

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

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**LIGHTHOUSE**  
CHARTER SCHOOL

**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

# After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number: 57-23939-S659-EZ
2. County District School (CDS) Code: 57-72694-0131706
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Jillayne Antoon
  - b. Title: Executive Director
  - c. Contact Info (telephone number and email address): (916) 744-1212  
[JAntoon@RiverCharterSchools.org](mailto:JAntoon@RiverCharterSchools.org)
4. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maureen James=Pendleton
  - b. Title: Principal
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## Name(s) of After School Program Site(s)

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

Site Name	Project Daily Attendance
1. River Charter Schools- Lighthouse Charter School	#63
2.	#
3.	#
4.	#
5.	#
6.	#
7.	#
8.	#

**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
➤ <b>Free/Reduced Lunch</b>	61.7%
➤ <b>Homeless</b>	1.5%
➤ <b>Socioeconomically Disadvantaged</b>	61.4%
➤ <b>English Language Learner</b>	17.3%
➤ <b>Students with Disabilities</b>	18.2%
➤	%
➤	%
➤	%

(These may be listed on an additional page.)

# After School Education and Safety Program Plan Guide

## Purpose

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

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

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

## Instructions

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

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

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

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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.
- 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.

The After School Education and Safety (ASES) program is offered at Lighthouse Charter School, grades TK-8<sup>th</sup>. This program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social emotional needs, while providing academic and enriching activities for students. The program will incorporate elements such as adequate space indoors and outdoors for program services. The learning center/ after school room, as well as classrooms on campus are used to do the indoor activities (homework, tutoring, enrichment, art and crafts, etc.). The blacktop and field are used for outdoor activities such as sports.

The safety guidelines and rules that the school implements during the day apply for the after school program to ensure consistency. We have an open campus so our staff is aware of the physical boundaries and uses cones when needed to establish or reestablish proper boundaries for students. The staff will all use a walkie talkie to communicate with one and another. ASES/After School Program staff have a designated cell phone to use in case of emergency to contact families, law enforcement, etc. since the office will close prior to ASES ending. Staff are trained on all emergency procedures that we use throughout the school day (Fire, Earthquake, Active Shooter, etc.) and these drills are practiced regularly with students. The same emergency procedures are used to ensure consistency.

All students are checked into ASES by ASES staff immediately following school dismissal. Once checked in, students are divided into groups based on age or club activity. We have a central check out point that all parents are expected to come to for After School.

The staff are trained to teach and lead activities inside and outside the classroom and take into account the unique circumstances of being an open campus. Since the ASES/afterschool program is located on our campus, we consider the afterschool program an extension of our school day and structure it as such.

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

The students are treated in a respectful and fair manner by modeling appropriate behaviors of mentors and teachers when leading activities with students. The staff also does daily SEL check ins and supports students in a positive way to build relationships. The staff work with students doing activities for personal growth and SEL lessons. Staff is also trained emotional regulation, conflict resolution, and restorative practices to support emotional well-being.

The students are grouped by age to support the developmental needs. The activities in each group may be similar but are adjusted by age group to meet the needs of that particular group. The staff collaborate with grade level teachers and administration to ensure that the activities are aligned. Students participate in scaffolded physical activities. For example, younger groups of students engage in the fundamentals of sports (throwing, catching, kicking, balancing) prior to playing organized games, while the older grades engage in the organized games and focus on specifics of the sport.

### **2—Active and Engaged Learning**

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

The after-school staff use STREAM based activities. ASES staff members create a weekly activity agenda to ensure each category of SREAM (Science, Technology, Recreation, Engineering, Art and Math) is met. We strive to make every activity a learning activity.

Literacy and mathematics supports are provided through evidence-based digital platforms, including Accelerated Reader and i-Ready MyPath, which offer differentiated, individualized practice aligned to classroom instruction. These tools allow students to strengthen reading comprehension, fluency, vocabulary, and

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foundational math skills at their individual instructional levels, supporting academic growth and confidence.

An intramural sports program is available for students in certain grade levels. Students have the opportunity to participate in four sports seasons and compete against other local teams. Sports typically offered in our intramural sports programs include flag football, volleyball, basketball and soccer. Coaches for the teams are identified throughout the school community and include ASES staff and other community volunteers.

Social-emotional learning is embedded through cooperative activities, structured play, and adult mentorship, supporting student belonging, voice, and relationship-building, all factors shown to positively impact both academic outcomes and student well-being.

