on authentic learning opportunities that encourage critical thinking, creativity, and active engagement rather than solely relying on digital tools.

Educational enrichment is delivered through project-based learning (PBL), STEAM activities, theater arts, and technology use. These experiences not only support core academics but also promote future-ready skills such as critical thinking, communication, collaboration, and creativity. Activities like gardening, science exploration, and performing arts help students build self-confidence, life skills, and a deeper connection to learning.

By combining academic support with enrichment, the program enhances student motivation, improves school attendance, and reduces chronic absenteeism—contributing directly to improved academic performance and overall student 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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How Planned Program Activities Are Based on School and Community Needs

The SCESD ASES and ELO-P blended program is designed in direct response to identified school and community needs. Input is gathered regularly from site and district administrators, teachers, support staff, ASES personnel, and families.

Parent engagement plays a vital role in shaping the program. Site leads conduct in-person presentations to gather parent input, while site administrators share relevant feedback from School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. The Extended Learning Department also hosts at least one virtual parent feedback opportunity each year, along with ongoing surveys and informal input.

Each site holds an annual community member meeting as part of the Continuous Quality Improvement (CQI) process to assess program effectiveness and guide improvements. Community feedback is further supported by an end-of-year survey, and all planning aligns with the Salinas City Elementary School District's Local Control and Accountability Plan (LCAP).

Key focus areas identified through this process include:

- Safe, supportive environments
- Leadership development and youth voice
- Enrichment opportunities
- Life skills development
- English Language Development support
- Reading and math intervention

These priorities directly shape both academic and enrichment offerings, ensuring the program meets the evolving needs of students and families.

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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.

How Student Feedback, Assessments, and Instructional Alignment Guide Program Development

The SCESD ASES and ELO-P blended program uses student feedback, academic assessments, and ongoing collaboration with school-day staff to guide the development of training, curricula, and projects that address students' needs and interests.

Students share input through community circles and annual surveys, providing valuable insights into their preferences and experiences. District and site administrators, site coordinators, and teachers track academic progress using state and local assessments, ensuring program alignment with instructional goals.

Site coordinators and frontline staff regularly communicate with classroom teachers to identify student challenges and adjust supports accordingly. This collaboration informs timely modifications to homework support, enrichment activities, and staff training.

Our program also supports new district initiatives such as the "5 by 3 by 5" goal—ensuring students are reading fluently by 3rd grade and achieve math competency by 5th grade, with the aim of redesignating English learners within five years. By aligning with these priorities, the program strengthens integration with the instructional day and helps promote student academic success.

- 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.

Opportunities for Student Voice and Leadership in Program Development

The SCESD ASES and ELO-P blended program actively incorporates student voice into program planning and improvement by offering multiple opportunities for students to share their viewpoints, concerns, and interests.

Through partnerships with service providers such as EDMO and ELEVOEQ, students engage in leadership opportunities embedded within SEL curricula. Daily community circles and reflection activities allow students to evaluate the program, suggest

improvements, and share ideas for new activities that interest them. ELEVO Sport lessons also include structured reflection through growth mindset warm-ups and SEL-based group discussions, encouraging input and peer dialogue.

Students further influence program direction through an annual program survey, which gathers feedback on what is working well, what needs improvement, and what students would like to see added to the program. This feedback directly informs adjustments to curriculum, enrichment offerings, and overall program design.

In addition, student leadership groups during the core instructional day regularly meet and provide input on schoolwide initiatives, including after-school programming. These structures promote student agency, leadership development, and a sense of ownership, ensuring the program remains responsive to student needs and interests.

- 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 in lower grades are encouraged to make choices through community circles, supervisor check-ins, and communication with parents. After participating in whole-group activities, they can select from a variety of high-interest supplemental options such as drawing, reading, crafts, and STEM projects. Student Interest Surveys conducted each spring help guide the development of activities aligned with student interests.

Older students actively develop leadership skills by serving as junior coaches, leading games, supporting social-emotional learning (SEL) activities, and helping peers resolve conflicts. They also act as peer tutors during academic support times. In the spring, students identify real-world problems in their communities and design solutions through service-learning projects. Examples include neighborhood beautification, engaging with retirement communities, and addressing local issues such as seawater intrusion. Some sixth-grade students participate in leadership and activism programs like S.T.E.P.S., and at certain sites, students lead assemblies and other schoolwide programs.

5—Healthy Choices and Behaviors

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

The ASES program supports the District Wellness Plan by promoting healthy practices in nutrition, physical activity, and student well-being. Healthy snacks are provided daily through SCESD Food Services to meet students' nutritional needs. Nutrition education

is integrated into program activities and aligned with school wellness goals. Students engage in daily physical activity through organized outdoor and physical education games. Site Coordinators work with school nurses to identify student health needs, and staff receive appropriate trainings, including district-provided First Aid. The program also reflects the district's recent Blue Zone Project certification, reinforcing a culture of health and well-being across all sites.

