

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN

## Junction City Elementary After School Program 2025-2026

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

## After School Program Plan

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

1. Grant Identification Number - [53-23939-7173-EZ](#)
2. County District School (CDS) Code - [53717380000000](#)
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: [Deidre Brower](#)
  - b. Title: [Business Services](#)
  - c. Contact Info (telephone number and email address): [530-623-2861](#)  
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# Junction City Elementary After School Education and Safety Program Plan

**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
Junction City Elementary School	# 60 students

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

Target Population	Percentage of School Population
➤ Homeless	22%
➤ Free and Reduced Meals	78%
➤ English Language Learners	0%
➤ Indian Education	13%
➤ Special Education	13%

## 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.

## **Junction City Elementary After School Education and Safety Program Plan**

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.

### **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.

**Our program is run on 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.

**Our site has a Comprehensive School Safety Plan that has been designed to accommodate our Before School Program, our regular school day, and our ASES Program. This plan was developed by our Safety Committee to ensure the physical and emotional well-being of all of our students and school community. It addresses all types of emergencies and the procedures established to use when responding to a specific type of emergency.**

**In addition, our ASES Program works closely with the Trinity County Office of Education, who has created the Safe Schools Collaborative, and coordinates services and resources with the Trinity County Sheriff, Juvenile Probation, Health and Human Services, Child Protective Services, and Behavioral Health.**

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**All school staff, including ASES staff, participate in safety training and practice drills that support the Comprehensive School Safety Plan. These trainings include CPR/First Aid, Active Shooter Training, Child Abuse Prevention, Keenan Safe Schools Training Modules, and all Emergency Drills.**

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

**Our ASES Program strives to provide a safe and supportive environment for all of our students and school community. We recognize how important it is to have a safe, welcoming, and inclusive climate in order for our students' developmental, social-emotional, and physical needs to be met. Therefore, we strive to have a seamless transition from the regular school day to the ASES Program by ensuring that the school routines, rules, procedures, and expectations are consistent throughout our Before School Program, regular school day, and ASES Program. We have a strong Multi-Tiered System of Support (MTSS) Program, and we are invested in the philosophies of Positive Behavior Interventions and Supports (PBIS), Trauma Informed Practices, Olweus Bullying Prevention, Restorative Justice, and Social Emotional Learning (SEL). In addition, we are able to provide a school counselor on campus during the ASES Program one afternoon per week.**

**We also recognize that students learn and grow through play. Our ASES activities provide students with an opportunity to learn social skills while engaging in fun physical activities on a daily basis. These activities include free play, such as supervised playground activities, but also structured play, such as organized sports and games that get kids physical while working on social skills such as teamwork and sportsmanship.**

### **2—Active and Engaged Learning**

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

**Our ASES staff coordinates with site teachers daily to align educational literacy and enrichment with the regular school day. We have developed a**

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system for identifying students for academic intervention and homework support that begins with the classroom teachers, follows the students into the ASES Program, and then reports back to the classroom teachers the next morning. Our ASES Program utilizes the same research-based curriculum and programs that are used during the regular school day, which allows students to work on goals set by themselves and their teachers, based on the students' needs assessments.

- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.

Our ASES Program serves students in grades TK-8 and provides a safe place for students to learn and grow. Our students participate in a balance of individual activities, small and large group activities, indoor and outdoor activities, and quiet as well as active play. All of the activities in our ASES Program are designed to provide positive youth development.

Our ASES Program is divided into three major components:

### **Academic Intervention & Homework Support:**

This component of our ASES Program provides students the opportunity to work in their regular classroom setting to receive assistance in completing unfinished classwork or homework. The homework support is provided by ASES staff and peer tutors, with the guidance of the regular classroom teachers. This component also provides for research-based academic interventions in English Language Arts and Math for students who are referred for the extra support. The intervention support is provided by the regular classroom teachers, and is therefore incredibly effective.

