

AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN



Paramount Unified School District
Educational Services Division
Expanded Learning Office

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(562) 602-6000

This Program Plan Guide is required by the 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.

Board Approved – October 8, 2025

AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN

Include the following information along with your ASES Program Plan:

Grant Identification Number: 19-23939-6487-EZ
County District School (CDS) Code: 19-64873-0000000

Authorized Signatory (fiscally responsible for the program)

Joshua Lightle, Superintendent
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Names of After School Program Sites

Site Name	Projected Daily Attendance
1. Abraham Lincoln Elementary	86.39
2. Captain Raymond Collins Elementary	86.39
3. Harry Wirtz Elementary	86.38
4. Hollydale School	112.93
5. Howard Tanner Elementary	86.39
6. Jefferson Elementary	86.39
7. Leona Jackson Middle	76.88
8. Los Cerritos Elementary	86.38
9. Major Lynn Mokler Elementary	86.38
10. Mark Keppel Elementary	86.39
11. Theodore Roosevelt Elementary	86.38
12. Wesley Gaines Elementary	86.39
13. Paramount Park Middle	45.67
14. Alondra Middle	56.26
15. Frank J. Zamboni Middle	50.02

Target Populations

Site Name	Target Populations			
	Homeless Youth %	Foster Youth %	English Learners %	Low Income %
1. Abraham Lincoln	2.6%	0.2%	25.3%	94.6%
2. Captain Raymond Collins	4.8%	0.8%	13.2%	94.3%
3. Harry Wirtz Elementary	0.7%	0.5%	26.6%	96.4%
4. Hollydale	4.0%	0.8%	16.1%	92.3%
5. Howard Tanner	3.5%	0.7%	32.5%	97.0%
6. Jefferson Elementary	3.4%	0.8%	19.1%	93.0%
7. Leona Jackson	3.9%	0.6%	14.1%	97.1%
8. Los Cerritos	1.5%	0.6%	31.7%	97.9%
9. Major Lynn Mokler	5.5%	0.8%	29.2%	96.3%
10. Mark Keppel	1.9%	0.2%	28.6%	95.5%
11. Theodore Roosevelt	1.0%	0.2%	27.9%	95.5%
12. Wesley Gaines	1.8%	0.0%	33.2%	97.1%
13. Paramount Park Middle	1.1%	0.5%	17.1%	96.2%
14. Alondra Middle	4.2%	0.3%	25.3%	94.6%
15. Frank J. Zamboni Middle	2.8%	0.3%	22.3%	97.1%

AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN

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

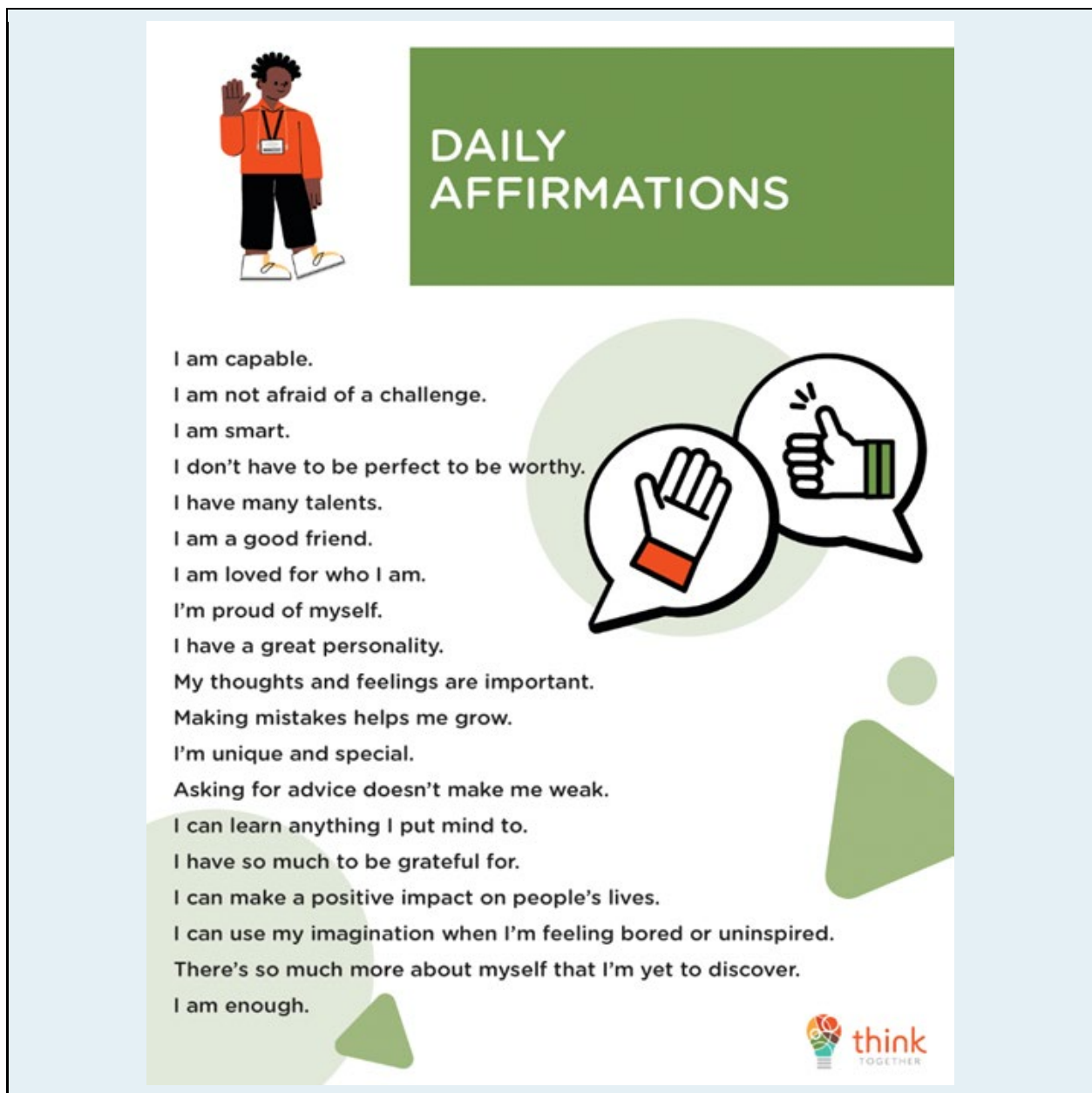
The Paramount Unified School District (PUSD) partners with the community-based organization, Think Together, to implement high-quality, student-centered before school, after school, and non-instructional day programs that comply with all state and/or federal grant funding requirements as part of our braided ASES and ELO programs. The before school programs operate before the start of the school day daily, on the campus of each funded elementary or middle school site. After school programs operate from the end of the school day until 6:00 p.m. daily, on the campus of each funded school site. Non-instructional day programs are hosted at selected sites for our 15 expanded learning schools.