- 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.

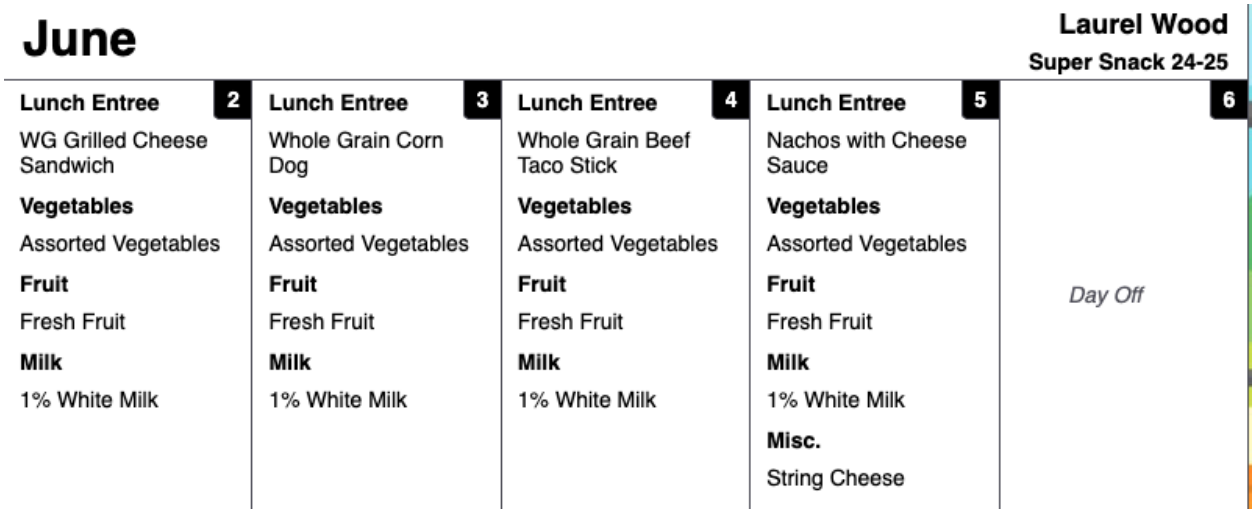
The ASES program promotes healthy nutritional practices by providing daily snacks through the SCESD Food Services Department. All menus are reviewed and approved annually by the State and/or USDA Nutrition Services to ensure compliance with nutritional standards. During celebrations, staff encourage healthy alternatives such as fruit, whole wheat crackers, cheese, and low-fat yogurt, instead of high-calorie, high-fat options.

Students engage in 30 minutes or more of daily physical activity through developmentally appropriate, research-based programming aligned with state physical education standards. The ELEVOEQ and ELEVO Sports curriculum is used to structure physical activities and includes four components: 1) a growth mindset warm-up, 2) an SEL-based group discussion, 3) a physical activity or sport, and 4) a mindfulness exercise. Activities are tailored by age group, with younger students developing motor skills and older students engaging in skill-based games. Additionally, fifth and sixth grade students may join six-week seasonal sports teams—such as flag football, volleyball, soccer, and basketball—with practices twice weekly, Friday games, and a district-wide Saturday Jamboree. These offerings promote physical fitness, teamwork, and social-emotional development.

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

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

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June

Laurel Wood
Super Snack 24-25

2	3	4	5	6
Lunch Entree WG Grilled Cheese Sandwich **Vegetables** Assorted Vegetables **Fruit** Fresh Fruit **Milk** 1% White Milk	**Lunch Entree** Whole Grain Corn Dog **Vegetables** Assorted Vegetables **Fruit** Fresh Fruit **Milk** 1% White Milk	**Lunch Entree** Whole Grain Beef Taco Stick **Vegetables** Assorted Vegetables **Fruit** Fresh Fruit **Milk** 1% White Milk	**Lunch Entree** Nachos with Cheese Sauce **Vegetables** Assorted Vegetables **Fruit** Fresh Fruit **Milk** 1% White Milk **Misc.** String Cheese	*Day Off*

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 fosters an inclusive environment that celebrates and respects the diverse cultural backgrounds of all students. Staff members reflect the diversity of the student population, with many being bilingual and culturally responsive. Program materials and communications are inclusive and appropriately translated to ensure accessibility for all families.