- Describe the planned program activities and how they will:
  - a. Provide positive youth development.

ASES promotes positive youth development by creating a safe, inclusive, and supportive environment where students build relationships with peers and caring adults. Activities emphasize collaboration, responsibility, and student voice through clubs, group projects, and schoolwide enrichment opportunities.

Adult support is intentionally built into the program to ensure equitable access for all students, particularly given the length of the regular school day. Consistent expectations, routines, and behavioral language used during the school day are reinforced during after-school programming, providing continuity and supporting students' social-emotional growth and sense of belonging.

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

ASES incorporates hands-on, project-based learning experiences that allow students to apply academic and social skills in meaningful ways. Students are invited to participate in enrichment clubs designed to foster creativity, problem-solving, and collaboration.

PBL activities result in culminating products or events, including completed art projects, robotics builds, garden projects, written work, and participation in schoolwide events such as academic competitions. Garden based learning includes planting,

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maintaining, and observing garden spaces, reinforcing scientific inquiry and responsibility through real-world application.

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

The planned program activities are responsive to identified school and community needs, particularly the need for continued academic reinforcement, enrichment, and structured supervision during the summer months.

The summer program emphasizes enrichment-based academic practice, hands-on learning, and targeting support rather than traditional homework completion since our school does not assign traditional nightly homework. Students are provided with continued access to literacy and math reinforcement through individualized practice and small group tutoring led by a credentialed teacher. This approach helps to mitigate learning loss, maintain academic skills, support student's confidence, and allows for students to work alongside same aged peers.

### **3—Skill Building**

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

The ASES staff members plan a variety of activities that help practice skills for overall student success. Through tools such as iReady My Path, Google Slides, and other opportunities for creativity, public speaking, and collaborative projects, students are provided opportunities to practice the skills learned in the classroom.

The program includes targeted academic tutoring to ensure students receive the support needed to be successful after a full instructional day. Tutoring is designed as small-group or individualized support that reinforces grade-level standards introduced during the regular school day and does not introduce new core instructional content. Academic tutoring is provided by credentialed teachers and focuses on literacy and mathematics skill development through

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evidence-based tools and strategies, including phonics and spelling practice, reading comprehension, and math facts practice. Tutoring sessions are responsive to student needs and provide additional guided practice, feedback, and encouragement in a low-pressure, supportive environment.

Character education is woven into all aspects of programming. Each month, a schoolwide character trait such as kindness, responsibility, or compassion is highlighted, and staff are encouraged to continue promoting and modeling these traits throughout After School.

Educational enrichment activities further support positive youth development and global awareness. Project-based learning activities include projects focused on learning about different countries around the world, encouraging curiosity, respect for diversity, and real-world connections. Schoolwide enrichment activities such as Veterans Day lessons and reflections support civic understanding, gratitude, and community awareness.

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

Families have expressed the need for safe, structured supervision beyond the regular school day, as well as access to meaningful enrichment and academic support that does not place additional demands on students after a full instructional day.

While most teachers do not assign formal homework, students may engage in math fact fluency, creative writing, reading practice, or spelling support. The hands-on literacy, science, agriculture, art, and enrichment activities aligned to grade-level standards.

Programs such as Accelerated Reader, i-Ready MyPath, math facts practice, and phonics/spelling practice are used to reinforce literacy and mathematics skills introduced during the regular school day.

The program also addresses the community need for equitable access to enrichment and schoolwide opportunities. Activities such as the Spelling Bee, Multiplication Bee, Yearbook Contest, and enrichment clubs are embedded into after-school programming to ensure all students may participate successfully with adult guidance, regardless of home schedules, resources, or outside availability.

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In addition, families value the school's charter focus on project-based learning, the arts and garden-based education. These signature elements are intentionally integrated into before school, after school, and supplemental programming to provide hands-on, engaging experiences that promote creativity, collaboration, and positive youth development. Enrichment clubs further respond to student interests and community priorities for well-rounded educational experiences.

For students requiring additional academic support, small-group and individualized tutoring led by credentialed teachers is embedded within the program to address learning gaps and support student confidence. This approach helps mitigate learning loss, supports consistent academic progress, and meets the needs of working families who may not have access to outside tutoring services.

By providing safe supervision, equitable access to enrichment, and aligned academic support across before school, after school, and supplemental programming, the program directly responds to the needs of the school community while supporting student success and well-being.

### **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.
- 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.
- 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).