### **Enrichment Activities:**

Enrichment activities encourage exploration and learning in creative ways by introducing students to new ideas and by developing the talents and interests of each student. Activities include visual and performing arts, crafts, STEM projects, Career Technical Education (CTE) projects, cooking classes, and working in our school garden. All of these activities have culminating products ranging from community performances to participation in County-wide and State-wide competitions. An extra special

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culminating activity is cooking food that was grown in our school garden, and serving it during our ASES Program.

### **Recreation & Physical Activities:**

This component of our ASES Program provides students with the opportunity to engage in fun activities, discover their physical potential, and build social skills. These activities include free play, such as supervised playground activities, but also structured play, such as organized sports and games. The activities range from parachute play and crab soccer with the younger students to frisbee golf and regional sports programs with the older students. We also utilize older students to run recreational games for the younger students, such as organizing and refereeing basketball games.

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

**We have an ELOP Summer Program that runs for 6 weeks during the summer. Our Summer Program is an extension of our ASES Program, with all of the same components.**

### **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.

**Our ASES Program is designed to contribute to the improvement of student academic achievement and overall student success. Our ASES staff works closely with the classroom teachers and site administration to coordinate the intervention and enrichment activities provided to the students based on data from state and local assessments. We analyze the outcomes of the intervention support, and modify the support accordingly to ensure student success.**

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

**We plan program activities based on school and community needs. We determine these needs based on data from state and local assessments, responses from student, parent, and staff surveys, and from input given at our ASES educational partner meetings.**

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## **4—Youth Voice and Leadership**

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

**Student feedback, assessments, and evaluations are solicited by local surveys and input given during educational partner meetings, such as Student Senate Meetings and SSC/LCAP Parent Advisory Meetings. This feedback is used to guide the development of training, curricula, and projects that are intended to meet the 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.

**We value student voice and leadership, and our Student Senate is a very active voice in helping to determine all of the activities that take place on our campus, throughout the regular school day and in our ASES Program. All of our 6-8 grade students have a role in Student Senate, some are student-elected officers, while others are active members. They meet every Tuesday afternoon, and discuss programs, curriculum, school policies, and activities on campus. Their meetings are agendaized and are run like any formal educational partner meeting. The results of their meetings are shared at Staff Meetings, ASES Program Advisory Meetings, School Site Council Meetings, LCAP Advisory Meetings, and District Board Meetings.**

- 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).

**Our Student Senate has elected representatives for each classroom on campus, and it is their job to go into the classrooms twice a month and solicit feedback from the younger students regarding school programs and activities, including the ASES Program. This information is then reported out at the Student Senate Meetings, and it gives all students on campus a voice. For example, our students wanted different meal choices for the ASES snack, so they solicited ideas from all of the classrooms, compiled the data, and shared the information with the café staff and the school administrator. The result was a new snack menu that included the suggestions from the students.**



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

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

**Our ASES Program is aligned with the goals of our District Wellness Plan. The Wellness Plan recognizes the importance of health education and services, nutrition education and services, physical education, and a safe and healthy school environment. During our ASES Program, our students are encouraged to recognize and establish, healthy habits and life choices, such as eating nutritious foods and engaging in regular physical activity, in order to maintain and improve their physical health, mental health, and overall well-being.**

- 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.

**Our ASES Program serves nutritious snacks aligned with our District Wellness Plan. We work closely with Trinity County Public Health CalFresh Program to provide Nutrition Education and cooking classes to our students. Our ASES Program also provides a quality physical education program that incorporates free play and structured recreational activities with staff that have been trained in the SPARK Physical Education Program.**

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

**Five examples of snacks that are provided at our site are:**

- 1. Whole Grain Goldfish Crackers (1 oz)  
Apple Slices (1/4 cup)  
Orange Slices (1/4 cup)  
Carrot Sticks (1/2 cup)  
Milk (1%, 1 cup)  
Chocolate Milk (Fat Free, 1 cup)**

