

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

Rocky Point Charter School

**PROGRAM PLAN
2026-2029**



"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

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1 After School Program Site

School Site Name	Projected Daily Attendance Target
Rocky Point Charter School	76.00

Clear Vision, Mission, and Purpose

The Rocky Point Charter School ASES program is committed to aligning closely with the goals and needs of our regular day program. Our administrators, program director, program facilitator, staff, parents, and Governing Board work together to assess the needs of our students, families, school, and community. This process includes reviewing multiple data sources such as state assessments (CST, ELPAC, Physical Fitness Testing), local benchmark assessments, and annual student and parent surveys. These surveys specifically gather feedback on school safety, academic quality, enrichment opportunities, and extracurricular activities.

The California Dashboard and DataQuest further support our work by providing access to state, district, and school assessment data connected to the California State Standards. This information allows us to disaggregate data across all subgroups to ensure our ASES program delivers instruction and support that meets the academic needs of every student.

After compiling and analyzing key assessment data, the Rocky Point Charter School assessment team has identified four primary goals for our ASES program:

1. **Support classroom instruction** by promoting student achievement in English Language Arts and Mathematics.
2. **Provide structured physical activity and recreation** to promote healthy lifestyles, community-building, and problem-solving skills.
3. **Ensure a safe and secure environment** for students, supporting families who are working during after-school hours.
4. **Offer Social-Emotional Learning (SEL) enrichment activities** that help students build self-regulation, emotional awareness, and interpersonal skills.

To support these goals, the ASES program offers homework and tutoring assistance, engaging enrichment activities designed to spark curiosity, and a safe, supervised learning environment during after-school hours.

Our ASES stakeholders play an essential role in shaping and implementing our program’s vision, mission, and purpose. Through volunteer participation in events such as the Fall Festival and community partnerships with local professionals and organizations—such as dog trainers, bike clubs, and guitar instructors—we continue to enrich our program and strengthen connections between school and community.

Program Description

Target populations served: All students, from 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.

Target Population	Percentage of School Population
Homeless	2.20%
Foster Care	1.10%
English Language Learner	0.60%
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 the school year and is also provided during our annual “Meet Your Teacher Night.” In addition, the front office and ASES office maintain a ready supply of registration packets for interested families, as enrollment remains open throughout the year. Enrollment and attendance are not limited to the minimum

daily funded amount. Rocky Point Charter School welcomes and serves every student who walks through our doors.

At-Promise students are identified and prioritized for placement in the program. These students receive a personal invitation through a Priority Enrollment letter from our director, emphasizing the importance of academic support and intervention.

Our program is also promoted through multiple communication channels, including monthly school newsletters, our school website, and direct outreach. ASES staff ensures that new students and families receive information about the benefits of the program, along with clear guidance on how to register and participate.

All program activities are held on-site and facilitated by dedicated program staff and administration, ensuring that students receive consistent, high-quality support throughout the year.

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, as well as displayed in the ASES office. 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 environment for students in 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 enrichment activities are intentionally designed around the needs of our school community and the interests of our students. By providing a safe and secure environment each day, we help support working families and ensure students have access to meaningful after-school learning opportunities. All enrichment activities are aligned with the regular school day to promote academic achievement, positive youth development, and continuity in instruction. Regular day teachers and ASES staff share classroom spaces, collaborate regularly to discuss instructional goals and objectives, and participate jointly in professional development. Teachers also provide ASES staff with weekly, and when needed, daily updates on homework progress, missing assignments, and additional academic resources. This continuous communication strengthens alignment and supports student success in English Language Arts and Mathematics.

To maximize instructional time and effectiveness, ASES program hours are organized into three integrated components:

Academic/Tutoring:

This is the highest priority of the program day. Homework support is provided in a quiet, structured environment where students can complete assignments efficiently and with guidance. Students receive 30–60 minutes of academic time daily to promote homework completion and reinforce skills in English Language Arts and Mathematics.

- **Kindergarten:** 45 minutes of academic-related activities.
- **Grades 1–8:** 60 minutes of structured academic time.