ASES serves students in TK–8th grade, organized by grade-level spans and supported by 1–2 adult facilitators per group. Youth voice is central to the design and continual improvement of the program. Students are regularly consulted through informal check-ins, surveys, and group discussions to help shape activities and ensure the program remains engaging and relevant to their academic and social-emotional needs.

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As the program continues to grow, student feedback will be formally integrated into program planning, club design, and activity selection. Opportunities for student leadership are embedded throughout the year. For example:

- Older students serve as peer mentors, supporting younger students with academic activities and social guidance.
- Students take on roles of responsibility during After School such as assisting with snack distribution and helping with check-in and check-out procedures.
- Students participate in service-learning projects that promote leadership and community stewardship, such as campus beautification and collaborations with local non-profits.

In partnership with school staff, outside organizations, and community volunteers, students engage in interest-based clubs throughout the year. These clubs offer opportunities for students to:

- Co-lead or guide club activities
- Support peers in developing new skills
- Contribute ideas to improve shared spaces like the community garden

### **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.
- 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.
- Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.

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ASES promotes healthy choices and behaviors through a comprehensive approach to wellness that integrates physical activity, nutritious meals and snacks, and social-emotional well-being into daily programming.

Our health and wellness initiatives are rooted in the principles of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education serves as the foundation and opportunities for movement are embedded throughout the day—including during After School. These physical activity experiences are designed to build school connectedness, foster a supportive and spirited climate, and promote both individual growth and teamwork.

### **Physical Activity Opportunities**

Students participate in a wide variety of structured and engaging physical activities that support:

1. Enjoyment and motivation to participate in movement-based experiences.
2. Development of foundational motor skills and coordination to foster confidence in physical ability.
3. Improvement of overall fitness through cardio, strength, and flexibility activities.
4. Collaboration and teamwork, teaching students how to work with peers toward shared goals in a respectful, inclusive environment.

Physical activities include team games, fitness circuits, dance, yoga, and outdoor free play, all designed to accommodate a range of interests and abilities.

### **Nutritious Meals and Snacks**

All After School snacks are balanced and nutritious, incorporating fruits, vegetables, protein, dairy, and whole grains. Staff support students in understanding the connection between healthy eating and physical, emotional, and mental wellness, helping them build lifelong healthy habits.

### **Mindfulness and Healthy Habits**

Healthy routines are reinforced during daily programming, encouraging students to

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be mindful of how their choices impact their overall well-being. Discussions and activities highlight the importance of movement, nutrition, and self-care.

### **Meal Compliance**

All meals and snacks provided during ASES and ELOP programming comply with California Department of Education nutritional guidelines and are served in partnership with Davis Joint Unified School District Food Services Department.

### **Examples of Snacks:**

1. Whole grain Goldfish with milk or apple juice.
2. Whole grain Cheeze-it's with milk or apple juice.
3. Reduced-fat Dorito's with milk or apple juice.

By embedding healthy practices into everyday routines, Lighthouse Charter School ensures that students develop the tools and habits needed to make positive, health-conscious decisions both in and out of school.

## **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.
- 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.

Lighthouse Charter School's After School Education and Safety (ASES) program is designed to ensure that all students, regardless of background, language, or ability, have equitable access to meaningful and enriching experiences that support their academic, social, and personal growth.

The ASES program fosters an environment where diversity, equity, and inclusion are integrated into the learning experience. Students participate in activities that explore diverse cultures, languages, and perspectives; build empathy and cross-cultural understanding; and promote collaboration across differences. Enrichment opportunities and project-based learning activities focused on learning about different

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countries around the world support students in developing global awareness, cultural appreciation, and respect for diverse traditions and experiences.

ASES staff receive ongoing professional development in cultural competency, equity, and inclusive instructional practices. The site coordinator works with the special education staff and site principal to better serve students with diverse special needs. This collaboration enables smooth transitions and full access for students in the program.

As the student population continues to grow in diversity, including an increasing number of at-risk youth and English learners, the school remains committed to strengthening inclusive practices across all ASES offerings. The program intentionally provides structured academic support, enrichment opportunities, and positive youth development activities that are accessible to all students.

The ASES program is provided at no cost to participating students, removing financial barriers and ensuring access for all families.

