

AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN



Williams Unified School District

Williams Elementary School
Williams Upper Elementary School
Williams Jr./Sr. High School

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Williams Unified School District After School Education and Safety Program Plan

Include the following information along with your ASES Program Plan:

1. Grant Identification Number: #06-23939-6162-EZ Type: ASES Cohort 25
2. County District School (CDS) Code: 06616220000000
3. Authorized Signatory (Fiscally responsible for the program)

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Name(s) of After School Program Site(s)

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

Site Name	Project Daily Attendance
1. Williams Elementary School	# 84
2. Williams Upper Elementary School	# 84
3. Williams Junior/Senior High School	# 20

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
➤ English Language Learners	WES (61%); WUES (64%); 7 th /8 th (25%)
➤ Students with Special Needs	WES (16%); WUES (18%); 7 th /8 th (13%)
➤ Socioeconomically Disadvantaged	WES (78%); WUES (88%); 7 th /8 th (91%)
➤ Students Below Grade Level	ELA: WES (70%); WUES (75%); 7 th /8 th : (63%) Math: WES (73%); WUES (89%); 7 th /8 th : (86%)

Williams Unified School District After School Education and Safety Program Plan

Introduction

The Afterschool Education and Safety (ASES) program in Williams Unified School District (WUSD) is designed to provide academic and social-emotional support for students in grades TK-8. The program is guided by the mission of WUSD and the Continuous Quality Indicators required by the California Department of Education and aligned with the educational program provided during the regular school day at each of the three participating schools: Williams Primary Elementary School (grades K-3), Williams Upper Elementary School (grades 4-6), and Williams Junior Senior High School (grades 7-8).

This ASES Program Plan provides details on the design of the program for the three year period covering the 2026-2027 school year through the 2028-2029 school year. It will be reviewed on an ongoing basis and revised annually through the processes described below. The plan is organized according to the 12 Quality Standards for Expanded Learning Programs. This framework ensures that the program is both a high quality program and compliant with state guidelines. A Program Plan is required by California *Education Code* (EC) 8482.3(g)(1). It is submitted to the California Department of Education as part of the After School Education and Safety (ASES) Grant Renewal application process.

WUSD ASES offers a program of academic support and enrichment that is developmentally appropriate. There is a common program with the same core components provided to all students at every grade level, with some variations by grade span to accommodate students' developmental and academic needs and to facilitate the coordination of the program with instruction provided during the regular school day at each school site.

Schedules at the TK-6 and 7-8 levels vary because of differences in dismissal times and other school schedule differences.

All students receive a nutritious snack at the beginning of the program day, shortly following school dismissal (modified on early release days). TK-6 students have a period of free play prior to the start of the academic program to give them a chance for physical activity between the end of the school day and the start of formal program activities.

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Belief/ Legacy Statement of Williams Unified School District

- We are an accomplished team of students, families, and teachers that are part of shaping our district's exciting future.

Priorities

- Prepare students for college, career, and civic engagement
- Attract and retain highly qualified teachers
- Increase parent and community involvement

Motto

- Offering Choices to Strengthen Our Voices

Vision

- Williams USD, a diverse community of great people who cultivate excellence and harvest proud, respectful students.

Mission

The Williams Unified School District, in collaboration with their students, parents, educators, and the community is committed to providing all students with a sense of belonging and a meaningful education that prepares them to be contributing members of a multi-ethnic, multi-cultural society.

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1—Safe and Supportive Environment

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

The WUSD ASES program operates on the campuses of Williams Elementary School (TK–3), Williams Upper Elementary School (4–6), and Williams Junior/Senior High School (7–8). All three sites are connected by safe walkways and pathways, and all program services are provided on campus.

- 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.

Student Safety and Program Supervision (ASES Compliance):

Ensuring student safety is a core priority of Williams Unified School District (WUSD) and the ASES Program. The ASES program is designed to provide a safe, supportive, and structured learning environment that addresses students' academic, social-emotional, developmental, and physical needs. In alignment with California Department of Education (CDE) ASES requirements, WUSD has established multiple layers of safety training, supervision, communication, and monitoring to support students and staff during program hours.

Staff Qualifications, Vetting, and Training:

All ASES staff undergo a rigorous district hiring and vetting process that meets CDE and district requirements, including fingerprinting, background checks, and verification of qualifications. Staff meet minimum educational requirements by completing at least 48 college units or passing a qualifying educational examination, ensuring staff are prepared to work with students in a structured learning environment.

Safety-focused professional development begins prior to the start of the school year with a mandatory 3.5-hour ASES staff training. This training covers district-wide safety policies and procedures, site-specific school safety plans, emergency response protocols, mandated reporting requirements, and staff supervision expectations. Because many ASES staff are also regular-day employees, safety practices are reinforced through both school-day and afterschool training, ensuring consistency across programs.

Ongoing safety training occurs throughout the school year. ASES staff participate in mid-year (December) and end-of-year (June) staff development sessions to review procedures, address emerging safety concerns, and strengthen program practices. In addition, TK–6 staff participate in weekly 30-minute and monthly 60-minute meetings where student supervision, behavior, and safety issues are discussed. Staff serving

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grades 7–8 participate in quarterly staff development meetings. Individualized safety coaching and support are provided as needed throughout the year.

All ASES staff are required to complete KEENAN online compliance training within the first month of employment. These mandatory trainings, provided through the WUSD Human Resources Department, include sexual harassment prevention, mandated reporting, workplace violence prevention, and injury prevention, ensuring compliance with district and state safety standards. CPR/First Aid training opportunities are also provided as needed.

Emergency Preparedness and Safety Equipment:

WUSD partners with a School Resource Officer (SRO) who is assigned to our campus during the regular school day and remains available during ASES program hours. The SRO supports campus safety by providing a visible safety presence, responding to incidents as needed, and collaborating with school administration and ASES staff to address safety concerns. The School Resource Officer also assists with emergency response, supports preventative safety measures, and helps reinforce positive relationships between students, staff, and law enforcement. This partnership strengthens coordination between the school day and afterschool program and ensures consistent safety practices throughout the entire day.