Activities are intentionally designed to recognize and honor the unique identities of students. Through culturally responsive arts, enrichment projects, and community-building activities, students have opportunities to share their traditions, languages, and experiences. The program encourages students and families to contribute their cultural perspectives, fostering a space where diversity is valued and students learn from one another. This approach helps build empathy, respect, and a strong sense of belonging across all program sites.

- 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.

The ASES program is committed to equitable access and supports participation for all students, including those with disabilities, English learners, and others who may face barriers. Priority enrollment is given to students experiencing homelessness, foster youth, English learners, migrant students, and those from low-income households. The

program works closely with district liaisons to connect with and support these students and families.

ASES operates in a general education setting and is inclusive of students with IEPs. While not responsible for delivering specialized instruction, staff are aware of students' accommodations and collaborate closely with the Special Education Department and caseworkers to ensure appropriate supports are in place. The program environment is designed to be accessible and inclusive, which may positively support progress toward IEP goals.

To build staff capacity, ASES works directly with the Special Education Department and invests in ongoing professional development on inclusive practices. Training is delivered through both district-led sessions and paid external experts, helping establish a strong foundation of strategies that support the full participation of all students.

Many ASES sites are staffed with bilingual supervisors, and all staff are trained to support English learners and students from diverse backgrounds. Inclusive and culturally responsive strategies are embedded in daily interactions to ensure all students feel welcomed, understood, and supported.

The program also works with health services to ensure medical needs, allergies, and other concerns do not prevent participation. Through a multi-tiered system of support and PBIS practices, the program fosters conflict resolution, empathy, and a strong sense of belonging for every student.

7—Quality Staff

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

The SCESD Human Resources department oversees recruitment and hiring for all ASES program staff who directly supervise students. Partner agencies working with the program also follow these same hiring guidelines and consult with our Human Resources department as needed to ensure compliance. The minimum qualifications required for instructional aides include:

- Associate's degree or higher
- First Aid and CPR certification
- High School Diploma or G.E.D. plus 48 college units

- High School Diploma or G.E.D. and passing a district-administered proficiency test

In addition to meeting these requirements, candidates are selected for their interests and passions that align with supporting and enriching the student experience. This process ensures a high-quality, qualified staff dedicated to student success.

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

The SCESD Human Resources Department leads the recruitment and hiring process for ASES program staff, ensuring that all candidates meet minimum employment requirements and bring relevant experience, knowledge, and enthusiasm to the role.

Open positions are advertised through multiple channels to reach a diverse and qualified applicant pool, including:

- **EdJoin**
- **Community job fairs**
- **Parent meetings**
- **School district messaging systems**

During the initial screening process, applicants are asked to describe their relevant experience, interests, and knowledge that could enhance the student experience in the ASES program. Candidates who meet the qualifications and demonstrate potential alignment with the program's goals are forwarded to program coordinators for interviews.

In the interview phase, applicants further discuss their strengths, passions, and how they can contribute to creating a positive, enriching environment for students. This multi-step process ensures that selected staff not only meet the technical requirements of the role but are also well-suited to support the academic, social, and emotional growth of students.

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

The ASES program provides ongoing professional development to ensure staff are equipped to deliver high-quality, inclusive programming. Staff participate in at least three

district-provided training days annually, one or more before the school year begins and two during the school year. Topics include First Aid, school safety, youth development, quality standards, SEL, mandated reporting, classroom management, enrichment strategies, specialized programming, and curriculum.

Monthly staff meetings are held to review best practices, provide targeted training, and address challenges or needs identified by staff. These sessions ensure continuous improvement and support across all program sites.

Staff also take part in collaborative trainings with partner agencies such as Elevo and EDMO, and receive specialized training on inclusive practices through partnerships with the Special Education Department and external experts.

To support ongoing professional growth, staff are encouraged to attend regional conferences such as the Region 5 Extended Learning “Rev Up” Conference and the Northern California Expanded Learning Conference, as well as other relevant conferences and training opportunities that align with program goals and staff development needs.

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

The ASES program partners with a range of sub-contractors and district personnel to deliver high-quality academic, enrichment, recreation, and SEL experiences. Two core partners—ELEVO and Edventure More (EDMO)—provide the foundational infrastructure for daily programming, ensuring consistent implementation of ASES-required components across all sites.

- **ELEVO** – Specializes in physical education, SEL, and sports-based recreation. ELEVO also supports other program elements as needed to ensure full and flexible site coverage. *(Recreation, Physical Education, SEL, Enrichment)*

- **Edventure More (EDMO)** – Delivers core STEAM and SEL programming tailored to student interests. EDMO customizes its curriculum to complement offerings from other partners and supports the Hartnell *Invention Convention* curriculum. *(Enrichment, SEL)*

In addition, **SCESD** district staff provide critical academic and instructional support:

- District staff assist with the academic / homework portion of the program at each site.