### **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.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

Requirements for After School Education and Safety (ASES) program staff include appropriate educational qualifications, typically a high school diploma or GED, with college coursework in child development or a related field preferred depending on the role. All staff are required to complete mandatory background checks, including fingerprint clearance through the Department of Justice and FBI, as well as TB clearance. Staff must also complete required health and safety training, including pediatric First Aid/CPR, child abuse prevention, and emergency preparedness

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procedures such as fire and earthquake safety at the beginning of each school year. Experience working with school-aged children is required or strongly preferred, and staff must demonstrate proficiency in English, with bilingual skills in Spanish considered an asset. Depending on position responsibilities, staff duties may include student supervision, academic support, homework assistance, and communication with families, with specific requirements and expectations varying by role, such as instructional aide, teacher, or site coordinator.

At the beginning of each school year, all ASES staff participate in a comprehensive orientation that introduces the program's vision, goals, and expectations. This foundational training includes:

- Building positive relationships with students and families
- Strategies for academic support, including facilitating literacy and math enrichment
- Effective communication and collaboration with peers and school staff
- Introduction to Positive Behavioral Interventions and Supports (PBIS) and the school's approach to behavior management

Training days may occur during the school year or on non-instructional days and are used to deepen staff competencies in areas such as:

- Classroom and group management
- Social-emotional learning and trauma-informed practices
- Cultural competency and equity
- Engaging instructional strategies
- Health and safety protocols
- Supporting students with disabilities and implementing IEP/504 accommodations

Ongoing support continues throughout the year. The ASES Coordinator conducts biweekly or monthly staff check-ins to review goals, address concerns, and provide individualized coaching. Additionally, the coordinator is regularly present on-site to

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observe, model best practices, and offer real-time support in the areas of student engagement, behavior management, communication, and enrichment facilitation.

Staff are also provided with access to relevant resources and professional development opportunities, such as online modules and collaborative planning sessions.

### **8—Clear Vision, Mission, and Purpose**

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

The needs of the community, students, parents and school were identified using the California Dashboard data from 2024, parent input, and student voice.

Students are continuing to be below standard in both ELA and Math so we created academic reinforcement and tutoring within ASES. Chronic absenteeism shows that our families need safe and engaging before and after school care.

- The resources that we currently have available are:
- Credentialed teachers for tutoring
- ASES-funded staffing
- Evidence-based programs and curriculum
- Enrichment aligned to student interests

Three to Five goals that have been developed from the results of the needs assessment:

1. Engaging and Supportive ASES programming that includes SEL to support Attendance.
2. Targeted tutoring and enrichment to support academic gaps, especially with students designated as English Language Learners and SED
3. Continue to offer free programming and sliding-scale transportation

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Data is collected through iReady Diagnostic Results since those scores closely align with CAASPP.

- Describe how the program has engaged or will engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program’s mission, vision, goals, and expected outcomes based on the needs of the specific community.

The After School Education and Safety (ASES) program was developed through intentional engagement with a broad group of stakeholders to ensure the program’s mission, vision, goals, and expected outcomes are responsive to the needs of the school community. The school principal provided overall leadership and coordination, using academic, attendance, and school climate data to guide program priorities and ensure alignment with schoolwide goals. Instructional day teachers and other school staff contributed input regarding student academic needs, social-emotional supports, and enrichment interests, helping shape the focus on academic reinforcement, tutoring, and hands-on learning rather than additional homework demands.

Families were engaged through informal conversations, surveys, and ongoing communication, which highlighted the need for safe supervision, equitable access to enrichment opportunities, and academic support that fits within students’ long instructional days. Student voice was incorporated through observations, participation trends, and student feedback, which informed the selection of enrichment clubs and activities.

ASES program staff played an active role in shaping the program design by providing feedback on scheduling, staffing needs, training priorities, and student engagement strategies. Ongoing collaboration between instructional day staff and ASES staff supports alignment of academic language, behavioral expectations, and instructional approaches. Community members and partners support program enrichment through shared resources, cultural learning opportunities, and community-based experiences that reflect the values and diversity of the local community.

Through continuous collaboration with school leadership, instructional staff, families, students, program staff, and community partners, the ASES program’s mission and goals remain responsive and data-informed. This shared approach ensures that program activities and expected outcomes are aligned to the specific academic,

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social, and developmental needs of the community while supporting student engagement, achievement, and well-being.

### **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.

Gathering student input through surveys, reflection tools, and group discussions to understand interests, emotional well-being, and perceived relevance of programming.

Eliciting family feedback through targeted questions on existing surveys and Parent Advisory Committee meetings to inform program design and resource allocation.