Each ASES staff member receives a WUSD ASES Emergency Folder that includes district emergency procedures, a walkie-talkie, a first-aid kit, and an ASES staff identification badge worn on a lanyard. Staff receive training on the proper use of all emergency materials during beginning-of-the-year staff development to ensure preparedness and timely response.

The ASES Emergency Drill Schedule aligns with the regular school-day emergency drill schedule at each site. When drills are conducted during the school day, the ASES program practices the same drills during afterschool hours. Emergency drills include fire, earthquake, lockdown, intruder, shelter-in-place, and other district-prescribed drills. This alignment ensures students and staff are familiar with procedures and can respond calmly and effectively in the event of an emergency.

Site safety plans are reviewed collaboratively by district administration, the ASES Director, and site staff. Adjustments and improvements are made as needed to reflect site-specific needs and district guidance.

Incident Reporting and Communication Systems:

Student safety is further supported through clear communication systems and incident monitoring procedures. All incidents are documented and tracked using the district's paper incident reporting system. This system allows administrators to monitor trends, follow up on concerns, and ensure timely communication. Parents are notified of any

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behavior or injury and are required to sign our report stating they have been notified by our staff. Parents then receive copies of incident reports.

Effective communication with families and staff is a critical component of ASES safety. Each site utilizes walkie-talkies, district phone lines, the ParentSquare communication platform, and the ASES attendance tracking system (6 Crickets). Attendance is monitored daily using 6 Crickets, which syncs nightly with the district's student information system (Aeries) to ensure accurate and up-to-date student information.

ParentSquare is used for broader communication and emergency notifications, allowing families to receive messages in their home language and select their preferred method of contact, including text, email, or automated phone calls.

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

The ASES program creates a safe and supportive environment by addressing the developmental, social-emotional, and physical needs of all students. Staff build strong, positive relationships with each student, fostering trust, respect, and a sense of belonging. Students have access to structured routines, engaging activities, and academic support that promote both growth and safety.

Social-emotional needs are supported through daily opportunities for students to interact with peers in collaborative and respectful ways. Staff meet regularly with teachers, counselors, and principals to address any student concerns, provide guidance, and implement individualized support as needed.

Physical safety is prioritized through supervised transitions, clear behavior expectations, and consistent application of program guidelines. Daily opportunities for movement and outdoor activities ensure students' physical well-being while promoting healthy habits.

By combining individualized support, structured activities, and collaboration with school staff and families, the program creates an environment where students feel safe, supported, and empowered to thrive academically, socially, and physically.

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

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educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.

The planning and implementation of educational literacy and enrichment activities within the WUSD ASES program are guided by research-based best practices and the principles of Positive Youth Development (PYD). These principles provide a framework for creating learning experiences that enhance academic performance, support positive youth development, and align closely with the regular instructional day. Core PYD principles embedded throughout the program include a focus on student strengths, youth voice and engagement, inclusive strategies for all students, collaboration with school and community partners, and developmentally appropriate support.

Alignment With the Regular School Day:

ASES staff work in close collaboration with classroom teachers, counselors, and site administrators to ensure that program activities complement and reinforce daytime instruction. Communication with school-day staff allows ASES to align literacy support, homework assistance, and enrichment activities with grade-level standards, instructional pacing, and identified student needs. This coordination helps students apply and practice academic skills learned during the school day in a supportive, extended learning environment.

Active and Experiential Learning:

Research supports active learning as an effective strategy for increasing student engagement and academic retention. The WUSD ASES program incorporates hands-on, project-based learning activities that encourage critical thinking, collaboration, and problem-solving. Students participate in literacy-based projects, math games, science experiments, and creative enrichment activities that allow them to apply academic concepts in meaningful and engaging ways. These activities promote deeper learning while supporting positive peer interactions and student engagement.

Personalized and Small-Group Support:

ASES activities are designed to meet the diverse academic and developmental needs of students through personalized and small-group instruction. Staff use observation, communication with teachers, and ongoing student feedback to tailor activities based on student skill levels, interests, and learning styles. This approach allows students to receive targeted academic support, practice literacy skills, and build confidence while participating in enrichment opportunities that are both accessible and appropriately challenging.

Social-Emotional Learning and Positive Youth Development:

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Social-emotional learning is intentionally embedded into daily ASES programming to support positive youth development. Students engage in activities that promote self-awareness, self-management, relationship skills, and responsible decision-making. Team-building activities, group discussions, leadership opportunities, and conflict-resolution strategies help students develop empathy, communication skills, and resilience. These practices support academic success by creating a positive learning environment where students feel safe, connected, and motivated to participate.

Enrichment Opportunities Supporting Academic Growth:

Educational enrichment activities, including literacy-based games, STEM/STEAM projects, arts integration, and physical activities, are designed to strengthen academic skills while promoting creativity and engagement. Research shows that enrichment activities improve motivation and attendance while reinforcing core academic skills. By integrating literacy, problem-solving, and collaboration into enrichment activities, the ASES program supports both academic achievement and whole-child development.

Continuous Improvement Through Evaluation and Reflection:

The WUSD ASES program follows a continuous improvement cycle of accessing research-based practices, evaluating effectiveness, planning improvements, and implementing strategies with fidelity. Program effectiveness is monitored through student participation, staff observations, communication with school-day teachers, and feedback from students and families. This data is used to refine programming, strengthen alignment with the regular school day, and ensure activities remain responsive to student needs.

Through the intentional use of evidence-based practices and Positive Youth Development principles, the WUSD ASES program provides high-quality educational literacy and enrichment activities that enhance academic performance, promote positive youth development, and support student success during and beyond the school day.

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

The WUSD ASES program plans and implements activities that promote Positive Youth Development by intentionally supporting student voice, leadership, responsibility, and relationship-building. Programming is designed to support the whole child by creating a safe, inclusive, and engaging environment where students feel valued, connected, and empowered to grow academically, socially, and emotionally.

