

# **AFTER SCHOOL EDUCATION AND SAFETY (ASES)**

**Rocky Point Charter School**

**PROGRAM PLAN**  
**2023-2026**



***"Today We Learn, Tomorrow We Lead"***

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# **Rocky Point Charter School**

## **AFTER SCHOOL PROGRAM PLAN**

After School Education and Safety Grant

Grant ID #45-23939-C849-EZ      District CDE Code #45-75267-0113407

Meagan Drake-Ridings,  
Program Director/Administrator  
Student Support Services  
(530) 722-7047  
[mdrakeridings@rockypointcharter.com](mailto:mdrakeridings@rockypointcharter.com)

Jakki Carroll,  
Fiscal Agent/Administrator  
Business Services  
(530) 225-0456  
[jcarroll@rockypointcharter.com](mailto:jcarroll@rockypointcharter.com)

### **1 After School Program Site**

<b>School Site Name</b>	<b>Projected Daily Attendance Target</b>
Rocky Point Charter School	76.00

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

The Rocky Point Charter School ASES program strives to align with the goals and needs of our regular day program. Our administrators, program director, staff, parents, and the Governing Board; assess the needs of the students, parents, school, and community. Through multiple sources including analysis of state assessment data (e.g. CST, ELPAC, Physical Fitness Testing, etc.), local benchmark assessment data, and student/parent surveys. The annual surveys specifically ask parents and students for their feedback regarding safety, academic quality, enrichment, and extracurricular activities.

The California Dashboard and DataQuest provide the ability to link state, district, and school assessments with the California State standards in all content areas. This data is used to disaggregate state, district, and site assessment data to ensure that our ASES program is providing appropriate instruction to meet the academic needs of students in all subgroups.

Rocky Point Charter School's assessment team has worked together to compile and review key assessment data and have identified three main goals developed from the results of the needs assessment:

1. To support classroom instruction by promoting student achievement in both English/Language Art and Mathematics.
2. To provide structured physical activity and recreation to promote healthy lifestyles. To establish a good sense of community and problem solving skills.
3. To provide a safe and secure environment for students to support working families who are not at home during the day.

ASES activities that enhance these goals include homework and tutoring assistance, providing exciting enrichment activities to capture and sustain student interest, and providing students a safe and supervised learning environment during the after school hours.

ASES stakeholders are integral partners in creating and implementing our program vision, mission, and purpose based on the needs of our school and community

through parent volunteers for Fall Festival, Community Member Assemblies (Professional Dog Trainers, bike club, guitar lessons) and more.

## **Program Description**

***Target populations served:*** All students in Transitional Kindergarten through eighth grade are eligible to participate in the ASES program, but we specifically target those students that are socio-economically disadvantaged (At-Promise) and require intervention.

<b>Target Population</b>	<b>Percentage of School Population</b>
Homeless	2.48%
Foster Care	2.48%
English Language Learner	1.24%
Free & Reduced Meal Program	76.4%
Parent Education Level	1.86%

***Recruitment of students from the target population:*** ASES registration information is mailed to each student's home prior to the start of school and provided during the annual "Meet your Teacher Night" event. Additionally, the front office and the ASES office maintains a supply of ASES registration packets for interested families, as enrollment is open throughout the year. Enrollment and attendance is not limited to the minimum funded amount of students (daily). Rocky Point Charter School serves all students that walk through our doors each day.

At-Promise students are identified and specifically invited through Priority Enrollment to participate in our program by a parent letter sent by our director indicating the importance of academic intervention.

Our program also promotes the ASES program in our monthly school newsletters, on our school webpage, and our ASES staff provides information to new students and families of the benefits of the program and information on how to register and participate. All program activities are facilitated through our school site and the dedicated program staff and administration.

## **Safe and Supportive Environment**

It is of great importance that our services focus on increasing resiliency and providing a safe supervised environment for children and youth. Our staff monitors student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Rules and expectations are outlined in the registration packets that are given out to parents. Rules and regulations are reviewed with students in our program classes. Students will sign a contract to ensure they understand and will follow the rules. We operate on a closed-campus and provide a safe haven for students after school during the peak hours of the day when most juvenile crime occurs.

