

Capistrano Unified School District

AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN (ASES)

Prepared by:
Capistrano Unified School District
State and Federal Programs
Expanded Learning
33122 Valle Road
San Juan Capistrano, CA 92675

2025-2026



After School Program Plan

1. Grant Identification Number: 30-23939-6646-EZ
2. County District School (CDS) Code: 30 66464 0000000
3. Authorized Signatory
 - a. Name: Dr. Christopher Brown
 - b. Title: Superintendent
 - c. Contact Info: superintendent@capousd.org (949) 234-9200

After School Education and Safety Program Plan

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. Kinoshita Elementary	84
2. Las Palmas Elementary	84
3. Richard Henry Dana Elementary	84
4. San Juan Elementary	84
5. Viejo Elementary	84

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

Target Population	Percentage of School Population
1. Low-income, including Homeless; Foster Youth	95.77%
2. Low-income, including Homeless; Foster Youth	50.14%
3. Low-income, including Homeless; Foster Youth	50.29%
4. Low-income, including Homeless; Foster Youth	78.62%
5. Low-income, including Homeless; Foster Youth	50.59%

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Purpose

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

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

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

1—Safe and Supportive Environment

1.1 If the program will be located off campus, describe how students will travel safely to and from the program site.

Not applicable – all programs are on site.

1.2 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.

ASES staff oversee the attendance sign-in and parent/guardian sign-out process. The reasons for any early release from the program are reflected in the sign-in/out sheets via an early release code so staff are aware of students who are attending parallel programs. All ASES staff are trained in safety and are first aid certified. The safety procedures for the ASES program are aligned to the school day procedures. Monthly drills are conducted and include evacuation, drop, cover, and hold, and lockdown drills. ASES staff have been trained on the same lockdown procedure as school day staff which is the Deny Access, Evade and Engage (DEE) protocol. All staff have black polo shirts and wear staff identification badges so they are easily identifiable. A daily schedule is posted in the classroom with the indoor and outdoor activities. Staff have clipboards with groups and student names to ensure supervision where students are located.

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

ASES staff are a part of the Orange County Department of Education (OCDE) cohort for Social Emotional Learning (SEL) and Science Technology Engineering Arts and Math (STEAM) to network for resources, get staff training and guidance on best practices. The ASES programs also have an Every Monday Matters program where curriculum lessons are implemented with prompts for promoting 20-minute discussions and conversations on topics such as Turn Off the TV and kind acts. To promote health and wellness, healthy eating education and physical activities are included in the ASES program. Curriculum on nutrition, healthy choices, and a balance between screen time and outdoor vigorous activities is included. Staff refer families to community resources in areas such as food, health, and parent education.

2—Active and Engaged Learning

2.1 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.

Visible Learning research synthesizes findings from 1,400 meta-analyses of 80,000 studies involving 300 million students, into what works best in education. Research shows that exposure to reading and science programs have the potential to accelerate student achievement and homework is likely to have a positive impact on student achievement. The Search Institute research also shows that service learning is one of the areas that builds positive developmental assets in youth leading to higher academic achievement and prevention of high-risk behaviors. The ASES program includes but is not limited to reading time, science activities, homework support and service learning.

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

Reading time and homework assistance is built into the daily schedule. CUSD teachers push in to support students and help them complete their homework. Various service learning projects are implemented throughout the year in a program called Kids in Charge of their Community (KICC). Student leaders who are grade level representatives and elected leaders provide input through monthly meetings for service projects. Students have implemented random acts of kindness and other home, school, and community projects. Long-term project based learning includes science units such

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as the life cycle of plants, water cycle, robotics, and roller coasters. There is also an Earn A Bike program where students learn to eat healthy and build healthy habits and can earn a bicycle. Projects are done in cooperative groups of 4-5 students by grade level. Students use computers to do research at the beginning of a project, for example when learning about roller coasters, they research facts and general information to gain insight and knowledge.

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

Not applicable. The program does not include a summer supplemental component.

3—Skill Building

3.1 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.