Student leadership and youth voice are central components of the ASES program. A student leadership group provides participants with opportunities to share their interests, ideas, and goals, which directly inform the planning of enrichment activities and lessons.

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This approach allows students to take ownership of their learning experiences while building confidence, decision-making skills, and a strong sense of belonging. Leadership opportunities encourage students to see themselves as contributors and positive role models within the program community.

Goal setting is an important practice within the ASES program, particularly for upper elementary students. At the beginning of the school year, students identify academic and personal goals and revisit them throughout the year to reflect on progress. This process supports self-awareness, motivation, and responsibility while helping students develop perseverance, planning skills, and a growth mindset that contribute to long-term success.

Positive peer relationships are fostered through structured opportunities for collaboration and mentorship. Older students support younger peers during academic time, reading activities, group games, and enrichment projects. These interactions promote empathy, communication, leadership, and teamwork while strengthening a sense of connection and community across grade levels.

STEM enrichment activities further support positive youth development by engaging students in inquiry-based learning that builds critical thinking, creativity, and perseverance. Students collaborate to explore concepts, solve problems, and learn through experimentation. These experiences help students develop resilience and confidence while strengthening academic engagement in a supportive setting.

All activities are designed to be developmentally appropriate and inclusive, with flexibility to meet the diverse needs of students. ASES staff focus on positive behavior supports, encouragement, and relationship-building to ensure students feel safe, respected, and supported. Through intentional planning and meaningful engagement, the WUSD ASES program fosters positive youth development by empowering students, building essential life skills, and creating a strong sense of community.

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

The WUSD ASES program provides hands-on, project-based learning experiences that actively engage students in meaningful, real-world learning. A core component of this approach is garden-based learning through a partnership with the Farm to School program. Students participate in planning, planting, maintaining, and harvesting the school garden, which integrates science, nutrition, environmental awareness, and responsibility. Through this ongoing project, students collaborate with peers, practice problem-solving, and develop a sense of ownership as they work together to keep the garden healthy.

These garden activities result in tangible culminating products such as harvested produce, student-created signage, reflection journals, and visual displays that document

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learning across the growing cycle. When appropriate, harvested items are incorporated into nutrition education activities connected to the Farm to School program, reinforcing healthy lifestyle choices and real-world applications of learning. Students also engage in STEM-based project learning where they design, build, test, and refine projects that result in completed models, experiments, or presentations. Culminating events such as garden celebrations, student-led demonstrations, or family engagement activities provide opportunities for students to showcase their work and reflect on their learning.

All project-based learning activities are developmentally appropriate and aligned with the regular school day, allowing students to apply academic concepts in hands-on ways that deepen understanding, build practical skills, and support positive youth development.

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

The planned summer supplemental ASES program is designed to address the academic, social-emotional, and enrichment needs of students and families in our school community. The program provides skill-building opportunities in core academic areas, particularly reading and mathematics, to support students who need additional reinforcement and to reduce learning loss during the summer months.

The summer program also integrates social-emotional learning, physical activity, and enrichment experiences to support the whole child. Students participate in structured recreation and collaborative activities that promote teamwork, confidence, and positive relationships. Garden-based learning through the Farm to School program provides hands-on experiences that connect students to their community while building responsibility and life skills. Age-appropriate college and career awareness activities are included to encourage goal setting and future planning, resulting in a well-rounded summer program aligned to school and community needs.

3—Skill Building

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

The WUSD ASES program's educational literacy and enrichment activities are designed to support academic achievement while promoting overall student success. All students receive an hour of homework support, during which they receive help with homework, time to complete class projects, and tutoring in literacy and mathematics. For students in grades TK–6, the homework hour is structured into three 20-minute segments:

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literacy support, mathematics support, and technology-based academic practice using programs such as iReady, Lexia, Prodigy, Satchel Pulse, and Google Classroom. Students who complete homework early may participate in one of these academic intervention stations based on their individual needs and interests.

Enrichment activities complement academic support by providing hands-on, project-based learning that encourages critical thinking, problem-solving, creativity, and application of classroom concepts. STEM-based activities, technology projects, and other engaging lessons give students opportunities to practice academic skills in meaningful, real-world contexts. These experiences help increase engagement, motivation, and confidence, contributing to improved learning outcomes.

By combining targeted homework support, structured academic interventions, and enrichment activities, the ASES program reinforces classroom learning, strengthens foundational skills, and fosters essential social-emotional and cognitive growth. This holistic approach helps students improve academic achievement, develop positive learning behaviors, and build the skills necessary for long-term success in school and beyond.

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

The WUSD ASES program is designed in direct response to the academic, social-emotional, and enrichment needs of our students and community. Data from course grades, academic assessments, the California Healthy Kids Survey, and our local Satchel Pulse indicate that many students need additional academic support and social-emotional guidance.

Many families in our rural community face economic and logistical challenges that limit access to enrichment opportunities such as sports, music, and other after-school activities. In addition, most parents work full-time and do not have access to childcare before or after school. The ASES program addresses these needs by providing a safe, structured environment with adult supervision where students can receive academic support, participate in enrichment activities, and develop social-emotional skills, ensuring they are supported while parents are at work.

Program planning is guided by collaboration among ASES staff, classroom teachers, school counselors, site administrators, parents, and students. Feedback from staff and family surveys, classroom performance data, the California Healthy Kids Survey, and Satchel Pulse is used to assess community needs and guide program design, ensuring that the program effectively meets the unique needs of the students and families it serves.

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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 central to guiding the design of activities and projects in the WUSD ASES program. Academic progress and observations of engagement are used to identify student needs and inform the structure of homework support, literacy and mathematics interventions, and enrichment activities. Surveys administered twice per year provide information about student interests, what activities are effective, and what could be improved. Staff review survey results and observational data during meetings to adjust activities, provide targeted support, and ensure lessons align with student needs.