***Safety procedures:*** Emergency procedures are well developed and communicated to all staff to align with the regular day including:

- Regular professional development staff training
- Biannual CPR/First Aid training
- Monthly emergency fire/earthquake/intruder alert drills
- Continuous site-coordinator campus walk-throughs
- Use of two-way radios by all staff
- Staff supervises sign-out procedures and ensures students leave with the correct parent/guardian.
- Monitoring of campus security camera feed

## **Active and Engaged Learning / Skill Building**

Our educational literacy and educational enrichment activities are based on our school and community needs. By providing a safe and secure environment for children to help support working families who are not at home during the day. Our enrichment activities align with the regular day to enhance academic performance achievement and positive child and youth development and regular day teachers and ASES staff share classrooms and meet regularly to discuss instructional goals and objectives and participate jointly in staff development. Regular day teachers provide the ASES staff with weekly (and sometimes daily) student homework-status progress reports to encourage continuous coordination and communication to promote

student achievement in English, Language Arts, and Mathematics. Teachers provide staff with missing assignment lists, extra homework, and resources. The ASES program hours are divided into three integrated components in order to maximize time and effectiveness:

**Academic/Tutoring:**

This time of the program day is a priority above all other activities. Homework classes support classroom instruction by offering quiet, safe environments for students to complete their homework in a timely manner. 30-60 minutes each day is provided to increase homework completion rates that promote student achievement in English, Language Arts and Mathematics. Kindergartners will participate in forty-five minutes of academic related activities. First through Eighth Grade students will participate in an hour of academic time. As students complete their homework, this time is also used for daily reading and other literacy activities.

**Enrichment Activities:**

ASES staff focus on making connections to the regular day curriculum, introducing students to new ideas, and developing the talents and interests in each student. Providing innovative and exciting enrichment activities based on students' needs and interests, encourages exploration and learning in creative ways. Activities include science, arts, crafts, sports, music, career awareness, technology, and community service learning. By donation of items to goodwill. Annual student/parent survey results are used to identify new enrichment activities that could be added.

**Recreation/Physical Activities:**

Students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills and recreational and physical activities. Our program offers a variety of outdoor recreation programs that promote health and wellness such as, but not limited to:

- Soccer
- Softball

- Basketball
- Kick ball
- Volleyball
- Cross Country
- Disk Golf Course
- Dance Club
- Singing/Talent Shows

Annual student/parent survey results are also used to determine new activities/sports that could be added.

### **Social Emotional Learning**

Students will learn skills and tools to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. It is important that our students not only receive an academic education, but also learn how to be a member of society. Students need to be provided with support and patience from their educational providers. students will participate in a multitude of activities that encourage them to handle their emotions. Activities will include

- classroom discussions and demonstrations of proper emotional behavior
- class projects on social emotional behavior
- Students have access to a school counselor during after school hours
- communication club
- problem solving skills

### **Youth Voice and Leadership**

Youth voice and leadership are important factors to our successful program operation. We strive to inspire confidence and social engagement in our students. When young people help make decisions, programs are more likely to meet their needs. Moreover, when young people are part of the process they feel ownership, mobilize others and become powerful role models. Most importantly, the youth voice unites people to work for improved communities and schools.



Student feedback, assessments, evaluations, and integration with the regular day are used to guide the development of training, curricula, and projects that will meet our students' needs and interests.

Our Leadership Club provides opportunities to our older students where they can share their viewpoints, concerns, or interests that will influence program practices. These students will actively exercise their leadership skills by addressing real world experiences that they identify in their communities (i.e., senior home art project donations, local homeless/shelter donations, youth-led media projects). Students can discuss topics about their school that they believe needs changes. Students then can write to school Board Members with their suggestions.

Students in lower grades will be able to make these same choices when participating in program activities as indicated through responses to written and oral surveys. Our program also provides a vehicle for expression through our scrapbooking club, dance club, and singing club.

Another aspect of our program is that our middle school students have the opportunity to teach a lesson to our younger classes. For this activity the students plan out an academic subject they find interesting. They then create a small lesson plan on how to teach it to younger students. The lessons are then reviewed by staff members. The student then gets to run the lesson supervised by a group leader.

## **Healthy Choices and Behaviors**

The ASES program is not a stand-alone program. It is one in which instructional school staff and ASES staff work together to best serve the needs of all students and their families.

Snacks are provided by Gateway Unified School District. The nutrition staff ensures that all snacks selected are on a rotating basis to keep student interest and meet the requirements and nutrition standards as established by the U.S. Department of Agriculture. All snacks are maintained in appropriate temperature controlled storage on site and include, but are not limited to: milk, peanut butter and celery,

string cheese, fruit juice, and apples. The cost of snacks is reimbursed to the district through the Free and Reduced Priced Meals Program.

Our program incorporates healthy nutritional practices in coordination with our Cooking Healthy Foods Club and various Recreational/Physical Activities.