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2. Yogurt (4 oz)  
Granola Bar (1.49 oz)  
Apple Slices (1/4 cup)  
Orange Slices (1/4 cup)  
Carrot Sticks (1/2 cup)  
Milk (1%, 1 cup)  
Chocolate Milk, (Fat Free, 1 cup)
3. PBJ Sandwich  
Celery Sticks (1/2 cup)  
Apple Sauce (1/4 cup)  
Orange Slices (1/4 cup)  
Milk (1%, 1 cup)  
Chocolate Milk (Fat Free, 1 cup)
4. Whole Grain Cheez-Its (1 oz)  
String Cheese (2 oz)  
Apple Slices (1/4 cup)  
Orange Slices (1/4 cup)  
Milk (1%, 1 cup)  
Chocolate Milk (Fat Free, 1 cup)
5. Fruit & Yogurt Smoothie (12 oz)  
Granola Bar (1.49 oz)  
Carrot sticks (1/2cup)  
Apple Sauce (1/4 cup)  
Orange Slices (1/4 cup)

### **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.

**Our ASES Program is available to all students in the Junction City School community. We are located in a rural and isolated location within Trinity County, which is considered to be a frontier county. Our community struggles with poverty, and 78% of our students qualify for free or reduced lunch. Most of our students live miles away from our campus, and we have no home-to-school transportation available, as it is not feasible financially and geographically, due to our primitive roads and large district**

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boundaries. However, we have made a valiant effort to make the program available to all students, as it is vital for the safety of our students.

**We encourage our students and their families to share their cultural backgrounds and experiences, and the students enjoy learning about each other's traditions. We incorporate the different cultural foods, stories, art, and traditions into the enrichment activities offered in our ASES Program. We also invite guest speakers to come on campus, and we participate in various cultural activities throughout Trinity County. We have many students of Native American descent, and welcome the participation of Trinity Tribal TANF as one of our community partners.**

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.

**All of our students participate in our ASES Program, regardless of their needs, primary language, or struggles. As with the regular school day, we make any needed modifications or accommodations to ensure that all students are able to participate fully in the program. We strongly believe that all students, especially those with struggles, would benefit by participating in our ASES Program.**

### **7—Quality Staff**

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

**The District requires that ASES staff have FBI and DOJ fingerprint clearance, meet all District employee requirements, and meet the minimum qualifications in one of three ways:**

**1. 48 units of applicable college coursework**

**2. Hold an Associate's Degree**

**3. Pass the local instructional aide proficiency exam administered by the Trinity County Office of Education**

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

**Due to our frontier and rural nature, recruitment for staff members is accomplished through both formal and informal means. The District publishes employment openings in the local newspaper and online via**

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**EdJoin.** Frequently, when a position is open, the word is spread via word-of-mouth through the community, as not all community members have access to media. Most often, ASES staff are also employed during the regular school day as paraprofessionals in classrooms.

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

**ASES Program staff participate in weekly site collaboration meetings, monthly District staff meetings, and ASES Advisory meetings. ASES staff are also included in all District professional development opportunities annually. Examples of trainings include Instructional Strategies, Behavior Management, PBIS, Trauma Informed Practices, Bullying Prevention, STEM, SPARK, Google, Poverty, Child Abuse Prevention, Active Shooter, CPR/First Aid, Keenan Safe Schools Training Modules, and all Emergency Drills.**

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

**We have no sub-contractors for ASES services.**

### **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 by input given at stakeholder meetings, feedback from local surveys, and data from local student assessments, CAASPP testing, and District LCAP and Dashboard results. This stakeholder input and data analysis determines what our goals are and how to utilize our resources to address our needs.**

- Describe three to five program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.