- For the *Invention Convention* and coding programs provided by **Hartnell College Foundation**, a certificated district staff member serves as the lead facilitator at each site, supporting implementation and coordination. *(Academic, Enrichment)*

Other specialized sub-contractors include:

- **Hartnell College Foundation** – Offers coding, engineering, and computer science programs, and leads the *Invention Convention* curriculum with support from district staff, EDMO, and ELEVO. *(Enrichment)*

- **Jump Into English / Jump Into Math** – Provides focused academic tutoring in English language development and mathematics. *(Academic)*

- **Yogativity** – Offers yoga, martial arts, and visual arts activities to promote physical wellness, mindfulness, and creativity. *(Enrichment, Physical Activity, Healthy Lifestyle)*

- **FORXA Dance / BEATS Music Lab** – Delivers dance and music technology programming, emphasizing movement, rhythm, and cultural expression. *(Enrichment, Physical Education)*

- **Paper Wing Theatre** – Provides theater and performing arts enrichment, fostering creativity, storytelling, and confidence. *(Enrichment)*

- **Hijos Del Sol** – Engages students in culturally rooted visual arts projects, encouraging identity exploration and artistic expression. *(Enrichment)*

These collaborative partnerships ensure students have access to a well-rounded program that supports their academic, social, emotional, and creative development. All partners work together to align services, avoid duplication, and meet the needs of the diverse student population.

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.

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Needs Assessment and Planned Interventions

English Language Arts (ELA) Intervention

- **Data:** 52.96% of students not meeting ELA standards (CAASPP)
- **Resources:** Targeted support through parallel programs, certificated teachers, paraeducators, Scholastic materials, Lit League, Invention Convention
- **Interventions:**
    - Targeted instruction via parallel programs providing support when available
    - Daily homework support by paraeducators and additional staff offering frequent 1:1 and small group assistance
    - Standards-based enrichment through Invention Convention projects
- **Funding:** ASES, ELOP, Title I, LCAP Supplemental/Concentration
- **LCAP Alignment:** Goal 1 — Foster Inclusive Academic Excellence

Mathematics Intervention

- **Data:** 64.46% of students not meeting math standards (CAASPP)
- **Resources:** Certificated teachers, academic tutors, paraeducators, manipulatives, enrichment materials, STEAM programming, Invention Convention
- **Interventions:**
    - Targeted math support through parallel programs providing intervention when available
    - Daily homework support by paraeducators and additional staff delivering frequent 1:1 and small group help
    - Real-world math experiences via STEAM and Invention Convention

programming

- **Funding:** ASES, ELOP, Title I, LCAP Supplemental/Concentration
- **LCAP Alignment:** Goal 1 — Foster Inclusive Academic Excellence

Attendance & Attendance Recovery

- **Data:**
    - Chronic absenteeism at 18.6%, improved by 5.7%
    - School Engagement at 44% (Panorama survey)
- **Resources:** Attendance tracking tools, certificated teachers, paraeducator support
- **Interventions:**
    - Attendance Recovery sessions led by certificated teachers during after school
    - Data monitoring and supportive Extended Learning programming
- **Funding:** ASES, ELOP, LCAP Supplemental
- **LCAP Alignment:** Goal 2 — Safe, Supportive Learning Environments; State Priorities 5 & 6

Social-Emotional Learning (SEL)

- **Data:** Panorama survey results show district-wide:
    - Readiness for Learning: 69%
    - School Belonging: 52%
    - School Engagement: 44%
- **Resources:** Trained staff, enrichment activities (arts, games), community mental health partners, PBIS

- **Interventions:**
    - Daily SEL routines and staff training
    - Calming strategies and reflective practices
    - SEL-infused enrichment (team sports, arts)
    - Referrals for mental health support as needed
- **Funding:** ASES, ELOP, LCAP Supplemental
- **LCAP Alignment:** Goal 2 — Safe, Supportive Learning Environments; State Priorities 5 & 6

Family Engagement & Communication

- **Data:** School Belonging at 52% (Panorama) indicates a need to strengthen family partnerships
- **Resources:** Bilingual staff, newsletters, family events, virtual/in-person orientations
- **Interventions:**
    - Multilingual communications and newsletters
    - Regular family events to boost participation
    - Virtual and in-person program orientations
    - Incorporate family feedback for program improvement
- **Funding:** ASES, ELOP, Title I, LCAP Supplemental
- **LCAP Alignment:** Goal 3 — Strengthen Family Partnerships; State Priority 3

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- 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.