## **Diversity, Access, and Equity**

Our ASES program is designed to create an environment that promotes diversity, access, and equity and provides activities and opportunities to celebrate our students' cultural and unique backgrounds. We reach out and provide support to students with disabilities, English language learners, and other students who may have barriers that might limit their participation in our program by offering various clubs such as, but not limited to:

- American Sign Language (ASL) (looking for shasta college Volunteers)
- Games around the World
- Spanish Language and Culture Club.

Our program information is also available in other languages to support English language learner families.

## **Quality Staff**

The Rocky Point Charter School ASES program adheres to high quality staffing standards by ensuring the employees meet the same federal, state, and district requirements to work with students as regular day program aides:

1. High school diploma
2. Health screening (current TB Risk Assessment Certificate of Completion)
3. Background screening (fingerprint clearance)
4. Plus one of the following:
  - a) AA degree
  - b) 48 units of college credit

### c) Proficiency on the Adult Education Proficiency Exam

Referrals and word of mouth continue to be our main source of recruiting ASES staff, but we also advertise through Ed-Join job announcement website, local colleges and universities job boards. Applicants will be considered based on their qualifications and knowledge such as, but not limited to: general classroom procedures, basic English usage, effective communication, understanding/implementation of direction, and experience.

Prospective employees are interviewed by the program director and site coordinator and reference checks are completed. Human Resources staff process employee paperwork following Rocky Point Charter School policies and procedures. In addition to receiving on-going coaching and support from program administrators and site coordinator, ASES staff will be provided continuous professional development opportunities throughout the school year on a rotation basis such as, but not limited to:

Type	Schedule
Regional II Training	August
CPR/First Aid	August (biennial)
Mandated Reporter Training	September
Sexual Harassment Prevention Training	November
Literacy Workshop	December
Classroom Management Training	January
Remix Conference	January

At this time, our program does not sub-contract out for services. Our program is continually evolving and interested in local community experts and presenters.

## Collaborative Partnerships

The program director works to plan and implement activities for the after school program. They contact individuals and arrange for their services in support of students. Student interest and participation, student/parent/teacher input dictates the need to update and vary enrichment activities.

Collaborative members providing activities includes, but is not limited to:

- Ryan Dye and Tiffany Howard: work with students coaching basketball/soccer/softball
- Krista Brackney and Jessica Norris: work with students coaching cross-country
- Shelly Noble: works as Athletic Director (grade and behavior checks) for all sports teams
- Shawna Norris, RPCS Director: provides support of the program, approves site supervisors, and provides program input
- Teachers: collaborate with the program staff to best meet the needs of the students
- Butte County Office of Education: provides technical assistance and staff development
- Gateway Unified School District: provides nutritional snacks and education to students

The ASES program is interested in pursuing skateboarding lessons and other unpopular sports programs.

## **Program Management**

Rocky Point Charter School's ASES program provides a wide range of support to our students and their parents during the after-school hours when families and children lack access to other alternatives. Our program is structured to include succinct staff roles and responsibilities including, but not limited to:

<b>Staff Role</b>	<b>Responsibility</b>
Meagan Drake-Ridings-Program Director	Program Oversight/Administration
Janelle Mix-K/1 Group Lead	STEM Instruction Grades K-8
Aleigha Sampley- 2/3 Group Lead	Homework Club/Tutoring Grades K-8
Erica Evans-4/5 Group Lead	Problem Solving/Game Centers Grades K-8
Stephanie D'Acosta-6/8 Group Lead	Nutrition Education Grades and multicultural experiences K-8

Under the leadership of our school director, fiscal services manager, and ASES program director, we implement sound fiscal planning and management with clear

adherence to local, state, and federal audit requirements and ensure that 85% of the funding is used for direct services. Evidence is provided through internal documents, external audits, and CDE reports.

The Rocky Point Charter School ASES program is supported by school in-kind contributions and services, human resources, and participation. Our ASES program successfully shares classrooms, restrooms, the media center, the multi-purpose room, kitchen, facilities, playgrounds, staff and office spaces. Regular support services are provided by school administrators, school secretaries, school custodians, school nutrition services staff, school payroll department, school human resources department, and school accounting staff. We take pride in working as a team to provide services that ensure success, effectiveness, and consistency.

Each year our program administrators review the program services provided to Rocky Point Charter School's ASES program and calculate the value of those services. The required minimum contribution is based on 33% of the total grant award.