Integration with the instructional day is maintained through collaboration between ASES staff and classroom teachers, ensuring that program activities reinforce classroom learning and provide meaningful enrichment. By combining student feedback, assessments, and ongoing collaboration, the ASES program adapts to support students' academic, social-emotional, and personal growth while enhancing engagement and achievement.

- 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 WUSD ASES program provides multiple opportunities for students to share their viewpoints, concerns, and interests, which directly inform program activities and practices. A key example is the ASES student leadership group, which meets every two months. During these meetings, students discuss what is working well in the program, suggest new activities, and share ideas for improvement. This group allows students to take an active role in shaping their experience, build leadership skills, and collaborate with peers and staff.

In addition, students provide input through biannual surveys and informal feedback shared with staff during program activities. Staff bring this information to meetings to guide decisions about enrichment projects, activity planning, and program adjustments. By creating these opportunities for student voice and leadership, the ASES program ensures that students influence program practices while developing confidence, responsibility, and decision-making skills.

- 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

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exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).

Younger students are encouraged to make choices that foster autonomy and engagement during program activities. They can select from a variety of enrichment stations, hands-on projects, STEM challenges, and creative or recreational options based on their personal interests. These opportunities allow them to take ownership of their learning, explore new skills, and participate in activities that align with their individual strengths and preferences.

Older students actively develop leadership skills by identifying real world challenges within the school or local community and designing projects to address them. Through our student leadership group, participants collaborate with staff to plan initiatives such as garden projects with the Farm to School program, STEM-based community solutions, or other service-learning activities. These experiences help students practice problem-solving, teamwork, and project management while contributing positively to their community, building confidence, and fostering a sense of responsibility.

By providing choice for younger students and leadership opportunities for older students, the program supports independence, civic engagement, and skill development across all grade levels.

5—Healthy Choices and Behaviors

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

Students in the program participate in daily healthy practices that are fully aligned with the school wellness plan. A nutritious snack is provided each day, following the federal Child and Adult Care Food Program guidelines, including fresh fruits, vegetables, and a wholesome item from the bread group.

The program also provides hands-on experiences to promote healthy habits. Students engage in the school garden, learning to plant, care for, and harvest fruits and vegetables, which supports lessons in nutrition, sustainability, and environmental awareness. Cooking activities are offered to teach students how to prepare simple, nutritious meals. Healthy recipes are shared with students to take home, encouraging them to cook and eat with their families, reinforcing healthy practices beyond the school day.

Through these activities, students develop an understanding of nutrition, healthy eating,

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and sustainable practices while connecting what they learn to their daily lives and the broader school wellness initiatives.

- 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.

Students in the program are provided a balanced nutritional snack daily, served at the start of the program immediately after attendance. Snacks meet the federal Child and Adult Care Food Program guidelines and include fresh fruits, vegetables, and whole-grain items. Nutrition education is integrated through hands-on activities such as cooking lessons, healthy recipe sharing, and participation in the school garden, where students learn to plant, care for, and harvest fruits and vegetables, reinforcing lessons on nutrition, sustainability, and healthy eating habits.

Physical activity is incorporated daily for all students in grades TK through 8. Students participate in at least thirty minutes of structured outdoor play and exercise each day, including walking, student-selected sports, and movement-based activities. These opportunities are designed to be developmentally appropriate, research-informed, and supportive of overall health and wellness.

The program also collaborates with community wellness organizations to enhance student learning. Partnerships with the Farm to School program and local health educators provide additional opportunities for students to engage in hands-on nutrition education, connect physical activity with healthy living, and understand the importance of balanced nutrition as part of a healthy lifestyle.

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

Examples of nutritious snacks served in the ASES program that follow California Nutritional Guidelines include:

Snack 1: Goldfish crackers, apple slices, and fruit juice

Snack 2: Cheez-It crackers, banana, and fruit juice

Snack 3: Sun Chips, orange cup, and fruit juice

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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.

The program fosters an environment that values diversity and celebrates students' unique cultural and personal backgrounds. Students interact with peers they may not typically engage with during the regular school day, providing opportunities to build new friendships, practice collaboration, and develop empathy and respect for differences. Program activities highlight cultural traditions, including the celebration of holidays from different cultures, and offer hands-on experiences such as cooking and tasting foods from a variety of ethnic backgrounds. These activities encourage inclusion, broaden students' understanding of different cultures, and promote positive youth development.

ASES staff receive professional development focused on strategies for supporting and celebrating diversity in the program. Many staff members are bilingual in Spanish, allowing for clear communication with families and students from our migrant and Spanish-speaking populations. Bilingual staff also assist in translating program materials and facilitating family engagement, ensuring that all students and families feel welcome and included.

Through these efforts, the program creates a safe and supportive space where every student's culture, identity, and unique experiences are recognized, respected, and celebrated.

- 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.

The program is designed to be inclusive and provide support to students with disabilities, English language learners, and students who may face barriers to participation. A significant percentage of ASES participants are English language learners and students with disabilities. Staff provide individualized support through after-school assistance, differentiated activities, and daily informal communication with classroom teachers to ensure students' academic and social-emotional needs are met. Weekly coordination with teachers and staff allows the program to plan targeted interventions and provide additional resources as needed.

Bilingual staff play a critical role in communicating with families of English learners and ensuring all program information, including notices and updates, is available in families' home languages. ParentSquare and 6 Crickets are used to communicate with parents effectively, with both platforms providing translations into each family's preferred language. Staff also receive professional development in strategies to support students

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with special needs, English learners, and students who have experienced trauma, ensuring that all students can access and benefit from program activities.

All program activities are designed to be accessible, culturally responsive, and inclusive. Adjustments, accommodations, or additional support, such as extra staff or adaptive materials, are provided when necessary to remove barriers and ensure every student can fully participate and succeed in the 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.

All staff who directly supervise students are required to meet the minimum qualifications of an instructional aide. Applicants must be a high school graduate or equivalent, and either have completed 48 semester units of college coursework that includes English/Language Arts and Mathematics, hold an associate's degree, or have passed the Paraeducator/Instructional Assistant Assessment Test (CODESP). After applying, all candidates are screened to ensure they meet these requirements before being invited to an interview. Following a successful interview and job offer, candidates must provide DOJ and FBI fingerprint clearance and TB test clearance prior to working with students. The district's Human Resources staff verify that all requirements are fulfilled at each step of the hiring process.