Homework support is directly linked to each student's needs for each grade level so they can help each other and staff can better assist. Staff reach out to the teachers when noticing a pattern where students are struggling to be able to better support students. CUSD teachers push in to support students and help them complete their homework.

Various adults volunteer during Career Week to expose students to career options. Guest speakers including parents and campus staff such as the nurse, share career avenues in different fields.

Learning games are integrated in activities such as integrating math fraction content in outdoor fitness club where students track their laps and improvements.

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

Homework support provides assistance for parents who are unavailable or unable to assist due to language barriers or their work schedule. The ASES program is available to provide students with opportunities for exercise and activities to build skills that they may not be able to receive elsewhere. Team building activities help support the positive growth and development of healthy peer and adult relationships. Since the students who participate in the ASES program are from low-income households, most would not have the means to attend an after school program that had a cost.

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4—Youth Voice and Leadership

4.1 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.

Staff conducts annual surveys for parents and during monthly meetings, students' ideas are heard and considered for implementation.

4.2 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.

The Kids In Charge of our Community (KICC) student team is a program designed to give students a voice. Student leaders who are grade level representatives and elected leaders provide input through monthly meetings. ASES staff and principals also collaborate to discuss student leadership opportunities.

4.3 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).

Class representatives from each grade level are part of the KICC team and have a voice in the development of program activities. Students in the higher grade levels have the opportunity to be elected into leadership positions. All representatives and elected positions give input into the development of service learning projects. Staff address and talk about real world problems with students a few times a year during projects such as Food Drives and Food for Troops. Service learning opportunities will be modified during the pandemic to ensure safety protocols are followed. For example, in-person activities will be replaced with non-contact activities such as sending holiday cards to local hospitals.

5—Healthy Choices and Behaviors

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

ASES curriculum focuses on eating healthy snacks, proper serving sizes, and why it's important to eat healthy. If staff eat in front of students, it's a healthy snack so they are modeling the same behavior for students. Another part of the wellness plan is to encourage the development of positive character through a Character Counts program.

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This program uses the four YMCA core values: honesty, respect, responsibility and caring. The staff uses this language on a daily basis to acknowledge students' actions. For example, "Thank you for picking up your trash. That was very responsible of you." Students also receive tickets for weekly give-aways. They also have the award "Student of the Month".

5.2 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.

To address physical activity, students engage in 30-minutes of physical activity five days a week. A variety of activities are planned including running and jogging laps around the field and group educational games. Outdoor play is implemented when weather permits.

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

Nutritious snacks that follow CA Nutritional Guidelines are served and include grain cereal, carrots, Triscuits, greek yogurt with fruit, cheese and apples, and string cheese. The YMCA ASES sites receive meals from the Second Harvest Kids Cafe Program.

6—Diversity, Access, and Equity

6.1 Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

Staff plan activities that celebrate a variety of holiday traditions including Christmas, Kwanza, and Hanukkah. Students learn about traditions from around the world such as Chinese New Year; lighting candles, and money in envelopes. Cultural food fairs and family potlucks were conducted prior to COVID and will resume when safe to do so.

6.2 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.

Translation and interpretation services are provided to support parents with access to information and to create a welcoming and inclusive environment. Staff also work with teachers and principals to implement strategies to support students (tailored to each individual student) based on what is successful during the regular day program. Late afternoon bus transportation is provided to students at two sites who serve students

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who live in neighborhoods a distance away from the school to reduce barriers to participation. Students with disabilities are accommodated depending on their needs to support their participation in activities.

7—Quality Staff

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

To ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide, a screening process is implemented in Human Resources.

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

Staff involved with the recruitment and hiring process ensure that screening and interview questions include experience working with children and Early Childhood Education (ECE) units. There is also an onboarding training program that includes training on child guidance and behavior, working with children with special needs, health and safety, and safety and after school programs.

Staff celebrate the diverse backgrounds of students with parents during Career Week, when parents are invited to share about their different jobs and backgrounds. Diversity is also celebrated during the holiday season with a Culture Fair, in which the students share foods and traditions of their families.