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**Our ASES goals for 2025-2026:**

- 1. Provide students with a healthy snack, and nutrition education to help them develop healthy eating habits which will contribute to learning achievement and lifelong health.**
  - 2. Provide students with quality homework assistance and effective academic intervention support to help them grow academically and meet or exceed state standards.**
  - 3. Provide students with engaging enrichment activities that enhance their interests in STEM, visual and performing arts, CTE, gardening, and other project-based learning experiences to help them develop a greater sense of purpose.**
  - 4. Provide students with the opportunity to work on social-emotional skills within a safe and caring environment, to help them develop socially, make responsible decisions, and establish and maintain positive relationships.**
  - 5. Provide students with opportunities for physical exercise and recreation to encourage and establish lifelong habits of being physically active in order to maintain and improve their physical health, mental health, and overall well-being.**
- 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.

**We engage stakeholders in the following ways:**

- **Annual Back to School Night – We inform all of our parents and community about our ASES Program, and address any questions or concerns about the new school year.**
- **ASES Program Advisory Meetings – Our School Site Council/LCAP Advisory Committee solicits feedback regarding the program from educational partners several times per year.**
- **Monthly District Staff Meetings – We have ongoing conversations about the effectiveness of the program and reevaluate student progress.**

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- **Weekly Teacher Meetings – We discuss the effectiveness of the Homework Help and Intervention Support component of the program and ensure that students’ needs are being met.**
- **Student Senate Meetings – Students solicit feedback from all regular day classrooms monthly, discuss their ideas for the ASES Program, and make suggestions for improvements.**
- **School Survey – We solicit feedback from parents, staff, and students regarding all components of the ASES Program at the end of each school year.**
- **District Board Meetings – We share all school community partner feedback with the Junction City Elementary School District Governing Board.**

### **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.

**We use a collaborative planning and review process in all aspects of the ASES Program. The plan is developed and modified based upon feedback from all stakeholders via stakeholder meetings, daily interactions, and the collection of data from annual surveys.**

**Collaborative members include, the Trinity County Office of Education (TCOE), District administration, District office staff, District teachers, ASES Program staff, students, parents, and community partners.**

- 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.).
  - **ASES Site Principal – Provide leadership and training to site ASES Program staff to connect the instructional day with afterschool, including specific needs and vision.**
  - **School Site Council/LCAP Advisory Committee – Provide updated information on school programs and include ASES as an important partner in the school culture and planning.**

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- **District Teachers – Provide qualified math and reading intervention to assist with students in ASES programs grades TK-8.**
  - **ASES Families – Through parent meetings and daily interactions, ASES Program staff get feedback from families with questions and concerns regarding the ASES program.**
  - **TCOE – Provide technical assistance in areas of grant compliance, professional development, and program design/offerings.**
  - **Trinity County Public Health Nutrition Education Program – Provide nutrition education, cooking classes, and school garden support.**
  - **Trinity High School – Provide high school student volunteers to work with TK-8 students during Homework Help, and Enrichment Activities.**
  - **Ascend Wilderness Program – Provide wilderness/outdoor education opportunities to students in grades TK-8.**
  - **Trinity Tribal TANF – Provide education, support, and opportunities for Native American students, and provide cultural awareness within the community.**
  - **District school nurses – Support through trainings and daily operations of programs.**
  - **ASES District Coordinator meetings - Meet at TCOE on the first Tuesday of each month to collaborate, plan, and achieve program goals.**
  - **School Staff Meetings - ASES staff attend the regular scheduled District staff meetings at their school. This allows for feedback and to assure the ASES program is an integral part of the school's instructional day.**
- **Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.**

**We hope to continue to develop a strong partnership with Trinity Together: Cradle to Career Partnership (TTCCP). This organization was developed as an education-business community partnership, to create career pathways for all Trinity County students, as our future workforce.**

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TTCCP is comprised of leaders from the Trinity County Office of Education and the education community, the local business community and local service organizations. This collaborative focuses on youth between the ages of 0-24, and joins the efforts already in place in Shasta County, with Reach Higher Shasta, and Tehama County, with Expect More Tehama, as well as newly formed collaboratives in Siskiyou and Modoc counties all under the umbrella of North State Together.