Many of our ASES staff have concurrent roles within the regular school day, providing additional training and experience in supporting English learners and students with special needs. Some staff members also have special education training, which allows them to guide and support colleagues in meeting the diverse needs of all students.

To ensure safe and effective supervision, staffing ratios are maintained at a maximum of 10:1 for TK and Kindergarten students and 20:1 for all other grades. Ratios are adjusted as needed based on student needs, with additional staff provided when higher supervision is required.

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

Recruitment for ASES positions begins within the school district and local community. Given Williams' rural location, finding staff for the limited after-school hours can be challenging. Job postings are advertised at each school, on EdJoin, and through the district's social media channels to reach as many potential candidates as possible. District Human Resources staff screen all applicants to ensure they meet minimum qualifications, and ASES and school administrators conduct interviews to assess candidates' experience, knowledge, and interests before making preliminary selections.

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Once hired, staff complete all mandatory safety and program-specific trainings, including online compliance courses and orientation to district policies and procedures. Before being assigned to a class or group of students, new staff shadow experienced aides to learn program routines, activity management, and student support strategies, ensuring stability and coherence within the program.

Staff are supported throughout the year with ongoing professional development opportunities tailored to their skills and interests. Grade-level teams collaborate daily to plan lessons and activities, share best practices, and problem-solve challenges. Regular check-ins with the ASES Coordinator provide additional guidance, resources, and feedback to ensure staff remain effective, engaged, and aligned with program goals. This comprehensive recruitment, onboarding, and support process ensures that all staff are well-prepared to meet the diverse needs of the students they serve.

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

All ASES staff participate in ongoing professional development to build their skills, enhance program quality, and support student success. The coordinator attends the BOOST Conference and other county-level trainings to stay updated on state requirements, best practices, and strategies for supporting staff and students. Throughout the year, the coordinator participates in monthly county-wide meetings with other Expanded Learning Directors to share knowledge, troubleshoot challenges, and learn about successful strategies from other programs. Staff also have access to professional development through the Colusa County Office of Education, including courses in behavior strategies, CPR, Crisis Prevention Institute, and the Paraeducator Academy.

These opportunities, combined with district-level support and ongoing staff meetings, ensure that all ASES staff receive continuous guidance, training, and collaboration to maintain a high-quality, safe, and engaging program for all students.

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

All ASES program services are provided directly by district staff, with no use of subcontracted personnel.

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

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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 students, families, and the community are identified using multiple data sources that provide academic, social-emotional, attendance, and wellness indicators. These data points guide the design and implementation of the ASES program:

California Assessment of Student Performance and Progress (CAASPP):

CAASPP results are used to identify schoolwide and grade-level trends in English Language Arts and mathematics. This data helps determine areas where students may be performing below grade level and informs the focus of academic support and enrichment activities offered during the ASES program.

English Language Proficiency Assessments for California (ELPAC):

ELPAC data is used to identify the needs of English Learners and monitor progress in language development. This information supports the planning of instructional strategies and activities that strengthen language acquisition while promoting access to academic and enrichment opportunities.

Student Attendance Review Board (SARB) and Attendance Data:

Attendance and SARB data provide insight into patterns of chronic absenteeism and truancy. This information helps the program identify students who may benefit from additional support, consistent routines, and increased engagement through a safe and structured after school environment.

California Healthy Kids Survey:

The California Healthy Kids Survey offers insight into students' social-emotional well-being, school connectedness, and overall school climate. Results are used to guide the development of social-emotional learning activities and supportive practices within the ASES program.

Physical Fitness Test (PFT):

Physical Fitness Test data helps identify overall student wellness trends and informs the inclusion of daily physical activity and health-focused programming to support students' physical development and healthy habits.

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Teacher, Counselor, and Parent Input:

Qualitative information from teachers, counselors, and parents provides insight into student strengths, challenges, and needs. This information is used to guide individualized support, enrichment opportunities, and social-emotional programming.

Addressing Identified Needs:

By analyzing these data sources collectively, the ASES program is able to respond to both school and community needs. Academic support, social-emotional learning, enrichment activities, and physical wellness opportunities are intentionally designed to support student success. The program also provides a safe, supervised environment for students whose parents work and may not have access to after school childcare, ensuring students remain supported, engaged, and connected beyond the regular school day.

- 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.

Goal 1: Maintain a stable program attendance

To ensure students consistently participate in ASES, attendance is monitored daily by staff and analyzed using SARB data. Trends in attendance are reviewed regularly to identify students who may need additional support or encouragement to attend.

Adjustments to program offerings or communication with families are made as needed to maintain high and consistent attendance.

Goal 2: Promote positive student behavior through a social-emotional curriculum

A structured social-emotional learning (SEL) curriculum will be implemented to help students develop skills such as self-awareness, emotional regulation, empathy, and conflict resolution. Student behavior is tracked through observations, staff notes, and surveys. Progress will be evaluated by monitoring reductions in behavior incidents and improvements in social-emotional competencies.

Goal 3: Improve academic achievement and decrease the number of failed classes for 7th and 8th grade students

Academic support is provided daily, including homework help, tutoring, and small-group interventions. Student progress is evaluated using course grades, weekly monitoring of missing assignments, teacher input, and formative assessments. The success of this goal will be measured by monitoring reductions in failing grades, timely completion of assignments, and improvements in overall academic performance for targeted students.

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Data Collection and Evaluation:

Data from attendance records, academic grades, missing assignment logs, teacher feedback, SEL assessments, and student surveys will be collected and reviewed regularly to determine progress toward these goals. This ongoing evaluation ensures that the program is responsive to student needs and allows for adjustments to improve outcomes.

- 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.