Once students finish their homework, they transition to independent reading and other literacy-based activities. ASES staff are always available to offer additional academic support as needed.

Enrichment Activities:

ASES enrichment activities are intentionally connected to the regular-day curriculum and support the development of individual talents, creativity, and new interests. Our goal is to introduce students to engaging experiences that promote curiosity, innovation, and hands-on learning. Activities include:

- Science and STEM projects
- Arts and crafts
- Sports and movement
- Music and performing arts
- Career exploration
- Technology and digital literacy
- Community service learning

Annual student and parent survey results help identify new enrichment opportunities to add each year. Additionally, the program strategically utilizes ASES funding to provide high-quality materials, structured programs, software, and hands-on learning tools that enhance engagement and deepen student learning.

Recreation/Physical Activities:

Students learn, grow, and build essential social skills through play. Our program offers a variety of outdoor and indoor physical activities that promote health, teamwork, and overall wellness. Activities include, but are not limited to:

- Soccer
- Softball
- Basketball
- Kickball
- Volleyball
- Cross Country
- Disc Golf
- Dance Club
- Singing/Talent Shows
- Wall Ball
- Pickle Ball
- Flag Football
- Hiking
- Educational-based games

Feedback from annual student and parent surveys also guides the selection of new sports and recreational activities to include.

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 as well as learn to Self-Regulate. Activities will include:

- Classroom Discussions and Modeling of Proper Emotional Behavior
- Class Projects on Social Emotional Behavior
- Creative Engaging Interactive Art Activities
- Students Have Access to a School Counselor during after school hours
- Communication Club
- Problem Solving Skills Activities

Youth Voice and Leadership

Youth voice and leadership are essential components of our program's success. We are committed to empowering students by fostering confidence, social engagement, and meaningful participation in decision-making. When young people are given opportunities to contribute, programs are better tailored to their needs—and students gain a sense of ownership, influence their peers, and become strong role models within our school community. Most importantly, elevating youth voice strengthens collaboration and encourages students to work toward improving their school and community.

Student feedback, assessments, evaluations, and alignment with the regular school day all guide the development of staff training, curriculum, and project offerings to ensure they reflect students' interests and needs.

Our Leadership Club offers older students a platform to express their viewpoints, concerns, and ideas that directly impact program practices. These students engage in authentic leadership experiences by identifying community needs and participating in meaningful projects such as senior home art donations, local shelter drives, and youth-led media initiatives. When students identify areas of improvement within their school environment, they are encouraged to write to School Board Members to share their suggestions.

Students in lower grades are also given opportunities to make choices within program activities based on feedback they provide through written and oral surveys. Additionally, our scrapbooking club, dance club, and singing club serve as creative outlets where students can express themselves and develop their talents.

Another unique component of our program is the opportunity for middle school students to teach a lesson to younger classes. Students select an academic topic that interests them, create a mini-lesson plan, and submit it for staff review. Once approved, students lead the lesson under the supervision of a group leader. This experience not only reinforces academic understanding but also builds confidence, communication skills, and a sense of responsibility.

Healthy Choices and Behaviors

The ASES program is not a stand-alone program; it operates in full collaboration with our instructional school staff to ensure that all students and their families receive comprehensive support. Through consistent communication and coordinated efforts, both regular day and ASES staff work together to meet academic, social, and developmental needs.

Snacks for the program are provided by Gateway Unified School District. The nutrition staff ensures that all snack options rotate regularly to maintain student interest while meeting the nutritional requirements established by the U.S. Department of Agriculture. All items are stored on-site in temperature-controlled conditions to ensure safety and quality. Snack selections include—but are not limited to—milk, peanut butter and celery, string cheese, 100% fruit juice, and

apples. The cost of snacks is reimbursed to the district through the Free and Reduced-Price Meals Program.

Our program further promotes healthy habits by integrating nutrition education into daily activities. Through our Cooking Healthy Foods Club and a variety of Recreational and Physical Activities, students learn how to make healthy choices, develop lifelong wellness habits, and understand the connection between nutrition and overall well-being.