Our program goals are directly informed by the results of our annual needs assessment, which includes student, parent/guardian, and staff input. To measure progress, we will utilize a district-developed observation tool based on the California After School Network's Observation-Based Assessment, supplemented with weekly program meetings where site and district leads capture "wins and concerns," informal family feedback gathered at community events, and student/guardian surveys. These multiple data sources allow us to track progress and make continuous improvements.

Goal 1 – Real-World Problem Solving (Quality Standard 3)
All students in the ASES program will have the opportunity to design and present a project that addresses or solves a real-world problem. Students will showcase their work in our annual STEAM Showcase.

- *Data Collection:* Site coordinator observation captured at meetings, student participation logs, and STEAM Showcase attendance.

Goal 2 – Academic Support (Quality Standard 4)
To support students academically, all students will participate in 30–45 minutes of academic/homework time daily, with the option to enroll in *Jump into English* or *Jump into Math* for a minimum of 60 minutes each week.

- *Data Collection:* Site coordinator observation, attendance/program usage reports, and observation tool documentation.

Goal 3 – Social-Emotional Learning (Quality Standards 1 & 6)
The program will provide social-emotional learning (SEL) through Edmo and/or ELEVO four times per week to support student growth in self-awareness, self-management, and relationship skills.

- *Data Collection:* Site coordinator observation, curriculum implementation logs, and observation tool documentation.

Goal 4 – Enrichment and Physical Activity (Quality Standards 4 & 5)
Students will participate in enrichment activities across multiple modalities, including dance, theater, music, art, and structured sports/physical education, for at least 30 minutes daily, five days per week.

- *Data Collection:* Site coordinator observation, daily activity schedules, and observation tool documentation.

Goal 5 – STEAM Enrichment (Quality Standards 2 & 3)
All students will receive instruction in computer coding and science through EDMO's STEAM-based program or on-site self-developed programming.

- *Data Collection:* Site coordinator observation, program planning guides, and observation tool documentation.

- 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.

Stakeholder Engagement in Program Development

Our program is designed collaboratively with input from all stakeholders to ensure that the mission, vision, goals, and expected outcomes reflect the needs of our community. We engage stakeholders in multiple, ongoing ways throughout the year.

We host an **annual community feedback meeting**, where families, site staff, certificated teachers, principals, and community partners are invited to review program outcomes, share perspectives, and provide input on future program needs. In addition, we distribute **annual surveys** to families, students, and staff to gather broad input on program effectiveness and areas for improvement.

Feedback is also collected continuously through **informal conversations** with parents at pick-up and during events, **regular staff trainings and meetings**, and **ongoing collaboration with site coordinators and instructional day staff**. This information is carefully reviewed by site coordinators, select frontline staff, certificated teachers, and partner agencies to shape the annual program plan and drive continuous improvement.

To further ensure shared ownership of the program:

- **Annual Parent Orientation** provides all ASES families with important information while offering opportunities to ask questions and raise concerns.

- **Annual Community Meetings** with principals, district coordinators, partner

agency staff, and parents allow site-specific needs to be addressed in partnership.

- **End-of-Year Surveys** for staff, families, and students ensure broad representation in shaping future programming.

Through these processes, all stakeholders have meaningful opportunities to inform and strengthen the ASES program, ensuring it continues to meet the evolving needs of the 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.

The district partners with **ELEVOEQ** and **EDMO** to co-design and continuously improve our after school program. Collaboration takes place through weekly planning meetings, dialogue walks at program sites, and our **Extended Learning Bulletin**, which is shared weekly with Site Administration and all After School Staff. These touchpoints allow us to gather feedback and make timely adjustments to better serve students' needs.

In addition, the district engages with a variety of **enrichment vendors** who provide specialized opportunities for students. These partners meet regularly with the Expanded Learning Team to ensure smooth coordination and alignment with program goals.

Parents and guardians are key collaborative partners in this process. Their feedback is collected through parent surveys, information meetings, and community events, where staff have opportunities to listen and respond directly to family voices. This input is vital in shaping program priorities and adjustments.

The **ASES program plan** is shared broadly with site coordinators, principals, support staff (including frontline staff and teachers), and families. It is also posted on the district's Extended Learning website for public access. The plan is formally reviewed and updated on an **annual basis** by a committee that includes parents, administrators, staff, and program coordinators, ensuring that it remains responsive to the evolving needs of our school community.

- 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.).

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The ASES Program relies on a strong network of partners who provide leadership, expertise, and resources to ensure high-quality programming. Key collaborators include:

- **Extended Learning Director and/or Designee**
  Provides leadership, guidance, and training to site coordinators and staff, ensuring alignment between the instructional day and after-school programming and supporting site-specific needs and vision.