Each year, the program engages a broad group of stakeholders including the ASES Coordinator, program staff, teachers, principals, parents, students, and community partners to guide the development of the program's mission, vision, goals, and expected outcomes. Input is gathered through surveys, meetings, and ongoing discussions. Parents provide feedback during parent meetings and through direct communication with staff. Teachers and instructional staff contribute ideas through staff meetings, surveys, and consultations with the ASES Coordinator. Students share their perspectives through surveys, leadership group meetings, and conversations with program staff. Community members offer input through meetings, events, and communication with school administrators and district leadership.

The ASES Coordinator maintains constant communication with each site principal, ensuring that program decisions are supported and aligned with school priorities. The coordinator also meets monthly with district directors, site principals, HR staff, district office staff, and the superintendent to ensure clear communication and coordination across all levels. Paraeducators are required to send monthly emails to classroom teachers to share what students are working on in the program, allowing for alignment and the opportunity to shadow classroom instruction.

When events or field trips are held, parents are invited to participate as volunteers, further strengthening family and community engagement. This collaborative process ensures that the program is responsive to the specific needs of the community. Stakeholders help identify academic, social-emotional, and enrichment needs, as well as behavioral and safety priorities. Teachers provide insight on aligning after-school activities with classroom learning to reinforce skills and support academic growth. Parents and community members help shape enrichment and cultural activities that reflect the local context. Students have opportunities to voice their interests and preferences, which are incorporated into program planning.

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By engaging stakeholders in ongoing feedback and decision-making, the program remains dynamic, relevant, and responsive to the evolving needs of students and families. This approach ensures that academic support, enrichment opportunities, social-emotional learning, and behavioral strategies are all guided by data, community input, and student voice. The result is a safe, engaging, and high-quality program that supports positive outcomes for all participants.

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.

The program involves a variety of collaborative partners in planning, implementing, and updating its activities to ensure it meets the needs of students and the community. Teachers and principals provide guidance on how after-school activities can reinforce classroom learning and address academic gaps. Their input helps align program goals with school priorities.

The ASES Coordinator leads program planning and works closely with all site principals, district staff, HR, and the superintendent to maintain clear communication and support consistent program decisions. Program staff, including paraprofessionals, share feedback on daily operations and student needs. They also communicate with teachers monthly to stay informed about classroom work, which helps integrate program activities with what students are learning during the school day.

Parents and families are engaged through surveys, parent meetings, and informal discussions when picking up students. They are invited to participate in events and field trips, providing additional support and involvement in program activities.

Students contribute through surveys, leadership group meetings, and regular conversations with staff. Their input informs enrichment activities, projects, and leadership opportunities, ensuring the program reflects their interests and needs.

Community partners, such as local businesses and organizations, provide resources, mentorship, and safe opportunities for students outside of school hours. Their involvement strengthens the connection between the program and the broader community.

By working with this wide range of stakeholders, the program ensures it remains responsive, relevant, and supportive of student academic growth, social-emotional development, and enrichment opportunities while fostering strong connections with families and the community.

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- 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 WUSD ASES program collaborates with several community partners to enhance enrichment opportunities and provide additional resources for students. The program has a Memorandum of Understanding with the City Parks and Recreation to support recreational and enrichment activities.

Other collaborative partners include the Colusa County Office of Education, which provides programming focused on drug abuse resistance education (D.A.R.E.); the Colusa County Public Health Department, which offers presentations on suicide prevention, mental health awareness, and hygiene education such as lice prevention; and the Colusa County Probation Department, which presents to students about making positive choices and understanding the consequences of negative behaviors.

Community members and organizations also provide valuable support and unique experiences. Colusa Unified allows students to use or rent their pool for swim activities. The Williams Fire Department assists with emergency safety education and provides interactive experiences, such as letting students play under the big fire truck water hoses during fun events.

Additional partnerships include the Williams Unified School District Farm-to-School program, which allows students to participate in hands-on gardening and nutrition education, and local businesses that provide in-kind support, such as materials for STEM activities, cooking lessons, or community service projects. These partnerships bring specialized knowledge, resources, and experiences that complement the academic, social-emotional, and enrichment goals of ASES. Each partner contributes through direct presentations, hands-on activities, in-kind support, or structured programs aligned with student needs.

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

In the future, the ASES program aims to expand collaboration with Williams Parks and Recreation to provide additional enrichment opportunities for students. Potential partnerships could include offering swim lessons and Junior Lifeguard training, which would support physical fitness, water safety skills, and personal growth. These activities would provide students with hands-on, skill-building experiences.

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10—Continuous Quality Improvement

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

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

The program uses a data-driven process based on the Quality Standards for Expanded Learning in California to assess program quality, plan improvements, implement changes, and strengthen services on an ongoing basis. CQI is guided by multiple stakeholders who contribute data, feedback, and informed decision-making to ensure the program remains aligned with student needs and community priorities.

1. Assessing Program Quality and Student Needs

The program uses a variety of data sources to assess quality on an ongoing basis:

- Program Surveys (bi-annual: fall & spring) gather feedback from students, families, and staff on strengths, areas of improvement, engagement, and satisfaction with activities.
- Observations of Activities (ongoing) are conducted by the coordinator and staff to monitor alignment with Quality Standards such as Safe and Supportive Environment, Active and Engaged Learning, and Quality Staff.
- Student Outcome Data is reviewed regularly, including academic performance (standardized tests such as CAASPP), attendance and engagement data (SARB and local records), and behavior data (ongoing, each trimester).
- Staff, Teacher, and Parent Input (collected annually and at regular meetings) provides qualitative insight into emerging needs and trends.

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2. Planning for Improvement

Data from assessments is used to identify areas for growth and determine program goals:

- Data Review Meetings (quarterly) with the ASES Coordinator, site principals, district staff, HR, and superintendent ensure alignment and communication of data findings.
- Action Plan Development (quarterly) includes specific, measurable improvement strategies such as refining literacy supports, SEL curriculum, or enrichment offerings.
- Stakeholder Collaboration (ongoing) includes staff, teachers, parents, and students participating in planning discussions to ensure goals reflect community needs.

