

**After School Program Plan
for
After School Education and Safety Sites
Renewal Cycle C (2015-2018)**

Grant ID# 50-23939-1726-EZ

District CDS Code 50-712666

Grantee/LEA:

Salida Union School District

Dena Boer Elementary 50-712666-113823

Salida Union Elementary 50-712666-053037

Salida Middle School 50-712666-120844

LEA Program Administrator:

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After School Program Sites:

<u>Program Site</u>	<u>Projected ADA (ASES)</u>
Dena Boer Elementary	98
Salida Elementary	84
Salida Middle School	122

Target Student Populations in Salida Union School District:

<u>Student Group</u>	<u>Percent of Total Population</u>
African American	3.2%
Hispanic	62.2%
White	24.7%
Other Ethnicities	9.9%
English Language Learners	29.9%
Socioeconomically Disadvantaged	70.1%
Students with Disabilities	9.1%

Steps taken to recruit and select ASP students:

- All families in the district are notified of enrollment dates and times for each site's after school program. Notification comes in the form of announcements sent home in weekly folders, auto-dialer telephone calls and school postings.
- Enrollment continues throughout the year as space is available and a waiting list is maintained at each site. As the waiting list grows, additional program leaders are added to the program and new classes are started.
- Teacher referrals and referrals from the Student Study Team are taken throughout the year.
- All home announcements and auto-dialer calls are translated into Spanish.
- Each trimester, District Benchmark Assessment results are analyzed to generate new student referrals.

Program Goals and Requirements**Assessing the needs of the community, students, parents and the school:**

- All parties are surveyed through formal and informal methods; school staff and parents complete the Academic Program Survey with the results being analyzed to determine program needs, each school site discusses their specific needs during Parent/Teacher Organization meetings and Site Leadership Team meetings.
- Academic assessment results are analyzed to identify academic strengths and weaknesses for each school site (District Benchmark Assessments, Writing Assessments, Classroom Based Assessments).
- Site and District Safety Committees coordinate with local law enforcement agencies to identify community safety needs.

Individuals participating in ASP needs assessments:

- The Pupil Services, District Services, site principals, ASP site supervisors, school staffs, parents, students and members of the community participated in the needs assessments for after school programs.

Program Goals resulting from assessments:

As a result of the assessments and surveys that were completed for After School Programs, three basic goals were identified.

- **Goal One:** To provide a high quality after school program in a safe and secure environment.
- **Goal Two:** To provide a high quality academic support program that generates improved student performance in the mainstream classroom.
- **Goal Three:** To provide high quality opportunities for social skill development, community building, physical activity and learning opportunities that enriches the special interests of all students.

Maintaining student participation and meeting attendance requirements:

- Students enter our after school programs through a variety of avenues; informational announcements and messages, teacher referrals, referrals from special education and/or student study teams and program waiting lists.
- Homework support typically results in the elimination of work to be done at home, which satisfies parents and produces higher levels of understanding for students.
- Program newsletters keep families informed of the many benefits and rewards of participation in after school programs.
- The enriching activities and learning opportunities provide many of the experiences that are no longer available during the regular school day.
- Special academic and physical competitions between program sites provides an opportunity to develop inter-personal skills and build school pride.
- After school program Youth Councils provide students the opportunity to develop their leadership skills and practice team work and group decision making.
- Service learning opportunities teach students the importance of being good citizens and positive members of a larger community.
- Special field trips provide unique experiential opportunities for students

Data collection and closing the achievement gap:

- Student data is collected via CELDT, District Benchmark Assessments, and Classroom Based Assessments.
- AMAO reports based upon CELDT results are collected and analyzed.
- State assessments will be analyzed as CDE establishes the new reporting requirements established by CDE (after the cessation of STAR)
- All student assessment data is collected in the OARS data base. A multitude of reports can be generated through the OARS data base and be used to analyze student growth.
- Time at regular staff meetings and Professional Learning Communities is routinely dedicated to discussion and instructional planning centered upon achievement data review.
- Data for all subgroups represented in the district is reviewed in this manner.

Program Quality and Content

Educational, literacy and enrichment elements of after school programs:

- The initial 60 minutes of each day is dedicated to homework completion; during this time student's work in grade level groups and receive support as they work to meet grade level goals and standards.
- Students participate weekly in lessons from the LitArt Reading program to further develop their English Language Arts skills.
- Computer based intervention and enrichment offerings enable students to strengthen areas of weakness and choose to enrich their academic skills by expanding their abilities in areas of interest to them.
- The SPARK physical education program incorporates specifically designed instructional lessons that develop physical fitness, balance and coordination, and motor skills.
- Citizenship development is accomplished through monthly lessons from the Deal Me In character development program.
- Students build their academic and inter-relational abilities by participating in ASP spelling and math competitions.
- ASP School Garden programs develop participants' abilities in science, reading and math.
- Students have the opportunity to participate in choir, strings, and traditional band programs taught by a certificated music instructor.
- Specialized reading and language development programs for English Language Learners are offered to qualifying students as part of their after school program.
- Each ASP site incorporates a variety of specialized enrichment offerings that are chosen based on the special interests of the students who attend at each site.

Program alignment with the regular school day:

- Continual lines of communication are maintained between the ASP staff and the classroom instructional staff; program leaders and classroom teachers communicate in person and via email to address the academic needs and progress of ASP students.
- Site program supervisors meet regularly with the site administrator to evaluate and plan for program offerings, attendance and budget.
- Site program supervisors communicate with the parent organizations for their site to gain involvement and support.