Fundamental elements to our before school, after school, and non-instructional day program safety protocols include: meeting or bettering the State minimum requirement of 1:20 (1st-8th grade with 1st-6th grade priority) and 1:10 (TK/K) staff-to-student ratios; comprehensive and ongoing staff safety trainings; daily attendance tracking; mandatory line-of-sight policies; training for staff in routines and procedures, periodic program-wide safety drills; clear reporting guidelines and procedures; and regular stakeholder meetings to ensure that district and school site personnel, all after school staff, parents as well as students share a common understanding pertaining to safety expectations.

Our program provides a safe and supportive environment for students by incorporating a focus on connection, well-being, and equity, within a program that builds SEL competencies for students. In our core program, students are taught skills on how to set goals, reflect, and provide feedback using a Social-Emotional Learning Toolkit and daily practices that include mindfulness and opportunities for connection and goal setting. Staff is trained to respond to student behavior in a way that maintains the dignity of students and builds positive and proactive momentum. Foundational in the program is space and time for our staff and students to build relationships of trust.

Although a large portion of PUSD's expanded learning activities are held on district campuses, field trips and other off-site programs may be offered to students during the school year, summer, and intersessions. In such instances, transportation to and from off-site locations will be provided as a part of the PUSD's Expanded Learning Program.

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The poster is titled "DAILY AFFIRMATIONS" in white text on a green rectangular background. To the left of the title is an illustration of a young Black boy with short hair, wearing an orange hoodie, black pants, and white sneakers, waving his right hand. Below the title, a list of affirmations is written in black text. To the right of the affirmations are two speech bubbles: one containing a hand with an open palm and a red cuff, and the other containing a thumbs-up gesture with a green cuff. At the bottom right of the poster is a logo for "think TOGETHER" featuring a stylized lightbulb with colorful segments.

DAILY AFFIRMATIONS

I am capable.
I am not afraid of a challenge.
I am smart.
I don't have to be perfect to be worthy.
I have many talents.
I am a good friend.
I am loved for who I am.
I'm proud of myself.
I have a great personality.
My thoughts and feelings are important.
Making mistakes helps me grow.
I'm unique and special.
Asking for advice doesn't make me weak.
I can learn anything I put mind to.
I have so much to be grateful for.
I can make a positive impact on people's lives.
I can use my imagination when I'm feeling bored or uninspired.
There's so much more about myself that I'm yet to discover.
I am enough.



2—Active and Engaged Learning

ASES staff are trained in lesson facilitation practices that reflect the Learning in Afterschool (LIAS) principles, and lessons are developed using a project-driven framework that prioritizes students working in cooperative groups to achieve goals. All units include a project-based framework that focuses on how students will showcase learning with their community.

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LIAS PRINCIPLE	HOW WE APPLY IT
ACTIVE	• Make sure students are always doing • “Show, don’t tell” • Have students move frequently • Use centers, stations, and rotations
COLLABORATIVE	• Provide multiple opportunities for students to work in cooperative groups and use different groups to prevent cliques. • Use clear roles and rotations to share responsibility.
MEANINGFUL	• Activities affirm the culture, interests, and experiences of students. • Activities and lessons build high value skills ▷ Problem-solving, critical thinking, reading, writing, speaking, and listening. Skills for college and career, and SEL. • We use current events as teachable moments • We give students choices (always good choices—e.g., “you can write an essay, compose a song, or create a comic book”)
SUPPORTS MASTERY	• Work is aligned to standards for student grade levels. • Students are building skills for college and career success. ▷ Students reflect on their own progress, regularly. • Students create and work on projects that they will present and exhibit.
EXPANDS HORIZONS	• Students learn about role models and innovators. • Students are learning about a range of career opportunities that they may not have been exposed to. • Students are envisioning a future and practicing for a future where they are decision-makers, change agents, and successful.