- **Service Providers (ELEVO and EDMO)**
  Provide curriculum and enrichment that engage students in STEAM, SEL, and physical education, offering hands-on activities aligned with LCAP priorities and community needs.

- **Hartnell College**
  Supports college and career readiness pathways, program planning, intersessions, and STEAM initiatives such as robotics, coding, and the California Invention Convention, including field trip collaborations that expose students to higher education experiences.

- **Emergent Bilingual and Special Education Programs**

    - The **Emergent Bilingual Program** offers tutoring and academic support for language-learning students, expanding learning opportunities within the after-school structure.

    - The **Special Education Department** provides trainings and guidance to support inclusiveness, helping staff create an environment where all students are encouraged and supported to engage in extended learning opportunities.

- **Parents, Families, and School Staff**

    - **Parent Advisory Committees (such as ELAC)** and daily family interactions provide feedback and guidance to ensure programs meet student and community needs.

    - **School staff** collaborate through regular meetings with ASES coordinators, helping integrate after-school programming into the school's instructional goals and priorities.

- **Region 5 Leadership Team**
  Offers **technical assistance and networking opportunities** to support continuous improvement, compliance, and program quality.

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

The ASES program continues to seek partnerships that expand enrichment opportunities, strengthen student character, and connect after-school learning to district goals. This year, we have partnered with the Scouts to pilot a “Character Counts” club, which provides students with leadership and character development experiences in a fun, accessible format.

We are also exploring expanded partnerships with:

- **Local Community Organizations** to provide cultural arts, health, and wellness programming that reflect the interests of our students and families.
- **Higher Education Institutions (Hartnell College and beyond)** to further develop STEM, college and career readiness, and mentorship opportunities.
- **Service Providers and Nonprofits** with expertise in SEL, project-based learning, and youth leadership to support district priorities around student voice and active learning.
- **Parent Advisory Committees and Family Leaders** to co-create opportunities that directly respond to community needs and strengthen family engagement.

To bring these partners into the work, the Extended Learning Team actively shares program goals at community events, invites potential partners to observe programs in action, and engages in ongoing conversations with families and school staff to identify areas where new collaborations can enhance student opportunities. These efforts ensure that future partnerships are aligned with district initiatives, responsive to community feedback, and sustainable within the after-school structure.

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.

CQI Cycle and Timelines

- **Spring (May–June):** End-of-Year Surveys are distributed to families, students, and staff to gather input on all 12 Quality Standards. Programs conduct reflection and scoring sessions, reviewing successes and identifying areas for growth.

- **Summer (June–August):** District leadership, site coordinators, and partner agencies review data and identify 1–2 priority standards for the upcoming school year.
- **Fall (August–September):** An update is presented to the Board of Education highlighting CQI focus areas, key findings from data, and alignment with district initiatives. Training and professional development are aligned with the year's focus standards.

- **Mid-Year – Early (December–January):** Site visits, observations, and community member reflections are captured to review progress on the focus standards. This is a reflection point to identify successes and needed adjustments.

- **Mid-Year – Late (March–May):** Surveys are distributed to collect mid-year feedback from families, students, and staff. Data is compiled and analyzed to wrap up the mid-year cycle, inform improvements, and prepare for the end-of-year evaluation. Adjustments are documented in planning notes, and findings guide discussions in meetings and professional development sessions.

- **End-of-Year (May–June):** The cycle concludes with reflection, final evaluation, and documentation of improvements. Results are shared with community members and prepared for the a Board update to guide the following year's CQI Plan.

11—Program Management

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

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Program funding is directly aligned with the vision and mission of the ASES program, which is to provide an inclusive, comprehensive, and high-quality after-school experience that supports academic growth, student leadership, and enrichment opportunities.

- Staffing: Funding is primarily used to ensure each site has qualified staff, including AAI coordinators, paraprofessionals, and tutors, to provide individualized support and facilitate high-quality instruction aligned with program goals.

- Supplies and Enrichment: Remaining funds support the purchase of materials, resources, and enrichment programs that engage students in STEAM, SEL, and leadership activities, reflecting feedback from families and LCAP priorities.

- Supplemental Funding: The district provides additional support through Title I–III and Supplemental Concentration funds, which help cover program materials, enrichment opportunities, site coordination, and professional development. ELOP funds are also used to expand enrichment opportunities, provide materials, and respond to community feedback.

- Accessibility: All programs are offered free of charge, ensuring equitable access for all students regardless of economic background.

By strategically allocating funding to staffing, materials, and enrichment aligned with district priorities and community input, the program ensures that resources directly support student learning, engagement, and growth, fulfilling the program's vision and mission at each site.

- 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.