Diversity, Access, and Equity

Our ASES program is intentionally designed to foster an environment that promotes diversity, access, and equity. We provide activities and opportunities that celebrate the cultural, linguistic, and unique backgrounds of all students. To ensure every child can fully participate, we actively support students with disabilities, English language learners, and those who may face barriers to engagement.

We offer a variety of clubs and enrichment opportunities that reflect and honor the diversity of our school community, including but not limited to:

- **American Sign Language (ASL) Club** (in collaboration with Shasta College volunteers)
- **Games Around the World**
- **Spanish Language and Culture Club**
- **Spalding Club**
- **Gaming Club**
- **Math Club**
- **STEAM Club**
- **Horse Club**

To further support our English language learner families, all program information is available in multiple languages. This ensures families have full access to essential information and feel welcomed and connected to our program.

Quality Staff

The Rocky Point Charter School ASES program upholds high-quality staffing standards by ensuring all employees meet the same federal, state, and district requirements as regular day instructional aides. All ASES staff must meet the following qualifications:

- High school diploma
- Health screening (current TB Risk Assessment Certificate of Completion)
- Background screening (fingerprint clearance)
- **Plus one of the following:**
 - AA degree
 - 48 units of college credit
 - Passage of the Adult Education Proficiency Exam

Recruitment efforts for ASES staff are supported by referrals, word of mouth, and online postings through EdJoin, as well as listings on job boards at local colleges and universities. Applicants are evaluated based on their qualifications and relevant knowledge, including understanding of classroom procedures, basic English usage, effective communication skills, ability to follow and implement direction, and prior experience working with children.

Prospective employees participate in a formal interview with the program director and site coordinator, followed by reference checks. All hiring and onboarding are processed through Human Resources in accordance with Rocky Point Charter School policies and procedures. Staff receive ongoing coaching and support from program administrators and the site coordinator, as well as continuous

professional development throughout the school year. Professional learning opportunities are offered on a rotating basis and include, but are 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 is responsible for planning and implementing high-quality activities for the after-school program. They coordinate with community members, school staff, and outside partners to arrange services that support student learning and engagement. Enrichment activities are regularly updated and adjusted based on student interest, participation levels, and feedback from students, parents, and teachers.

Collaborative partners who contribute to the success of our program include, but are not limited to:

- Meagan Drake & Nikita Martushev: work with students coaching basketball/soccer/softball
- Krista Brackney and Jessica Norris: work with students coaching cross-country and volleyball

- 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

Looking ahead, the ASES program is interested in expanding its offerings by exploring skateboarding lessons and other nontraditional or emerging sports to further engage students and expose them to new opportunities.

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:

Staff Role	Responsibility
Stephanie D’Acosta-Program Director	Program Oversight/Administration
Teresa Thompson- Facilitator	Program Facilitator
Janelle Mix- Group Leader	STEAM
Brooke Howard- Group Leader	Homework Club/Tutoring
Sierra Raines- Group Leader	Problem Solving/Game Centers
Destiney Gibbs- Group Leader	Nutrition Education & Multicultural Experience
Kelsey Kessler- Group Leader	Arts & Creative Expression
Hannah Lozoya-Group Leader	Outdoor Education,Leadership & Team Building
John Shubeck- Group Leader	Physical Activity & Wellness

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.

Source	In-Kind Contributions	In-Kind Value
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 database. 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 is 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:

- In-Kind resources
- Nutrition support

The funding that is provided will provide students with not only enrichment learning activities but as well as first time experiences, motivation, transportation and options. It is used to be able to provide materials, experiences, world view learning, educational technological activities and extra opportunities for our students. This has shown to be an immense rise in our student registration and attendance. We have added Field Studies, Technology Enrichment such as Active Floor, Lego Education, 3D Printers and softwares, Sports equipment, Lottery Activities for Students and their families to bring together our community, teacher led Clubs and much more.

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.