In our lowest grades (TK-2), we leverage daily center-based enrichments for both enrichment and reinforcement of academic skills. Lower elementary lessons include a circle-center-circle format that allows students to engage in both shared learning experiences, student-driven hands-on explorations and a debrief in circle time.

We provide programs that include daily active, engaged, meaningful learning experiences. Each engagement cycle allows students to prepare and present work to their community in a signature event or exhibition. Because of this, students are always building and applying skills in public speaking, presentation, and collaborative group structures. Enrichment units provide both STEAM and VAPA hands-on activities and allow students to create demonstrations of their learning and expression of ideas. Our curriculum provides spaces for students to make connections to their own communities, explore a range of career pathways, brainstorm problems to solutions, and set college and career goals.

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Additionally, field trips and other on- and off-site activities/programs may be offered to students during the school year, summer, and other non-instructional days to enhance learning.

3—Skill Building

Our program is focused on building student skills and competencies across all elements of the program.

A 3-Step Lesson Structure drives all skill-building experiences, and students have opportunities to build a range of skills that will complement and enhance their ability to succeed in and beyond the school day. Learning is applied across elements to fully engage and support students. We focus on literacy development, math, student skills during Academic Achievement, and interdisciplinary skills in daily STEAM and Arts Enrichment units.

(Graphic on next page)

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ACADEMIC ACHIEVEMENT

Academic Achievement is a one-hour-long space for students to work and improve their academics. They will engage in collaborative activities along with independent work in order to complete assignments and push their learning.

What happens during Achievement Hour?

✚ Smart Start

Every Academic Achievement hour will begin with Smart Start. Here, students will work in small groups to complete short collaborative ELA or Math tasks to set the stage for the rest of the session.

✚ Learning Stations

After Smart Start, student will break into three workstations:

- Focus
 - Students who are struggling academically will spend their time here. They will work independently, supported by the Program Leader, on completing work or assignments that will bump up their grade.
 - Students who want to work on their homework independently can also spend their time here.
- Group
 - Students can work in partners or small groups on their homework. They must maintain an appropriate voice level and support each other on completing their work.
- Choice
 - Students who are done with their homework or have no missing assignments and have passing grades will be here.
 - Here students will work on extension activities tied to their enrichment units.

✚ Grade Checks (required MS and beyond)

Program leaders will run bi-weekly grade checks and will record grades on the progress tracker. Students with failing grades will stay in Focus station until the next grade check period.

✚ Debrief

At the end of Achievement Hour there must be space to close and debrief. Allow students to reflect on their current progress towards their goals or use an activity from the SEL toolkit to help students ground themselves and get ready to transition into the next portion of program.

NOTE: If your district mandates students to complete a certain number of hours on digital assessment platforms make this part of Achievement Hour.



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Educational Literacy

ELA activities provide time and space for students to develop a love of reading and writing, build foundational skills, and use reading to unlock learning. The Think Together Program Development Team, composed of credentialed educators, creates academic achievement units and lesson plans for delivery by trained program staff. Literacy development happens during the Academic Achievement element of our program, which is 55 minutes or more of time dedicated to building student learning skills. A regular “Smart Start” routine kicks off Academic Achievement hour and features time and space to build vocabulary, write, and read to learn. Writing and reading are additionally leveraged across program elements to allow for reflection, engagement, and expression.

Early grade ELA activities (TK-2) include daily practice with phonemic awareness, phonics, and sight words alongside read-aloud content that expands student horizons. As students enter grade 3 the focus expands to include academic language and reading to learn, and an inspired offering of informational texts and close reading support. In later elementary grades and middle school, students will start to use writing to express their ideas, understanding, and communicate their own personal narrative. Lessons include clear procedures for student engagement throughout.

Our program design reflects the Institute of Education Sciences (IES) recommendations for foundational skills instruction:

- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge
- Develop awareness of the segments of sounds in speech and how they link to letters
- Teach students to decode words, analyze word parts, and write and recognize words
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

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**THINK TOGETHER
READ-ALOUD**

Reading to our children is an opportunity to model reading with expression and fluency, expose students to vocabulary and explore powerful or fun ideas. Read-Alouds are appropriate for students of all ages, and in grades TK-2 a read-aloud is the perfect way to kick off enrichment centers.



Steps for Read-Aloud Success:

- 1. Choose a book**
When selecting a book to read aloud to students, consider the following:
 - What will capture your interest and that of your students?
 - Students' comprehension levels
 - Students' listening levels
 - Stay away from long books
- 2. Get to know (and love) the book**
When familiarizing yourself with a book to read aloud to students, consider the following:
 - Read the book ahead of time to become familiar with the text
 - Plan in advance—this is critical!!
 - Find ways that students, staff, and/or stakeholders can connect to the text (plan to incorporate these connections)
- 3. Set a purpose for reading**
Decide why you are engaging students in the story. For example:
 - Are you using the book to introduce a new concept or role model?
 - Is there an important theme or key idea?
 - Are you highlighting special vocabulary or concepts?
 - Are you practicing "thinking about the text?"
 - Are students in need of retelling practice?

Plan to read the book aloud several times within the week (or more depending on the text/purpose/skill):

 - 1st Read-Aloud: Reading skills—main idea, plot
 - 2nd Read-Aloud: Common Core Standard Skills
 - Choose a different focus for every read aloud



Mathematics Skills

Math activities connect the standards for mathematical practice to the standards for mathematical content. Mathematics problems selected for daily practice reflect California Common Core State Standards for Mathematics.