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Beginning in the 2026–2027 school year, ASES funding has expanded to include Mission Park Elementary and Boronda DIAS, resulting in a total of 13 ASES school sites operating under this plan.

Program Organizational Structure

Role	Responsibilities	Supervision / Reporting	Communication Methods
Expanded Learning District Program Director	Oversees all district programs (budgets, attendance, staffing, trainings, communication, program quality). Meets regularly with principals and site coordinators; holds an annual parent meeting.	Executive Director / Extended Learning Leadership	Email, phone, in-person meetings
Program Coordinator	Meets with site coordinators to plan programs, provide updates, conduct classroom walk-throughs, assist with classroom management and policy adherence.	District Program Director	Email, phone, meetings
Expanded Learning Program Administrative Assistant	Manages district-wide budgets, contracts, purchase orders, and supply orders for all program sites.	Program Coordinator / District Program Director	Email, phone, meetings
AAI / Administrative Assistant I	Supports attendance tracking, supply requests, advertisements, and direct parent communication at sites; works at district office on supply and attendance auditing; provides direct student support, family	Program Coordinator	Email, phone, in-person meetings

	outreach, and staff assistance.		
Site Coordinator (ELEVO & EDMO)	Oversees daily operations, coordinates schedules and student behavior, plans site enrichment activities, ensures alignment with program goals.	Regional Manager → District Coordinator	Email, phone, in-person meetings
Site Assistant (ELEVO & EDMO)	Supports daily operations with attendance monitoring, student sign-outs, and health needs; assists staff and coordinates with site coordinator.	Regional Manager → District Coordinator	Email, phone, in-person meetings
Frontline Staff (Paraeducators)	Homework support for K–6, oversee enrichment and recreation activities, supervise meals and free play, implement activity plans, provide feedback, communicate with parents.	Site Coordinator / AAI / Administrative Assistant	Email, phone, two-way radio, face-to-face
Food Service Clerk	Serve meals and snacks, ensure food quality standards.	Site Coordinator / Site Assistant	Email, phone, in-person
School Nurse	Provide annual district trainings to staff; site-specific trainings as needed.	Program Coordinator / District Program Director	Email, in-person meetings

Lines of Supervision & Communication Flow:

- **Frontline Staff → Site Coordinator / AAI / Administrative Assistant**

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- **Site Coordinator / Site Assistant → Regional Manager → District Program Director**

- **Program Coordinator / District Program Director → Executive Director / Extended Learning Leadership**

Meetings & Check-ins:

- Daily check-ins at sites between Site Coordinators, Site Assistants, AAIs/Administrative Assistants, and Frontline Staff.

- Weekly meetings between Site Coordinators and District Coordinators.

- Ongoing communication with families via email, phone, or face-to-face.

- Periodic planning meetings and professional development opportunities to review program goals, student outcomes, and enrichment activities.

Funding Alignment:

    - Staffing and operational costs are supported through **blended funding** (ASES, ELO-P, and Supplemental/Concentration funds), which allows the program to maintain high-quality staff, provide enrichment opportunities, and meet the community's after-school needs.

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

The district ASES program plan is a living document, made available to site coordinators, principals, support staff (including frontline staff and teachers), and parents, and posted on the district's Extended Learning website for public access.

The plan is continuously updated throughout the year based on ongoing feedback from families, community partners, site staff, and enrichment providers. Feedback is gathered through parent surveys, Family Leadership Conferences, site visits, School Site Council meetings, and partner planning sessions. These insights are used to make timely adjustments to the program as needed, ensuring it remains responsive to student and community needs.

While ongoing updates are made regularly, the program plan is formally reviewed and updated every three years to ensure alignment with district goals, quality standards, and

community priorities. Annual reflections and updates prepare the plan for the following school year, and revisions are reviewed by district leadership, site coordinators, and the Board of Trustees. This approach ensures the ASES program remains flexible, data-informed, and continuously improving.

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

Fiscal Accounting and Reporting Requirements

The SCESD Business Department oversees and manages the operating budgets for all ASES programs. The district ASES Program Coordinator meets regularly with each Site Coordinator to review site budgets, track expenditures, and ensure proper allocation of funds. Budget compliance is monitored monthly to guarantee that all funds are spent appropriately and in a timely manner, in alignment with program goals and funding guidelines.

The Business Department prepares all required financial reports, while the Program Coordinator ensures that attendance data and the Annual Outcome-Based Data Report are accurately compiled and submitted to the California Department of Education (CDE) according to deadlines.

This system ensures transparency, accountability, and compliance with all fiscal requirements, while maintaining alignment between funding and the program's vision, mission, and goals.