3. Implementation and Monitoring

Once goals and action plans are set:

- Staff Implementation (ongoing) ensures that activities, enrichment projects, and SEL supports are integrated into daily programming.
- Professional Development (ongoing & as scheduled) strengthens staff capacity to implement best practices based on data trends.
- Monitoring Progress (monthly & trimester reviews) uses attendance, academic progress, behavior logs, surveys, and observations to track implementation fidelity and outcomes.

4. Refinement and Continuous Feedback

CQI is iterative and continuous:

- Ongoing Feedback Loops (monthly) between staff, students, and families help identify what is working and what needs adjustment.

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- Refinement of Practices (each semester) results in updates to programming, staff training priorities, enrichment options, and family engagement efforts.
- Institutionalizing Successes ensures successful practices become embedded in daily program operations, not treated as one-time interventions.

Roles and Responsibilities

- ASES Coordinator leads the CQI process, monitors data, facilitates stakeholder communication, and oversees implementation of action plans.
- Program Staff provide feedback, implement planned improvements, and collaborate in data collection and activity refinement.
- Teachers and Administrators share instructional data, classroom insights, and help align after-school activities with regular day learning.
- Families and Students contribute perspectives through surveys, meetings, and leadership group input, ensuring the program reflects their needs.
- Community Partners offer additional insight and support based on students' broader learning and well-being.

11—Program Management

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

All program expenses are directly linked to the program plan and aligned with the vision, mission, and goals of the ASES Program. Funding is monitored by the Director of Fiscal Services and Accountability to ensure that resources support program priorities and student outcomes.

Funding for each site is allocated based on attendance and program needs, ensuring equitable support across all sites. Resources are directed toward key areas that reinforce the program's mission and goals, and include but are not limited to:

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Staffing and Administration:

Program Coordinator for site administration and oversight.

Salaries and benefits for program staff, including paraeducators and certificated teachers.

Staff trainings and professional development to enhance skills in academic support, social-emotional learning, and student engagement.

Program Materials and Supplies:

Curriculum for enrichment activities, social-emotional learning, and academic support.

Materials for professional development and staff training.

Classroom supplies, such as pencils, paper, whiteboard markers, sports equipment, and science kits.

Programs and technology needed for attendance tracking and communication with families.

Incentives and recognition items for students to encourage positive behavior, engagement, and achievement.

Facilities and Program Support:

Use of school facilities is provided at no cost.

Rental of external facilities, such as the community pool or other locations, is covered to support enrichment and physical activity opportunities.

Transportation for field trips, including buses or other approved methods, to ensure safe and accessible travel for all students.

Support for specialized enrichment, such as STEM workshops, arts projects, and mentorship programs.

Data-Driven Program Improvement:

Funding supports the collection and analysis of student outcome data, including academic progress, behavior monitoring, and social-emotional growth.

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Resources are used to implement action plans identified through Continuous Quality Improvement (CQI), ensuring the program continuously improves in alignment with student needs and district goals.

- 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 Coordinator

Role & Responsibilities:

Provides overall leadership for the TK–8 ASES Program across all sites (TK-3, 4-6, and 7-8).

Works in conjunction with school principals, district staff, and the superintendent to ensure high-quality program delivery aligned with the program vision, mission, and goals.

Develops program goals, strategies, and continuous quality improvement plans.

Generates reports on program operations, personnel, student progress, and site activities.

Supports staff in program implementation, quality control, and achieving youth development objectives.

Maintains strong verbal and written communication with all stakeholders, including principals, teachers, families, and community partners.

Oversees recruitment, training, and retention of ASES staff.

Organizes and monitors program operations, including curriculum, enrichment, social-emotional learning, and safety procedures.

Supervision: Reports to the District Superintendent. Directly supervises all ASES staff, including paraeducators, certificated teachers, and office support.

Meetings & Communication:

Weekly meetings with all ASES staff for planning, training, and program updates.

Monthly meetings with district leadership, including principals, vice principals, HR staff, and the superintendent, to ensure alignment and clear communication. Bi-Monthly meetings with Colusa County Office of Education.

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Ongoing communication via email, phone, and messaging platforms with all staff, parents, and community partners.

Attendance Clerk

Role and Responsibilities:

The Attendance Clerk supports the ASES program by maintaining accurate daily attendance records, monitoring participation trends, and ensuring attendance data is entered correctly and on time. This role supports compliance with ASES reporting requirements and helps the coordinator identify patterns related to student participation and retention.

Supervision and Communication: The Attendance Clerk works under the direction of the ASES Coordinator and communicates regularly to address attendance concerns and reporting needs.

Bilingual/Biliterate Clerk

Role and Responsibilities: The Bilingual/Biliterate Clerk supports effective communication between the ASES program and families by providing translation and interpretation services as needed. This role assists with written notices, phone calls, enrollment documents, and family outreach to ensure information is accessible to all families. The clerk also supports parent engagement efforts and helps families understand program expectations and opportunities.

Supervision and Communication: The Bilingual/Biliterate Clerk works under the direction of the ASES Coordinator and collaborates with site staff to support family communication and engagement.

ASES Staff (Paraeducators)

Role & Responsibilities:

Provide homework support, academic enrichment, and social-emotional activities for assigned grades.

Implement enrichment programs, physical activity, and special projects according to program goals.

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Monitor student progress, behavior, and attendance; communicate monthly with classroom teachers about curriculum and assignments to ensure alignment between after-school and school-day learning.

Participate in ongoing professional development, training sessions, and Continuous Quality Improvement initiatives.

Assist with program events, field trips, and parent involvement activities.

Supervision: Report directly to the ASES Coordinator.

Meetings & Communication:

Weekly staff meetings with the coordinator for planning and problem-solving.

Monthly focus discussions with students and parents to collect feedback and brainstorm improvements.

Ongoing communication via email, ParentSquare, or messaging apps for updates, announcements, and coordination with school-day teachers.

Students and Families

Role & Responsibilities:

Provide feedback through surveys, monthly focus discussions, and event participation.