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During math practice, TK-2 students use calendar math for targeted practice and reinforcement in foundational numeracy standards, while students in grades 3-8 engage in daily math practice in a “Smart Start” that allows for the application of problem-solving strategies in an active and collaborative setting. Math practice accelerates students toward grade-level mastery and provides opportunities for youth leadership development with academic goal setting and reflection structures.

Skills for Student Success

Think Together is the first and only expanded learning provider to have a partnership with AVID. AVID’s resources on student success and college and career preparation for all drive program offerings and are reflected in each engagement cycle with specific college and career pathways connected to units of engagement. The academic achievement element of our program includes learning stations which allow students to make progress in school. In middle school grades, students are taught about grade point average (GPA), GPA checks, and goal setting.

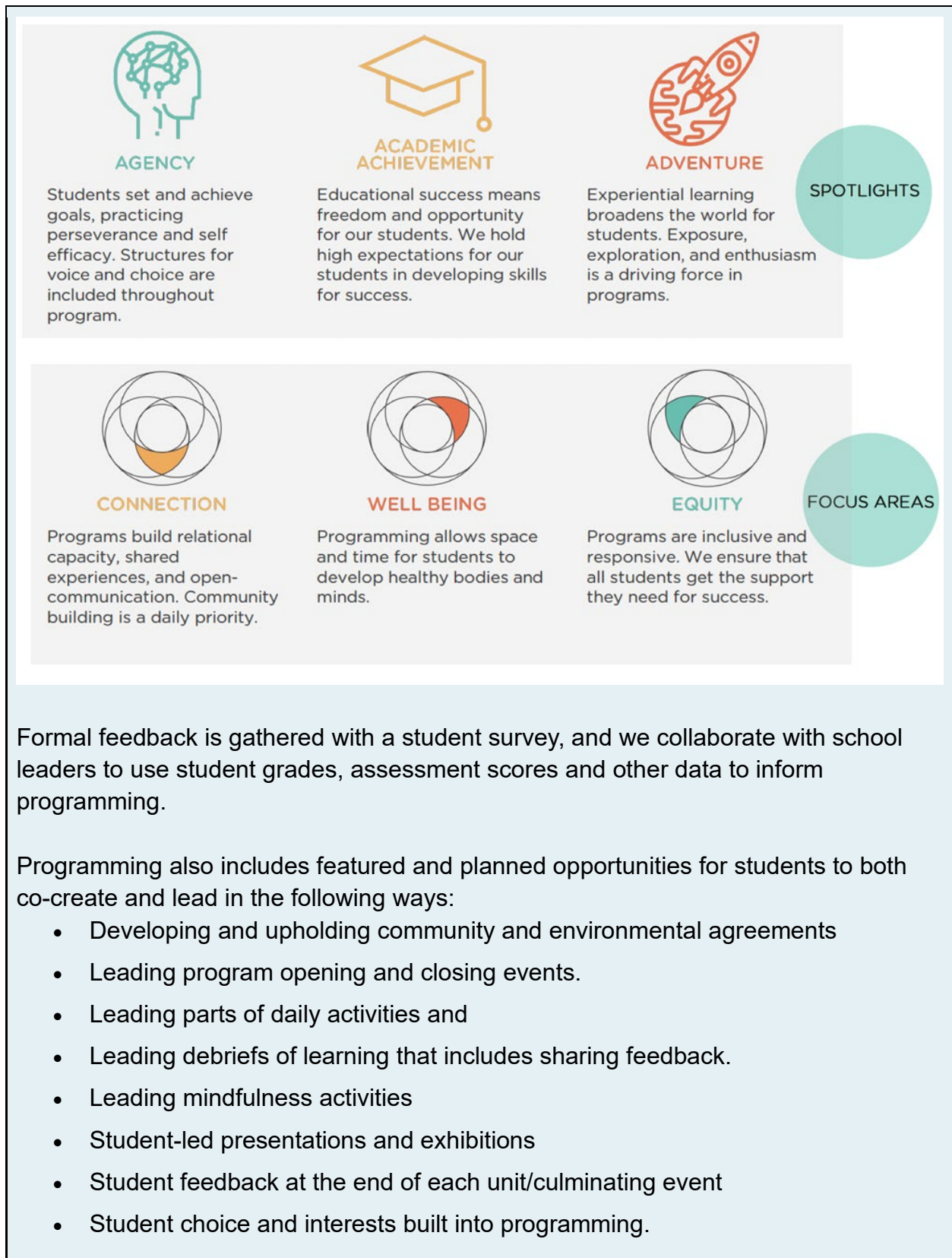
Site leaders schedule regular meetings with school leaders to identify ways that after school programming can complement and reinforce school day priorities and meet the nuanced needs of the community and students in our programs.

4—Youth Voice and Leadership

Student and youth development is centered in our ASES programming, and student agency is a threaded program component. Threaded components include spotlights and focus areas.

(Graphic on next page)

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Student leadership is built into regular routines and student leaders are provided with space and time to build trusting relationships with program staff to identify opportunities to improve programs and meet student needs with program opening and closing activities or other special events.

Enrichment units prioritize student choice in the way that students will work (e.g., in teams or groups) and in the way that they express their learning and understanding. Units include opportunities for student voice and choice and connect enrichment content to community needs and connect to community assets. Lower elementary students have the opportunity to apply choice in their selection of centers each day.