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

Obtaining Local Match (Cash or In-Kind Services)

The Salinas City Elementary School District provides a local match that exceeds the required one-third of the state ASES grant. For the current year, the state grant amount is $1,983,957.69 which requires a minimum local match of $ 661,319.23. The district contributes $880,017 through a combination of cash and in-kind services, demonstrating a strong commitment to supporting high-quality after-school programming.

Table 4: Local Contribution Toward Required Match

Source	Category	In-Kind / Cash Amount
Facilities Use	Facilities	$115,000
Program Coordinator	Staff	$125,198
Copiers, Toner, etc.	Materials	$17,500
Certificated Teachers	Staff	$278,501
Site Administrators	Administration	$128,000
Technology Department Coordinator & Tech Services	Staff / Services	$215,818
Total Local Contribution		**$880,017**

These contributions include staffing, facilities, materials, and administrative support, ensuring the program has the resources necessary to provide a comprehensive, high-quality extended learning experience for students while maintaining compliance with Education Code Section 8483.7(a)(7).

The district's local match contributions directly support the vision, mission, and goals of the ASES program. Funding allocated to staff positions, including Program Coordinators, certificated teachers, and site administrators, ensures high-quality instruction, supervision, and alignment with the school-day curriculum. In-kind contributions such as facilities use, technology services, and materials provide the physical space, tools, and resources necessary for a safe, engaging, and enriching learning environment. Collectively, these investments allow the program to offer comprehensive academic support, enrichment activities, and social-emotional learning opportunities that meet the diverse needs of students across all sites, while maintaining

compliance with state grant requirements.

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

Attendance Tracking, Including Sign-In and Sign-Out Procedures

Attendance for the ASES program is taken at the beginning of each session by frontline staff and entered into the district's Student Information System (Aeries). The Program Coordinator monitors attendance data to ensure accuracy and to compile reports for the California Department of Education (CDE).

Sign-in and Sign-out Procedures:

- Parents or guardians sign out students daily using site-specific sign-out sheets, which remain at the site only while the program is in session.
- Students permitted to walk home must have a signed permission slip on file with the Site Coordinator.
- After the program, all attendance rosters and sign-out sheets are collected and stored at the district office, with digital records maintained in Aeries for five years.

Oversight and Review:

- Attendance is managed at the site level by frontline staff and Site Coordinators.
- The Program Coordinator reviews attendance monthly at the district level to monitor patterns, identify trends, and ensure compliance with state requirements.
- Adjustments to attendance procedures are made as needed to support student safety, program accountability, and data accuracy.

This system ensures that student attendance is accurately tracked, securely stored, and reported, while maintaining safety protocols and compliance with CDE 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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Students may be released early from the ASES program prior to the scheduled end time (6:00 pm) for the following reasons:

- Family emergencies
- Medical appointments or illness
- Safety concerns or lack of transportation
- Participation in other enrichment programs

When a student leaves the program early, the reason must be documented on the sign-out sheet, either by circling a provided option or writing it in. Only individuals who are 18 years or older and listed on the student's emergency card are authorized to sign the child out.

Students may arrive late if they have documented dental, medical, or counseling appointments. Students may walk home only if a parent or guardian has provided a written release giving permission for their child to do so.

While the program accommodates early departures and late arrivals to meet family needs, students are encouraged to stay until 6:00 pm to fully benefit from the academic, enrichment, and social-emotional learning opportunities offered by the ASES program.

This policy ensures student safety, accountability, and flexibility, while promoting full participation in program activities.

12—Sustainability

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

The ASES program leverages a combination of **state, local, and supplemental funding** to support high-quality extended learning opportunities. Funding sources include:

- **State ASES grant**
- **Local district contributions**, including staff, facilities, and in-kind resources
- **Title I–III and Supplemental Concentration funds**

- **ELO-P funding**, which supports enrichment programs, materials, and staff professional development

- **Community partners** who provide in-kind services, curriculum, and enrichment opportunities (e.g., ELEVO, EDMO, Scouts' Character Counts Club, Hartnell College)

The program maintains **strong collaborative partnerships** with both educational and community organizations to enhance program offerings, increase student engagement, and ensure alignment with district goals.

Sustainability Plan

- The sustainability plan is **reviewed annually** to evaluate funding allocations, assess ongoing partnerships, and identify new opportunities to support program growth and continuity.

- Feedback from **staff, community partners, families, and district leadership** is incorporated into the plan to ensure resources are effectively prioritized.

- **Resource development** is led by the **Expanded Learning District Program Director**, with support from the Program Coordinator and Administrative Assistant. They are responsible for monitoring funding sources, identifying new grants or partnerships, and ensuring long-term program viability.

This approach ensures that the ASES program remains **financially sustainable, strategically aligned with district priorities, and responsive to community needs**.