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

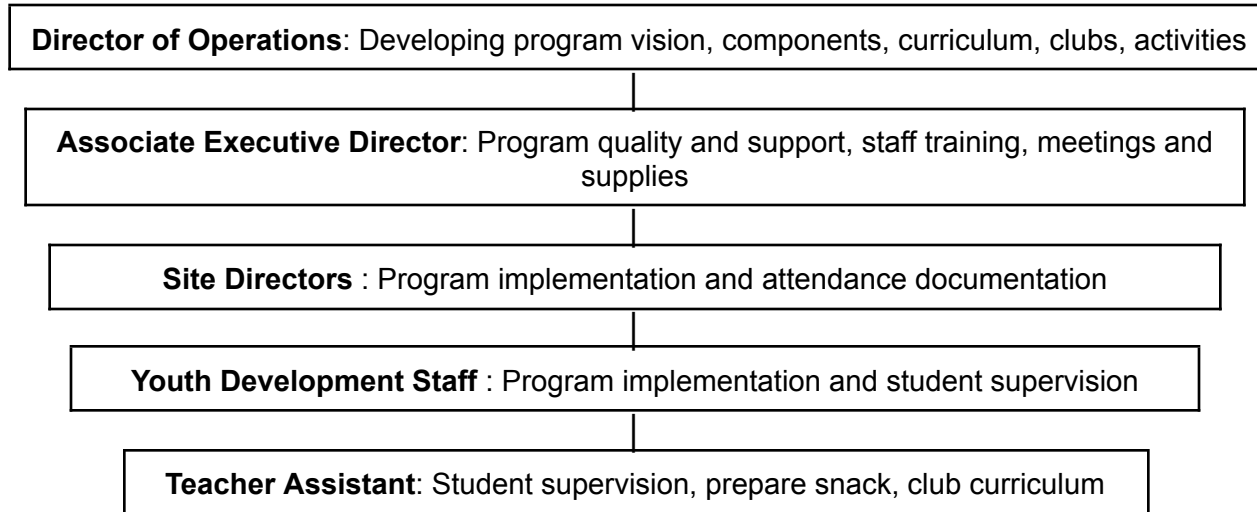
Ongoing professional development is a priority in the ASES program. Staff regularly participate in State and County training, meetings, and technical assistance to ensure program quality and adherence to guidelines. Information is shared with site administrators and program staff at partnership meetings in the fall and spring. Training is also provided through online modules on bloodborne pathogens and child abuse prevention. CPR and first aid certification is also required. Ongoing personalized education is encouraged to support employees with their professional growth and development.

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

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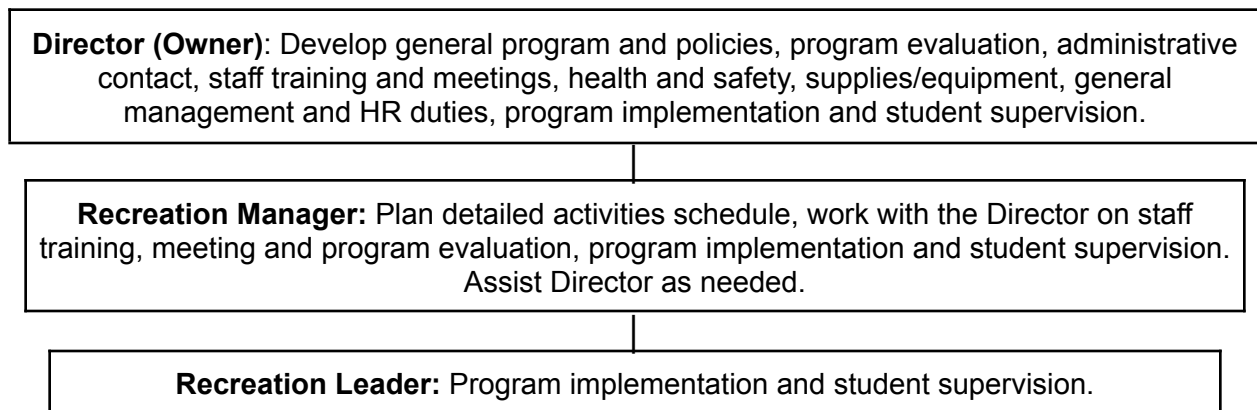
The District contracts with the YMCA at Kinoshita, RH Dana, San Juan and Viejo Elementary Schools:

YMCA



The District contracts with the CampCo at Las Palmas Elementary School:

CAMPCO



8—Clear Vision, Mission, and Purpose

8.1 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

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needs will be addressed.