5—Healthy Choices and Behaviors

The ASES Program aligns its wellness initiative with PUSD’s health and wellness policies. The program ensures that all students are engaged in regular physical activity, that healthy food choices are served and promoted, and that self-regulating and prosocial behaviors are fostered and practiced. The program schedule includes activities dedicated to supporting health and wellness through nutritious snacks, nutrition education, physical activity, and social-emotional learning.

Collaborative Partnerships for Physical Activities and SEL



Street Soccer USA partners with Think Together to provide high quality soccer instruction with youth development. Soccer for Success is offered free to participants and is proven to help kids establish healthy habits and develop critical life skills through trained Program Leaders.



Students in the ASES Program engage in a customized curriculum of physical activity and team building activities that support SEL development for students. This is a signature element of the Think Together Physical Activity Programming.



Through PBIS, Think Together fosters a community where all members contribute to a safe and supportive environment. PBIS strategies promote the development of positive character traits to allow students to excel academically, emotionally, and socially.

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Sample Schedule

GRADES	DAILY PHYSICAL ACTIVITY
TK-2	Monday and Wednesday: Soccer for Success Tuesday and Thursday: CATCH Friday: Fulcrum Teambuilding/SEL in Physical Activity
3-5	Monday and Wednesday: Soccer for Success Tuesday and Thursday: CATCH Friday: Fulcrum Teambuilding/SEL in Physical Activity
6-8	Monday-Thursday: Team Sports Friday: Fulcrum Teambuilding/SEL in Physical Activity

Nutritious Meals and Snacks

The PUSD Student Nutrition Services menu is carefully curated to offer a variety of nutrient-dense foods, including whole grains, lean proteins, fruits, vegetables, and dairy or dairy alternatives. The district prioritizes whole, unprocessed foods and limits the inclusion of sugary or high-fat options. The meals are designed to meet the dietary guidelines set forth by the USDA, ensuring that students receive the essential nutrients they need.

Nutritional practices are included in daily routines and procedures for snack and/or supper, where program leaders reinforce healthy practices like hand washing and food safety, as well as nutrition and a balanced diet. Programs have an “Opening” where well-being and connection are prioritized. Health education is also embedded into units of study and in problem-solving activities.

Costs for student snacks and meals that are not reimbursable through federal and state Child Nutrition Programs will be paid by ASES and Expanded Learning funds.

(Sample supper menu on next page)

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Sample Supper Menu					
					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Grilled Cheese Sandwich Baby Carrots Fresh Apple 8oz Milk	Cheeseburger Sliders Broccoli Carrot Mix Fresh Pear 8oz Milk	Galaxy Pizza Celery Sticks Fresh Orange 8oz Milk	Peanut Butter & Jelly Sandwich w/String Cheese Baby Carrots Fresh Apple 8oz Milk	Ham & Cheese Sandwich* Seasonal Vegetable Seasonal Fruit 8oz Milk
Week 2	Bean & Cheese Burrito Baby Carrots Fresh Apple 8oz Milk	Tortilla Chips w/Nacho Cheese Cup & String Cheese Broccoli Carrot Mix Fresh Pear 8oz Milk	Pizza Pocket Celery Sticks Fresh Orange 8oz Milk	Cheeseburger* Baby Carrots Fresh Apple 8oz Milk	Corn Dog Seasonal Vegetable Seasonal Fruit 8oz Milk

6—Diversity, Access, and Equity

PUSD values diversity in all forms. PUSD, in partnership with Think Together, promotes diversity, access, and equity by offering opportunities for students to celebrate their cultural and unique backgrounds. Additionally, our ASES program provides information in English and Spanish, the two most widely used languages in the District. As part of PUSD's Climate, Culture, and Equity Department, the Expanded Learning office is committed to safe, supportive, and inclusive learning environments for all students regardless of race, religion, sex, national origin, or physical ability.

The program celebrates students' backgrounds in a variety of ways, one of which is to uplift experiences that highlight their rich diversity. Children and youth may explore their heritage, national origins, physical abilities, and more through clubs, activities, projects, and performances. Families and community members may be invited to speak, present at, and/or partake in such events to help students deepen their understanding of a myriad of traditions and foster pride in their own heritage.

To promote empathy and acceptance, the program exposes students to cultures and heritages different from their own. Field trips to museums, science centers, as well as college campuses will broaden and enrich students' appreciation of the multifaceted world in which they live. Additionally, the program may offer special classes that celebrate diversity through the arts, such as dancing, visual arts, and music. Students

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may perform folk dances from various cultures, play indigenous instruments, or try their hand at native art forms. Appreciation of unfamiliar cultures may also be garnered through learning about their food traditions. For example, students may prepare, cook, and taste dishes from around the world.

The ASES Program collaborates with the District's Special Education Department and Personnel and Pupil Services Division to support students with disabilities and special needs. Reasonable accommodations related to students' Individualized Education Plans (IEP) or 504 Plans will be provided as appropriate. For instance, Special Education aides may be hired for students with health needs, and transportation will be provided to those with a home-to-school transportation plan on file.

PUSD's ASES Program is inclusive and committed to diversity, access, and equity so that potential barriers to program participation may be removed and the needs of all students may be met.