We believe that collaborating with TTCCP will be a strong addition to the Enrichment Component of our ASES Program, and that it will bring more CTE awareness and opportunities to our students.

The District has already begun to coordinate activities and resources for our site.

### **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](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/cqiguideance.asp>.

**In order to follow the CQI process and assess, plan, and improve, our ASES Program will:**

- 1. Review the End-of-Year Surveys (Spring)**
- 2. Create a CQI Plan along with stakeholders; Determine 1-2 focus standards (Fall)**
- 3. Provide Monthly evidence of each of the CQI standards (September-June)**
- 4. Complete a narrative summary update (Spring)**
- 5. Provide an End-of-Year Survey to all stakeholders (Spring)**
- 6. Reflect and score programs in all CQI areas (Spring)**

The overall program is evaluated by the program coordinator, school site principal, ASES staff, and District staff as to its effectiveness. Modifications



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are made to the program when needed and revisions to the plan are made each year when appropriate.

In addition, data will be collected on an annual basis looking at the Math and ELA CAASPP scores of all students in the ASES program. Evaluation is on-going throughout the year through attendance data, homework completion, classroom grades, and other site level assessments. Collaboration with each student's regular day teacher through weekly meetings are used to provide immediate feedback to ASES coordinators and staff regarding student needs and successes. Curriculum and academic assistance is modified to support students and their success in the regular day classroom.

The ASES Program's effectiveness is evaluated by monitoring student growth and success in the areas of classroom academics, behavior, attendance, and homework completion rates. CAASPP scores are reviewed by ASES staff to check for academic growth and modifications are made to instructional plans in association with the regular classroom teacher. Feedback from regular day classroom teachers is reviewed and student behavior contracts are developed, modified, or eliminated. Attendance issues are addressed on a student-specific basis. Grade level teachers and ASES staff communicate regularly regarding homework performance of students.

Teacher feedback and suggestions are incorporated into the ASES academic program to ensure the students are using their time in a manner that best supports their academic growth.

**Plans to improve the program:**

- 1. Continue to focus on academic growth in ELA and Math through homework help, intervention support, and implementation of common core curriculum and strategies.**
- 2. Investigate and implement new computer-based curriculum to support regular day academic program.**
- 3. Continue to develop strategies with classroom teachers to improve homework completion rates. Adopt a system that includes incentives to students, daily homework completion requirements and monitoring, as well as a communication system with parents on homework support at home.**
- 4. Continue to solicit stakeholder input to collaborate, get feedback, and work to address areas to improve.**

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### **11—Program Management**

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

**Funding is primarily used for staffing, to ensure there is qualified staff capable of running a safe and effective program. Remaining funds are used to purchase supplies and to bring in enrichment programs for the students.**

- 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.

**ASES Program Staff: Responsible for homework support for students in grades TK-8. Plans and oversees enrichment and recreation activities, provides Supper for students, monitors free play, provides lesson plans and feedback to District Coordinator and parents. Meets daily with District Coordinator and parents. Communication via email, phone, or face-to-face meetings.**

**District Coordinator/Principal: Plans site program, works with staff to coordinate daily schedules, communications, and monitor student behavior. Meets regularly with teachers, ASES staff, and collaborative partners to plan and develop program. Classroom walk-throughs assist ASES staff with classroom management techniques and school policies and procedures. Oversees district programs including budgets, attendance, trainings, staffing, communication, and all program areas. Communication through email, phone, or face-to-face meetings.**

**Classroom Teachers: Provide feedback on student work, student concerns, daily routines, and support for homework help and academic intervention. Provide daily Intervention instruction to selected students. Weekly meetings, emails, daily check-ins. Meets with district coordinator as needed. Communication through email, phone, or face-to-face meetings.**