Monitoring specific social-emotional competencies by working with staff to implement simple observation checklists and reflection tools to track trends over time.

- 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.).

Collaborative members of Lighthouse Charter Schools' After School Program include:

-Teacher support through clubs and tutoring.

-Para-Educators through clubs and enrichment activities.

-Parent Teacher Organization support with supplies and technology for enrichment.

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

Lighthouse Charter Schools has a new partnership with Catalyst Expanded Learning, which has greatly increased the number of local community partnerships readily available to the school. Catalyst is used throughout the area as a partner for schools, and there are opportunities for collaboration with other schools to engage in sports activities for some grade levels, as well as other enrichment opportunities.

### **10—Continuous Quality Improvement**

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

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

Lighthouse Charter School uses a variety of data sources to inform CQI in our ASES Program. These measures include school attendance rates, student achievement data, behavioral observations, and social-emotional skill development indicators. Data is collected and reviewed collaboratively by teachers, ELOP staff, administrators, and, when appropriate, students and families.

Our program is intentionally aligned with the goals of the regular school day, with a focus on supporting the whole child, including the development of key competencies such as:

- Social skills and collaboration
- Self-control and emotional regulation

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- Perseverance and academic mindset
- Conflict resolution
- School connectedness and belonging

To support CQI, the administrative team meets regularly, both formally and informally, to review program implementation, staffing effectiveness, student engagement, and areas of improvement. Weekly check-ins allow the team to reflect on the quality and impact of After School and Intersession activities, discuss student needs, and ensure alignment with instructional and behavioral expectations.

In the upcoming year, we plan to expand our data collection efforts by:

- Gathering student input through surveys, reflection tools, and group discussions to understand interests, emotional well-being, and perceived relevance of programming.
- Eliciting family feedback through targeted questions on existing surveys and Parent Advisory Committee meetings to inform program design and resource allocation.
- Monitoring specific social-emotional competencies by working with staff to implement simple observation checklists and reflection tools to track trends over time.

### **11—Program Management**

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

Program funding is intentionally aligned to support the vision, mission, and goals of the ASES program by ensuring students have equitable access to high-quality academic support, enrichment, and a safe, engaging after-school environment. ASES funds are prioritized to directly support student learning, positive youth development, and alignment with the regular instructional day.

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Funding is primarily allocated toward staffing to ensure appropriate adult-to-student ratios, consistent supervision, and the availability of qualified personnel, including credentialed teachers who provide targeted academic tutoring. This staffing model supports the program’s goal of reinforcing grade-level standards, addressing learning gaps, and promoting student confidence without extending the formal instructional day.

ASES funds are also used to support enrichment activities aligned to the program’s mission, including art, project-based learning, garden-based learning, robotics, Spanish Club, and other student-centered clubs. These investments provide hands-on learning opportunities that foster creativity, collaboration, cultural awareness, and student engagement, which are central to the program’s vision for whole-child development.

Additional funding supports staff training and professional development, including health and safety requirements and instructional strategies. This ensures program staff are prepared to meet the diverse academic, linguistic, and social-emotional needs of students and to maintain a safe and inclusive environment.

Operational costs such as instructional materials, supplies, and transportation supports are funded to reduce barriers to participation and ensure equitable access for all families. By strategically allocating resources across staffing, enrichment, professional learning, and operational needs, program funding directly advances the ASES program’s mission and goals while supporting consistent, high-quality implementation.

- 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.

After School Program Staff consists of the Program Coordinator, Site Coordinator, and an ASES Expanded Learning Group Leader for each grade level or grade band. The Executive Director and school Principal provide oversight of the program. The Program Coordinator supervises and supports the Site Coordinator. The Site Coordinators oversee the Group Leaders.

The Program Coordinator is responsible for all aspects of after school programming and is the primary point of contact. The Program Coordinator provides on-site coaching, observations, feedback, staff development plans and general program oversight. The Program Coordinator ensures there is an

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alignment between the ASES Expanded learning program and the school day programming. Additionally, the Program Coordinator works closely with site principal to recruit, hire, orient, and supervise ASES Expanded Learning Site Coordinators. The Program Coordinator works closely with the charter school staff to manage the financial and reporting requirements of the program.

The Site Coordinators are responsible for the day-to-day management and supervision of the ASES Expanded Learning Program. Our Site Coordinators are on site between 26 to 30 hours a week and provide the primary point of contact for their school's after school program. ASES Expanded Learning staff reports to the Site Coordinator. Program coordinators and site coordinators meet monthly to share information, initiatives, and agency's goals to evaluate program quality.