7—Quality Staff

As the entity charged with hiring and training staff, Think Together works with each school administration and the broader community to identify and recruit highly qualified candidates. Candidates are selected to build a staff team that is culturally, ethnically, geographically, and linguistically reflective of the student population. Programs with high concentrations of English learners are staffed by individuals who are bilingual and biliterate in the required languages. Staffing includes a full-time Site Program Manager (SPM) position that manages the program and coordinates the curriculum. Entry-level Program Leader (PL) positions are staffed at a 1:20 (1st-8th grade) and 1:10 (TK/K) staff-to-student ratio for the total number of students enrolled in the program.

The Site Program Manager ensures that high quality expanded learning/after school program activities are provided for each student participant. SPMs are college graduates or have at least 1 year of previous experience as a Program Leader and are required to go through a series of trainings offered by Think Together. Using standard Think Together program materials, Site Program Managers coordinate/support program implementation; work with teachers, principals and other instructional-day staff to align program activities; supervise, train and coach all program staff; engage and involve parents; and gather data to assess student safety,

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interests, participation and improved academic performance. Site Program Manager candidates must have at least a bachelor's degree or one-year of exemplary performance in a program. Final selections of SPMs are made by school principals and/or the Expanded Learning Coordinator.

Program Leaders facilitate all program activities with student participants. They provide homework assistance as well as academic, enrichment and physical activities, using curriculum and materials provided by the program. Program Leader candidates may be initially hired into the substitute pool before being permanently placed. Each PL must have a minimum of 48 semester or 60 quarter units of higher education.

Meeting District Minimum Requirements for Instructional Aides

Program Leaders are part-time assignments that must meet the district's minimum requirements for a paraprofessional/instructional aide (or equivalent) position under Every Student Succeeds Act (ESSA) guidelines. Program Leaders work directly with students under the direction of the Site Program Manager and go through a series of trainings provided by Think Together.

Staff Recruitment

Think Together leverages community and regional networks to generate a sizable pool of potential candidates for all positions available in the operation of the expanded learning/after school program. The organization employs a regional talent acquisition team as well as other human resources professionals who implement a wide array of strategies to identify, recruit and retain a workforce of passionate, qualified and well-trained after school practitioners.

Recruitment efforts include, but are not limited to:

- Referrals by current employees
- Relationships with local colleges and universities
- Social media job postings (e.g., LinkedIn, Ed Join, etc.)
- Site level/community recruitment and job fairs
- Promotion of career opportunity via Think Together and District websites.

Recruitment and Hiring Process

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All interested candidates are required to submit a resume and complete an online job application. Candidates then undergo a phone screening to ensure they meet minimum employment eligibility. This is followed by an in-person job interview. Candidates are assessed based on their experience, interests, and the specific skills and talents they bring to the expanded learning environment. Those seeking Site Program Manager positions are ultimately selected by the school site principal and/or the Expanded Learning Coordinator after the applicant pools have been screened and reduced to the top 2 or 3 candidates. Job offers are made to successful candidates contingent upon U.S. Department of Justice and FBI live scan and TB clearances.

All new hires are required to participate in the New Hire Orientation. While appropriate efforts are made to accommodate employee preferences for grade level, school site and/or program component, placement of new hires is predicated on the organizational and programmatic needs of the individual school sites.

Ongoing Staff Development

Think Together focuses on continuously educating their workforce and improving the organization's capability through the alignment of strategy, structure, people, rewards, metrics, and management processes. Think Together ensures that staff are armed with the tools and knowledge needed to be successful in their roles by providing monthly performance development training, targeted educational summits, strategic field operations, and program training aimed at empowering employees with the routines and procedures necessary to run effective student programs.

8—Clear Vision, Mission, and Purpose

Paramount Unified School District's mission is to ensure its graduates are prepared for success in both college and career by equipping them with the knowledge, skills, and certifications needed to thrive in any post-secondary environment. To support this mission, PUSD offers braided Expanded Learning Opportunities (ELO) and After School Education and Safety (ASES) programs for TK-8 students, in partnership with Think Together, which provides core programming, and district staff who contribute to SPARK (Students Pursuing Adventures and Real-World Knowledge) enrichment activities. The Expanded Learning Program, offered free of charge to all eligible students, is designed to support the following goals:

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- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade-level standards and beyond
- Enriching arts programs that offer students the opportunity to create, perform, present, produce, respond to, and connect with the different arts disciplines (dance, music, theater, visual arts, media arts)
- Fitness and athletic programs focused on promoting healthy life choices and developing the physical skills to participate and excel in a variety of sports with an emphasis on fair play and good sportsmanship
- STEAM programs that help students become creators and innovators who can think critically, collaborate, and communicate effectively to generate and advocate for solutions to real world problems
- A caring and supportive environment where student leadership, voice, and choice are valued and nurtured

9—Collaborative Partnerships

Paramount USD has developed a partnership with Think Together, a community-based organization, to provide programs, enrichment activities, and staffing for ASES during after school, before school, non-instructional days, intersessions, and summer. PUSD collaborates with Think Together to develop and deliver a continuum of programs and services to help increase educational equity and increase opportunities for students to explore and realize their potential through a variety of activities that enhance but do not replicate experiences in the classroom. Think Together Site Program Managers, Quality Assurance Coaches, and regional administrators work closely with PUSD administrators, personnel, and families to design, implement, and gather feedback on activities.

PUSD and Think Together collaborate extensively around planning, implementing, and updating the expanded learning/after school program plan. This partnership extends from the District's and the CBO's central offices to each funded school site, with the expectation that mirrored collaboration and partnership is experienced at all levels. This includes an expectation of regular communication between the school site Principal (or his/her designee) and the Think Together after school Site Program

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Managers to focus on comprehensive program integration into the school's culture of providing quality services to students, family and the community.