Various qualitative and quantitative data points are reviewed throughout the year including California Healthy Kids Survey (CHKS) and data posted on the CA School Dashboard (Smarter balanced assessment English language arts, math, chronic absenteeism, suspension rate). Other data is also reviewed including students who are identified as McKinney-Vento homeless and foster youth.

2021-2022 Student Group Data

District / School	CHKS School Connectedness	SBAC ELA 2021-22 K-8 & 11	SBAC Math 2021-22 K-8 & 11	Chronic Absenteeism 2021-22 K-8	Suspension Rate 2021-22 K-12
District (TK-12)	78 %	70.03%	57.62 %	21.5 %	2.2 %
Kinoshita	71 %	24.06 %	18.61 %	34.2%	.2 %
Las Palmas	81%	50.0 %	50.54 %	25.7 %	.3 %
RH Dana	64%	44.04 %	38.18 %	27.1 %	.4 %
San Juan	76%	24.85 %	29.56 %	31.2 %	.1 %
Viejo	80%	42.11 %	37.32 %	32.4%	.6 %

2023-2024 Student Group Data

District / School	Enrollment 2023/24	Socio-Economically Disadvantaged 2023-24	McKinney-Vento Homeless 2023-24	Foster Youth 2023-24	English Learner 2023-24
District (TK-12)	39,919	34.79%	6.56%	0.13%	8.74%
Kinoshita	307	95.77%	57.98%	0.00%	61.24%
Las Palmas	724	50.14%	16.99%	0.00%	25.69%
RH Dana	344	50.29%	13.95%	0.00%	22.67%
San Juan	650	78.62%	29.85%	0.15%	52.46%
Viejo	427	50.59%	3.75%	0.47%	26.93%

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All ASES sites are Title I schoolwide programs and receive federal funding to support student academic, social emotional, and behavioral needs. The ASES program is an extension of the school day and provides necessary support in many areas including homework completion, academic and social-emotional support, safety and supervision, health and physical activity, and enrichment. These services support students and are a valuable resource to parents who may not otherwise be able to afford support and enrichment programs outside of the regular school day.

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

Based on the needs assessment from the review of the data, literacy and math are key areas that will be a focus of the ASES program. Teachers meet with ASES staff to provide direction to support students during homework time. iReady and iStation and other learning programs that are a part of the regular school day will also be utilized in the ASES program to align the regular day and after school program.

Since four of the five sites have a chronic absenteeism rate above the District average, attendance will also be a goal. School and ASES staff will outreach and connect with parents and students to encourage school and ASES attendance and discuss and mitigate any barriers. Connection and social-emotional wellness will be a focus to increase attendance.

All of the sites have a significant number of English learners (22.67%-61.24%) compared to the District average (8.74%). ASES staff will focus on making parent information accessible through translation of documents and interpretation at meetings to support an inclusive environment and connectedness. They will also focus on parent education to support parents with navigating the school system.

8.3 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.

Ongoing communication and collaboration between stakeholders support the ASES mission, vision, goals, and outcomes based on the needs of the community. Below are ways that support the ongoing communication and collaboration:

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- Principal and ASES staff meet regularly and as needed to discuss any issues that arise (student behavior, attendance, parent concerns, etc.)
- ASES report is shared annually at a School Site Council meeting where parents, teachers, and school staff participate
- ASES staff participate in school events such as Back To School Night Open House, and Family Nights
- ASES newsletter is distributed monthly to parents and the principal
- ASES staff present periodically at PTA meetings to recruit for enrollment for the ASES program

9—Collaborative Partnerships

9.1 Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Collaborative partners including Principals, YMCA and Campco managers, site coordinators, and District Office staff, meet in the fall and spring to engage in professional learning and engage in continuous quality improvement. The Quality Standards are discussed and ideas for best practices are shared.