Engage actively in enrichment, academic support, and social-emotional activities. Families are invited to participate in events, field trips, and volunteer opportunities.

Meetings & Communication:

Annual surveys and monthly discussions with students to gather input. Ongoing daily communication with parents.

Regular updates via ParentSquare, email, or school communications.

Community Partners

Role & Responsibilities:

Contribute enrichment opportunities, mentorship, and specialized programs (e.g., Colusa County Office of Education, fire department, pool rentals).

Support safety, wellness, and community engagement initiatives.

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Provide resources or services through MOUs or in-kind contributions.

Meetings & Communication:

Ongoing communication via email and phone as needed.

Communication & Meeting Timeline Summary

Weekly: Coordinator meets with all ASES staff. Staff meet with each other for planning.

Monthly: Coordinator meets with district leadership, principals, vice principals, and HR staff; paraeducators communicate with teachers regarding curriculum and student progress.

Annually: Surveys and discussions with students and families to evaluate program satisfaction and effectiveness. Meetings with community partners for planning and program evaluation.

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

The ASES program engages in a structured and ongoing process to periodically review and update the program plan to ensure alignment with student needs, program goals, and the Quality Standards for Expanded Learning in California.

Ongoing Review and Monitoring:

Program implementation is reviewed informally on a daily basis through coordinator walkthroughs, activity observations, and regular communication with staff and families. These observations allow the coordinator to assess alignment with the program plan, student engagement, and overall program quality. Adjustments to activities and supports are made as needed throughout the year to respond to student needs.

Staff and Instructional Review:

ASES staff provide input during staff meetings and through regular communication with the coordinator. Lesson plans and enrichment activities are reviewed to ensure alignment with program goals, CQI focus areas, and student needs. Attendance trends, student behavior data, and academic progress indicators are reviewed quarterly to identify areas for improvement.

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Stakeholder Feedback:

Parents and families provide feedback through surveys, informal conversations during daily pick-up, and targeted outreach efforts. Students share feedback through discussions and informal check-ins with staff. School administrators, including principals, provide ongoing input and support program decisions through regular communication with the coordinator.

Community partners and external stakeholders, such as the Colusa County Office of Education and other service providers, contribute feedback through scheduled meetings, training sessions, and collaborative discussions. Their input supports program alignment with best practices, compliance requirements, and community needs.

Formal Program Plan Review:

The coordinator reviews all collected data including attendance records, survey results, academic indicators, and behavioral data to evaluate progress toward program goals. This review informs updates to the program plan, selection of CQI focus areas for the upcoming year, and adjustments to program design or implementation.

Communication and Updates:

Updates and refinements to the program plan are shared with district leadership, site administrators, staff, and relevant partners to ensure transparency and consistent implementation. Ongoing monitoring continues after updates are made to confirm that changes are effectively supporting student success and program quality.

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

Fiscal accounting and reporting requirements are monitored with monthly reviews by the ASES coordinator and the Chief Business Officer.

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- Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).

Obtaining the local match is the responsibility of the ASES coordinator and Chief Business Officer.

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

Attendance Tracking:

Attendance for students in TK through 8th grade is jointly managed at each site by the ASES Program Coordinator and the school Attendance Clerk, with district-level oversight provided by the Chief Business Officer and the Data Technician. The program uses the 6 Crickets attendance management system to ensure accurate, real-time attendance tracking and accountability during program hours.

Sign-In Procedures:

At the start of the ASES program, students report to their designated ASES group and line up in alphabetical order. Each group is supervised by an assigned paraeducator. Students are signed in individually using an iPad through the 6 Crickets system, which records a real-time, time-stamped sign-in for each student. This process ensures that attendance is accurately recorded and that students are accounted for immediately upon entering the program. Once sign-in is completed, the iPad is transported to the designated sign-out location to be used for end-of-day dismissal procedures.

Sign-Out Procedures:

When a parent or authorized adult arrives to pick up a student, staff locate the student's name in the 6 Crickets system using the iPad assigned to that student's ASES group. Staff verify that the adult is listed as an approved pickup contact in the system. The authorized adult is then required to select the reason for early dismissal or program departure, confirm their identity as the pickup contact, and provide an electronic signature. The system records a real-time, time-stamped sign-out, documenting the exact time the student leaves the program.

These procedures ensure student safety, accurate attendance documentation, and compliance with ASES requirements by maintaining a clear record of student supervision and authorized release at all times.

- 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>.

We do not accept late arrivals. The intent of the ASES program is for all students to fully participate in the opportunities and activities offered. The program operates every day

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immediately after school, including minimum days, until 6:00 PM for TK through 6th grade and until 6:30 PM for 7th and 8th grade.

We understand that there may be occasions when a student must leave the program early or miss a day. In these situations, early release is permitted for the following reasons:

- Attends a parallel program (ex: programs in the community such as organized sports, scouts, youth group, or private music or dance lessons)
- Participation in school-based athletic programs or team sports
- Religious activities (for example, catechism, Bible study, or Mass)
- Illness
- Medical appointments
- Accidents or injuries
- Family emergencies
- Transportation needs (for example, students who walk or ride a bike home may be released at least 30 minutes prior to dark, with parent permission, to ensure safe arrival home)

12—Sustainability

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

The District will sustain its ASES program through strategic partnerships and diversified funding sources. Partnerships with community-based organizations, local agencies, and enrichment providers will support program quality and help offset staffing and operational costs. Collaboration with site administrators and instructional staff will ensure alignment with District priorities and the LCAP.

The primary funding source for the program is ASES state apportionment funding. The District will also pursue additional grants and in-kind contributions to enhance and sustain program services.

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The sustainability plan will be reviewed annually as part of the District's LCAP and budget development process, with adjustments made based on enrollment, staffing, fiscal projections, and program effectiveness.

Responsibility for resource development is shared among the Expanded Learning Program Coordinator, Chief Business Officer, and the Superintendent to ensure fiscal oversight, alignment with District goals, and the long-term sustainability of the ASES program.