Collaborative partners in this process include the District's Coordinator for Expanded Learning, other District-level personnel (e.g., Nutrition Services for meal planning and distribution), school site Principals (or designee), Think Together leadership and program staff, as well as parents and students.

Scheduled meetings with collaborative partners include:

- Monthly site level meetings with Principals and Site Program Managers
- Monthly meetings and site visits with the District Expanded Learning Coordinator
- Bi-monthly District/Think Together collaborative update/planning meetings
- Periodic parent meetings

10—Continuous Quality Improvement

Paramount Unified School District is committed to maintaining a data-driven Continuous Quality Improvement (CQI) process that is based on the Quality Standards for Expanded Learning in California as defined by the California Department of Education. This approach involves creating clear expectations and a shared vision of quality among district and program staff, student leaders, and multiple educational partners. The CQI cycle includes three steps:

1. Assessment, which employs data collection using multiple strategies
2. Planning, which allows the program to use data to generate and implement a timely action plan for improvement
3. Improvement, in which staff implements the action plan and reflects upon progress.

PUSD's Research, Assessment, and Data (RAD) and Technology Departments will support data tracking and reporting. Tracked measures of student success could include program attendance, chronic absenteeism rates, parent and student

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satisfaction, and academic achievement results. In addition, the district's Coordinator of Expanded Learning will conduct regular site visits to ensure accountability and observe firsthand the effectiveness and impact of Expanded Learning programming. Annual surveys will gather feedback to aid in determining if student and family needs are being met, to respond to concerns and suggestions, and to make adjustments to the program as necessary.

Through these measures, Paramount USD will ensure that the ASES Program adheres to quality improvement standards and reflects a culture of continuous growth that is necessary to support students and families.

11—Program Management

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

While the district serves as the fiscal agent for this grant, it retains only approximately 5% of the grant funding to cover indirect administrative expenses associated with the management of this program. The remainder of the funding will be passed through to Think Together for program delivery costs. Over 90% of those pass-through funds are allocated to personnel costs to fund the wages and salaries, benefits and taxes of the Site Program Managers and Program Leaders. The balance of the funding is allocated to site level operational costs (e.g., materials, supplies, equipment, and transportation for field trips). All administrative costs incurred by Think Together is be covered through matching sources of funding, grants, and private philanthropic contributions from corporations, foundations, and individual donors.

5100 – Sub Agreements for Services Costs for sub agreements and subawards which includes direct service staff, employee benefits, consumable and non-consumable materials to support program operation and activities. \$2,070,455

Series 7000 – Indirect Costs (retained by District) Indirect administrative costs incurred by the grantee/fiscal agent \$108,971.65

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- Describe the plan for program management.

PUSD's ASES Program falls under the purview of the Assistant Superintendent of Educational Services and the Director of Climate, Culture, and Equity, supervisor to the Coordinator of Expanded Learning. The Coordinator attends Expanded Learning advisory meetings and professional development sessions organized by the Los Angeles County Office of Education, disseminates information to sites, facilitates professional development opportunities for Expanded Learning staff, holds bi-monthly meetings with our expanded learning partner, and assists sites with state and local assessments and evaluations. The Coordinator of Expanded Learning also conducts school visits at least three times per year at each site (more as needed) to assess curricula and program efficacy and compliance.

Other key personnel are as follows:

- Think Together Program Leader - implements academic support and enrichment programs, oversees children and youth
- Think Together Site Program Manager - manages the daily operation of the program and supervises Expanded Learning staff
- Think Together Associate Director - ensures that high-quality expanded learning programs are consistently delivered to students through coaching and supporting Site Program Managers
- PUSD site administrator - offers on-site support to Expanded Learning during school office hours

Collaborative discussions between the District Expanded Learning Coordinator and the Think Together team - consisting of Quality Assurance Coaches and managers - will be held bi-monthly. The frequency of site-level meetings will be determined by the size of the program, specific student and community needs, and staffing levels. These may be held once per month or as often as once per week between site principals/designees and Think Together Site Program Managers.

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- 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.

Program quality and compliance are reviewed at least once each month by the District's Expanded Learning Coordinator and Think Together's Associate Directors (ADs) and Program Quality & Compliance Specialists (PQCS). Plans are made to strengthen the program quality and ensure that programs are compliant with the grant, District and school priorities, and Think Together program design and implementation requirements. PUSD administrators engage in periodic program site visits to support the cycle of continuous improvement and regional program leadership.

To triangulate the information of reports and site visits, conversations are held with key stakeholders including but not limited to school site administration, Think Together staff, teachers, parents, and students. Surveys are systematically used to gather input, and this information guides the conversations toward program improvements.

Annually, the program is formally reevaluated. As new major program initiatives are rolled out and staff are trained in the implementation of new or modified program components, updates to the program plan are made.

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

Paramount Unified School District grant management responsibilities are complemented by Think Together's existing program administrative systems, procedures and staff support. Think Together's finance department is overseen by a Chief Financial Officer who ensures that fiscal accounting is accurate and in keeping with the requirements of the grant. Regular invoicing of expenses to the district occurs. Accurate record keeping is ensured using designated accounting codes that allow expenses to be allocated and tracked by grant, by site, by district, and by region. Additionally, Think Together's financial records are audited annually by an independent CPA firm.