<b>Source</b>	<b>In-Kind Contributions</b>	<b>In-Kind Value</b>
Rocky Point Charter School	Clerical Support/Office	\$ 3,430.40
Rocky Point Charter School	Director Supervision	\$10,146.60
Rocky Point Charter School	Supplies	\$ 4,968.05
Rocky Point Charter School	Curricular Materials	\$ 8,586.26
Rocky Point Charter School	Classroom Space	\$ 7,220.00
Rocky Point Charter School	Custodial Support	\$ 5,220.00

Rocky Point Charter School takes attendance tracking very seriously. Policies and procedures have been developed to ensure attendance is properly taken and recorded in the EZReports attendance data base. This web-based software allows administration to monitor attendance regularly to ensure attendance targets are met. Attendance is submitted to CDE semi-annually (January and July) via ASSIST data base. Daily sign-in/sign-out sheets are kept on file at our site for five years. Our Late Arrival/Early Release Policies are posted at the sign-in/sign-out station. All ASES personnel strictly adhere to the early release policy. Students are required to be signed out each day by a parent, guardian, or other authorized individual.

Our program plan is formally reviewed on a semi-annual basis to ensure that the plan continues to meet the needs of the program participants, academically, socially and physically. While this process occurs on a semi-annual basis, there continues to be on-going formative assessment of the program in order to make mid-year adjustments as needed, rather than waiting until the next year to implement needed changes and updates.

## **Continuous Quality Improvement**

Our stakeholders and site administrators utilize evaluation tools aligned with the Quality Standards for Expanded Learning in California, which include, but are not limited to:

- Surveys given to stakeholders (parents, students, staff and our director) regarding satisfaction with the program, safety, student academic support, collaboration, professional development and communication with parents.
- Examination of ELA and Math gains and decreases demonstrated by CST scores.
- Comparison of regular school day attendance rates for program students vs. non-program students yearly. Attendance is calculated as days attended vs. days enrolled. Regular school day attendance for after school students is submitted as part of the yearly evaluation to the CDE.

Data collected over the last year showed the following results:

- Parents continued to be highly satisfied with the program.
- Nearly 81% of students reported that they liked physical activities more and 74% said they were in better shape due to the physical activity component of the program. 87% of the program staff also agreed that it benefited students.
- Students who participated in the program showed no gains in ELA and MATH compared to students not in the program.
- K-8 students in the program had higher attendance rates.

Based on our assessment rubrics evaluation, we decided to focus on two areas for improvement: Active & Engaged Learning and Quality Staff.

## Quality Improvement Plan Implementation:

- To improve our active and engaged learning standards, the afterschool staff will develop new enrichment activities. The activities will be discussed with regular day teachers, program director, and RPCS director. Activities will further the interest of students and encourage better participation. The program Director will help to ensure staff has ample resources and support the staff where needed.
- To improve options and education for healthy choices and behavior. Staff will provide further exercise activities every week outside of sports and recess. Physical activities will be organized and grade level oriented. Students will be able to discuss the type of food they should and should not be eating. Staff members will encourage healthy eating habits and encourage students to eat daily in and out of school.

The continued improvement of our ASES program to provide quality services that ensure a safe, supervised environment for our students a priority of Rocky Point Charter School. We are committed to ongoing monitoring of student academic progress and individual needs.

## **Sustainability**

Youth participation in quality extended learning programs (ELPs) results in positive academic, physical, mental health, and social/emotional outcomes. Funding is essential to implementing and sustaining quality ELPs and should be stable so students, parents, and staff can rely on it from year to year; however, such programs are difficult to sustain without outside help, thus diversifying funding sources is critical.

Although Rocky Point Charter School relies on one major funding stream through the After School Education and Safety Program (ASES) grant, we also receive funding and support through the following:

- Program participation fees
- In-Kind resources

- Nutrition support

Our school is committed to the success and longevity of our after school program and the importance of identifying, accessing, and utilizing multiple funds from multiple agencies. Our Stakeholders and ASES team, led by our program director, are continually researching an array of programs and services to meet the diverse needs of our youth. The following example of providers that have been identified as potential sources of funding streams to support our program:

- Federal Block Grants
- Juvenile Justice and Delinquency Prevention (e.g. Safe and Drug Free Schools)
- Partnerships with Universities (Interns for personnel support)
- Partnerships with Local Businesses (Supplies, computers, printers)
- Partnerships with Foundations
- Private Donors
- Grant Writers

Our ASES leaders will semi-annually review the need for more training on identifying and securing diverse funding streams as well as cultivating partnerships to ensure sustainability of our quality program.