**Business Staff: Handles budget and all financial and attendance reporting requirements. Manages purchase orders, and supply orders for ASES Program. Weekly check-ins, monthly meetings and emails.**

**School Nurse: Provide district/site trainings as needed. Communication via email and meetings.**

**School Counselor: Provide counseling services to students one afternoon per week.**

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

**Our ASES Program Plan is intended to support a fluid program that is continually reviewed and adjusted to meet the needs of our students. Daily, weekly, monthly, and annual checks are done to solicit feedback from all partners in order to make adjustments to the program based on immediate needs. As mentioned above, we have many opportunities for community partner feedback, and we involve students, ASES staff, District staff, parents, and community in our program review.**

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

**Junction City Elementary School District is a part of the Trinity County consortium. Our Business Manager is responsible for managing the operating budget and completing all fiscal accounting and reporting requirements. Developing budgets for the ASES program is done in collaboration with the District ASES Coordinator, Superintendent/Principal, and the business staff using input from all partners. Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a](7)).**

**The Business Manager is responsible for calculating and reporting the annual local match to independent auditors each year to ensure compliance with EC 8483.7(a)(7)**

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

**Attendance is taken at the beginning of the ASES program by each classroom teacher, and then verified by ASES staff. This data is entered in the district student information system by the District office staff to compile attendance data for CDE reports. Sign out sheets are housed in one location. Parents 'sign out' their children daily. Students allowed to walk home do so after a permission slip is signed by their parents and kept on file by the District Coordinator.**

**Attendance management and verification is a collaborative effort. Teachers and ASES staff manage and record daily attendance. The attendance is**

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then verified and reported by District office staff on a daily, monthly and biennial basis. Sign in and Sign out records are maintained at each site for five years.

- 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>.

Early release policy is District-approved and given to parents at the beginning of the school year, and discussed at the Back to School Parent Meeting. Parents are also provided with copies of these documents.

The JCESD ASES Early Release Policy is as follows:

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## Junction City Elementary School District (JCESD) ASES After School Program Early Release Policy

The JCESD After School Program, funded through ASES grants, operates on all school days from the end of school to 5:30 p.m.

The JCESD After School Program provides academic and social emotional support, enrichment and recreational opportunities for students.

**It is expected that students attend the After School Program on a regular basis.**

Under certain conditions, students may need to leave/be picked up early:

- A. Student has a medical appointment
- B. Student has other school obligations/events under the direction of the teacher, principal, or coach
- C. Family schedule and frontier location makes it difficult for student to be picked up at end of program.
- D. Student attends a parallel program (programs in the community such as organized sports, scouts, youth group activities, private music or dance lessons)
- E. Student safety (ex: students who walk or ride bikes home will be released at least 30 minutes before dark – **parent/guardian must complete and sign a Student Release Form**)

.....  
Parent/guardian acknowledgement:

I have read and accept the JCS ASES Early Release Policy.

Student's name: \_\_\_\_\_

Grade level: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Phone number: \_\_\_\_\_

# **Junction City Elementary After School Education and Safety Program Plan**

## **12—Sustainability**

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

**Our site is in a frontier and rural area, and the only employers in our tiny community are our school, a small Forest Service substation, and a family-run convenience store. The nearest small town, Weaverville, has limited services and is 10 miles away, and the largest city, Redding, is about 60 miles away. Most of our parents work in Weaverville or Redding, and they are dependent on their children being in the ASES Program because of real safety issues. Sustainability is a concern, as we have relied heavily on ASES Program funding from the State of California. We have discussed charging families to participate in the program, but 78% of them qualify for free or reduced lunch, and it would be a hardship for them to have to pay for the program. Most families would not be able to participate.**

**We will continue to discuss sustainability with our community partners, and our District Superintendent will collaborate with the other ASES Programs in Trinity County to seek opportunities for future funding sources.**