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

Following is information for cash and in-kind match for the 2025-26 school year for Paramount Unified School District sites:

Item	Amount
Total Grant Award	\$2,179,426.65
Total Match Required	\$719,210.79
Think Contribution (total expenses over ASES contract fee amount)	\$430,725.00
ELOP Think Together Contracts	\$12,311,453.00
Total In-Kind/Cash Match	\$12,742,178.00

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

Participant attendance entry is an important step in providing quality services to our students in addition to maintaining our program within grant compliance. The attendance entry process facilitates the monitoring of ADA and ensures that all reporting is accurate and necessary to provide quality services. Upon each student's arrival, Think Together site staff indicates attendance in their Think360 Salesforce Student Information System, which records the time of entry.

Students may be released only to those persons indicated on the Program Enrollment Application, which also is housed in Salesforce. It is the responsibility of the parent who originally completed and submitted the Enrollment Application to document all persons to whom the student may be released, including parents with shared custody rights. Think Together staff does not arbitrate custody disputes. Staff will check the picture ID of any person arriving to sign out as a student and ensure that person is listed in Salesforce as a contact with this permission. Parents may give permission for their children to walk home alone by indicating this during registration in Salesforce.

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- 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>.

The laws require that the program establish a policy regarding reasonable early daily release of students [Section 8483(a) (1) of the California Education Code]. In order to accommodate the need for early release from the program, as well as late arrival to the program, while meeting the requirements of the law, Think Together has the following Late Arrival/ Early Release Policy: In order for the Think Together Extended Learning Time Programs to qualify for state funding and for students to receive a well-rounded experience, students are expected to attend the full program, pursuant to Section 8483(a)(1) of the Education Code. A well-rounded experience occurs when students attend five days each week from the end of the school day until program closure.

For safety reasons it is Think Together's policy that students arrive at the program on time and that instances of a student's late arrival to the program be documented by staff. Late arrival is defined as any time after the normal sign-in period at the beginning of program and may be either "occasional" or "recurring." Occasional late arrivals will be documented daily in the student information system or attendance sheet.

In the case of supplemental program, the parent or person authorized to drop the student off at program is requested to provide the reason for late arrival. If a student is unable to attend the program for the full day, a parent may authorize a student to be dismissed early from the program. Early release is defined as any time prior to the normal release period at the end of program and may be either "occasional" or "recurring." In cases of occasional early release, person(s) previously authorized by the parent to pick up the student may also authorize early release if picking the student up early on a given day. Occasional early release will be documented daily in the student information system or attendance sheet.

A parent who wants a student to arrive late or be released early on a regularly recurring basis – for example, for a weekly tutoring session or religious obligation – must indicate this in the Salesforce Parent Enrollment Portal, including the reason and the period of time (hours and range of dates) for which the late arrival/early release will occur. Staff will indicate any recurring late arrival/early release information on the Student Release Sheet so staff will know when the student will be arriving late or leaving early.

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Authorized person(s) is required to document the time and reason for late arrival, early release, and/ or release of students to on-site or off-site programs/activities not supervised by Think Together.

Early Release due to Darkness (Dark 30) - Dark 30 is early release for students who walk home. It generally occurs from November through mid-March; release times are pre-established. As it gets dark earlier in the afternoon, the safety of those students who walk home from the after-school program may be affected. The program is required by law to stay open until 6:00 p.m. every day and all students will continue to be released at the regular time, every day, unless a student's parent or guardian requests and is granted permission for early release of the student due to darkness-related safety issues. To comply with established Think Together early release policies, and to ensure the safety of our students, it is imperative that site staff document and monitor Dark 30 early release.

12—Sustainability

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

Grants are awarded through external collaborative partnerships. There are different types of grants that support Paramount USD to deliver its mission. Below are the different types of grants that our organization attains and manages.

Types of Grants

- After School Education and Safety (ASES) Program – The purpose of the ASES program is to create incentives for establishing locally-driven Expanded Learning Programs, including after school programs in which local education agencies partner with communities and community-based organizations to provide academic support, literacy lessons, and safe, constructive alternatives for youth. The ASES Program involves collaboration among parents, youth, and representatives from schools, governmental agencies, individuals from community-based organizations, and the private sector. (<https://www.cde.ca.gov/ls/ex/fundingop.asp>)

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- ELO-P (Expanded Learning Opportunities Program) – ELO-P provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade. “Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. Visit this website for more information: Expanded Learning Opportunities Program - Expanded Learning (CA Dept of Education).

- Private Grants – PUSD’s partner, Think Together, has numerous private grants that provide program funding. Grant partners include but are not limited to LA84 Foundation, Kaiser Wellness, and the LA Dodger Foundation. At the regional and site level, grants can provide additional funding for training, curriculum, supplies, or field trips. Activities and resources provided through grant initiatives help our students experience more opportunities to expand their horizons while making learning more active and meaningful. Grants may have additional budget management and evaluation outcomes that are managed at the regional level. Regional Leaders and ADs in Think Together may request data and information from Site Program Managers (if applicable to the grant). Site Program Managers can reach out to their supervisor for more information on any grant matrix processes that exist for their site, district/charter and/or regional area.

An annual review of the program plan and the CQI stakeholder meetings will include a discussion of the sustainability plan. The Expanded Learning Coordinator will be responsible for resource development.