9.2 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.).

The Executive Director, State and Federal Programs and Director of Expanded Learning are responsible for overseeing all aspects of the ASES grant including ensuring that all five sites have submitted the proper paperwork for the subcontracting process, attendance reporting and percentages are met, program quality and evaluation, in-kind and direct and indirect cost documentation, and collaboration meetings.

The Accounting Technician ensures completion of budgets and expenditure reporting.

The Analyst is responsible for collecting the monthly attendance documentation from each of the five school sites.

The Account Clerk is responsible for distributing and collecting the quarterly in-kind logs and determining the equivalent cost calculation.

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

A potential new collaboration would be to invite the District curriculum specialists in English language arts, math and science to learn more about the current ASES program

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to facilitate school day alignment and provide guidance in the areas of curriculum and instruction. They will be invited to participate in the collaboration meetings to get to know the program, build relationships with the ASES staff and provide guidance and support.

10—Continuous Quality Improvement

10.1 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>.

During the fall and spring collaboration meeting, District and sub-contractor staff identify the Quality Standards that they have rated themselves as working knowledge score of 2 on the Annual Outcome-Based Data for Evaluation. Discussion occurs regarding current program practice and the action examples at the Programmatic, Staff and Participant level from the California AfterSchool Network Quality Standards for Expanded Learning in CA are reviewed to learn more about best practices. Each year, a Continuous Quality Improvement Program Quality Improvement Plan is developed with goals, objectives, and activities to work towards focused efforts on one or two Quality Standards.

11—Program Management

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

The ASES program funding is directly related to providing programs and services to prepare students for college, career, and life. Almost 90% of the funding goes to direct services to pay for ASES staff, materials, and supplies which support the goals of academic support, homework completion, attendance, social-emotional wellness, and connectedness.

11.2 Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and

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science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

In addition to the roles and responsibilities that were outlined in 7.4, Site Coordinators meet monthly with Sr. Program Director. Site Coordinators meet twice a month with the After School Teachers and Teacher Assistants.

11.3 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 Program Plan was developed by various stakeholders from the District, YMCA and CampCo, including site principals, District Office administrators and staff, and YMCA and CampCo managers and teachers. The Program Plan was shared with ASES parents for feedback. The Program Plan is annually reviewed and updated at collaboration meetings.

11.4 Describe the system in place to address the following program administration requirements:

An Accounting Technician works with the Executive Director, State and Federal Programs and Director of Expanded Learning to develop the budget. The Accounting Technician is responsible for fiscal accounting and expenditure reporting requirements.

The Executive Director, State and Federal Programs and Director of Expanded Learning works with an Account Clerk to document the local match of one-third of the state grant amount. This is done through staff quarterly in-kind match logs that non-ASES funded staff complete when contributing hours toward the program. Hours include attending collaboration meetings, program planning and evaluation, budgeting and reporting, attendance monitoring and recordkeeping, and contract development. Other in-kind match documentation includes use of facilities and custodial contributions.

Site program staff have a sign-in and sign-out procedure to accurately account for all students. Staff sign students in and parents individually sign students out. If a student needs to leave the program prior to 5:45 pm, the parent completes an Early Release Form and it is kept on file.

All attendance procedures are published in a parent information handbook in English and Spanish. Site Coordinators communicate with parents about the policies and nature of any activity related to an early release.

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12—Sustainability

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

The District Office staff (Executive Director, State and Federal Programs, Director II, Expanded Learning, Accounting Technician, Analyst and Account Clerk & Bilingual Intermediate Office Assistant) help to support the sustainability plan. They attend various meetings throughout the year to learn about resources, in-kind and revenue opportunities. The Orange County Department of Education Expanded Learning program is an excellent partnership and resource for districts. District staff attend OCDE meetings for guidance, technical assistance and to learn about resources. The OC STEM Hub also provides free supplies, materials, and resources.