ASES Expanded Learning staff are supervised by the site coordinator and receive regular constructive observation feedback. Site Coordinators meet regularly as well as, hold monthly formal meetings with their site staff to plan, discuss, evaluate program quality, and problem solve as a team.

The Program Coordinator meets monthly with the assistant superintendent of education services to share district information, initiatives, and agency's goals and evaluate program quality.

Our Program Plan will be reviewed annually in our collaborative meetings that include the Program Coordinator, Site Coordinators, staff members, principals, teachers, parents, and community members from each site. The charter school's administrators will also review the program plan at the end of the year, and as needed.

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

The ASES program plan is reviewed on a regular basis to ensure it remains responsive to student needs, aligned to school priorities, and reflective of community input. The review process includes scheduled check-ins and ongoing feedback throughout the school year.

Program implementation is monitored monthly by site administration and program leadership through attendance data, staffing reviews, observations, and feedback from ASES staff. These reviews allow for timely adjustments to

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programming, enrichment offerings, and academic supports based on student engagement and emerging needs.

A mid-year review is conducted to analyze participation trends, academic support needs, and overall program effectiveness. Input from instructional day staff, families, and community partners is gathered during Town Hall meetings in both the fall and spring, and through surveys to identify strengths, challenges, and areas for improvement.

An annual program review takes place at the end of the school year to evaluate progress toward program goals and expected outcomes. Community partners and other external stakeholders are actively engaged through Town Hall discussions and feedback surveys, providing insight on program relevance, accessibility, and alignment to community needs.

Feedback collected through these engagement opportunities is used to update the program plan, refine enrichment and academic supports, strengthen partnerships, and inform planning for the following program year. This ongoing, collaborative review process ensures continuous improvement and meaningful community involvement in the ASES program.

- Describe the system in place to address the following program administration requirements:
  - Fiscal accounting and reporting requirements.
  - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
  - Attendance tracking, including sign-in and sign-out procedures.

### **Structure:**

RCS administrative team is responsible for oversight, compliance, and CQI. The Site Principal works with the site coordinator on daily implementation and supervision, staff training, scheduling, and data systems.

Program funding directly supports literacy and math interventions, enrichment activities, and targeted services for students. Expenses are tracked in the GL as incurred, and reviewed regularly. Charter Impact, our back office contractor, reviews and submits expenditure reports

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once approved by the school, as required. The match comes from the state ELOP funds.

Attendance for the program is taken immediately following dismissal to ensure student safety and accurate daily records. All participating students report to a shared meeting location and are organized by grade level. Program staff conduct a visual and verbal check-in of students as they arrive and distribute snacks.

Attendance is initially recorded using standardized paper sign-in and sign-out sheets. Staff mark students present upon arrival, and parents or authorized adults sign students out at dismissal, including the time of departure. This process ensures accurate supervision and accountability throughout the program day.

Paper attendance records are reviewed and digitized on a weekly basis using the Aeries student information system. Digitized attendance is monitored for accuracy and completeness and is used to track daily participation, identify attendance trends, and support compliance and reporting requirements.

Fiscal oversight, with support from our finance team and back office provider, Charter Impact, ensures compliance.

- 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>.

Our program is open until 6:00 every day. A student may be released early from the after-school program prior to the end of the program time based on the following conditions:

- A. Parent Choice
- B. Bussing Schedule
- C. Attending another program (outside sports, activities, catechism

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- etc.)
- D. Family emergencies (such as death in the family, catastrophic incidents, etc.)
  - E. Medical Appointments
  - F. Child illness or accidents that occur during program time (program staff should call parent or guardians)
  - G. Weather conditions, especially if the child walk home
  - H. Other conditions especially on safety as prescribed by the school

### **12—Sustainability**

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

Ensuring our program’s sustainability is a priority in all aspects. Our program coordinators, site Principal, and back office support provider, Charter Impact, collaborate to create a projected budget for the year. Weekly meetings to check in on budget ensures the program stays on budget.

We work together with collaborative partnerships to create professional relationships that are dependable and long lasting. Site coordinators, teacher leaders, and site administration begin planning in the spring for the following year to plan to address needs, goals, and improvements needed.

We leverage LCFF and Title I funds for wraparound supports, and seek other private grants to support the program. Annual reviews guide updates, and River Charter Schools administrative team leads sustainability efforts.

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