Nutritious Snacks:

- The Salida Union School District Food Services provides ASP students with nutritious snacks daily. These nutritious snacks adhere to code and policies of the California Department of Education.

Collaboration and Partnerships

Collaboration in planning, implementing and updating ASP:

- District administrators attend Stanislaus County Office of Education ASP meetings and work collaboratively with ASP leaders from around the county; state and county ASP initiatives are discussed and implementation strategies are developed.
- District administrators meet monthly with site principals and site ASP supervisors to disseminate information and develop implementation strategies for the district's after school programs.
- Site principals meet weekly with their site ASP supervisor to review program goal progress, determine program needs, review budget updates, and develop strategies for continued progress and growth.
- ASP site supervisors meet regularly with their site program leaders to communicate daily/weekly/annual goals, review student attendance, identify program needs and answer questions.

Collaborative members:

- District Office:
 - Twila Tosh – Superintendent
 - Melanie Evans – Coordinator of Educational Services
 - Rex Tschetter – Coordinator of Educational Services
 - Julie Villanueba – Coordinator Educational Services
- Dena Boer Elementary School
 - Jeri Passalacqua – Principal
 - Destiny Borba – ASP Supervisor
- Salida Elementary School
 - Ana Garcia – Principal
 - Terri Pasion – ASP Supervisor
- Salida Middle School
 - Dean Way – Principal
 - Sean Tomberlin – ASP Supervisor

Potential collaboration and partnerships:

- School Site Leadership Teams: A coordinated effort between site leadership teams and ASP leadership may lead to a higher level of coordination between the academic needs of students identified by classroom teachers and the academic support programs offered during after school programs.
- School Site Councils: A coordinated effort between school site councils and ASP leadership will increase support and lead to a more balanced approach to meeting the academic and social needs of participating students.
- Salida Rotary Club: Developing a collaborative relationship with the Salida Rotary Club will benefit ASP students in completing continued service learning projects and develop a sense of community pride.

Staffing

Minimum requirements for an instructional aide:

- AA degree or 48 college units
- NCLB para-professional certification

Staff recruitment and retention:

- After school program staff is recruited from the district classroom instructional aide pool; this gives the district the ability to provide more work hours to these valuable employees, thus resulting in greater retention of employees; recruiting from this pool also increases the collaboration between the regular classroom and ASP because our ASP leaders will see the same students during the day and after school.
- After school program staff is also recruited from local colleges offering early childhood development and education programs; college students from these programs are consistently looking for an afternoon employment opportunity that affords them the chance to work with children.
- Job opportunities for our after school programs are posted on the district's website and advertised with EdJoin.

Assurances of minimal requirements for supervising students as an instructional aide:

- Formal application process is initiated.
- Human Resources secretary reviews applications and verifies that candidates have completed all requirements and qualify for the posted position.
- Site principals and ASP supervisors screen all applications prior to scheduling interviews.
- Formal interviews are completed for qualifying applicants.
- Reference and background checks are completed prior to offering applicants a position in our programs.

Professional development activities for ASP staff:

- Professional development needs are determined by reviewing state and county guidelines for after school programs; through an analysis of the skills and abilities possessed by program staff; and a review of our students' academic, social and health needs.
- ASP staff members attend the Summer Institute and course offerings provided by the Stanislaus County Office of Education.
- The district's school nurse provides first aid and CPR training for ASP staff.
- Specialized in-district and out-of-district training opportunities in health and nutrition, physical education, fine arts and academics are provided as need arises.
- ASP staff members attend regularly scheduled staff meetings at their sites.

- ASP staff members routinely collaborate with classroom teachers at the grade level they supervise in the after school program.

Program Administration

Fiscal accounting and reporting:

- The LEA will submit all federal and state fiscal reports on behalf of each district ASP site.
- The LEA will enter all necessary fiscal information in the state-wide database (ASSIST) on behalf of each district ASP site.
- Each ASP site will submit an initial budget and budget narrative to the LEA for every funding year.
- Each ASP site will submit quarterly expenditure reports and close-out reports to the LEA for every funding year.
- Annual ASP site reports will confirm the 85% - 15% split between student related and administrative expenditures.

In-kind local matching funds:

- 25 % of the locally matching funds are provided through facility and utilities usage at each funded site.
- 8% of the locally matching funds are provided to each funded site through specialized staff training and student activities provided by the LEA.

Program attendance:

- Students sign-in daily as they arrive at the after school program.
- Program leaders take daily attendance in their assigned classrooms.
- ASP site supervisors enter daily attendance into the district's student information system (AERIES).
- Monthly attendance reports are generated through AERIES.
- Parents are provided and sign the district's ASP Early Release/Late Arrival policy upon enrollment in the after school program.
- The LEA will submit all federal and state attendance reports on behalf of each program site.
- The LEA will enter all necessary attendance information in the state-wide database (ASSIST) on behalf of all program sites.
- The data entered into the state-wide database will include the demographic information for all students enrolled in the district's after school programs.

Periodic review of ASP Program Plan:

- Each spring a formal review of each ASP site program is conducted through the collaborative efforts of the district's educational services department, site principals and ASP site supervisors.
- Each site is reviewed for fiscal responsibility, student attendance and program implementation; successes are celebrated, opportunities for growth and improvement are identified and new goals are established.
- Pre and post surveys of students and parents will be reviewed annually
- A summary report and presentation are created; the presentation is shared with the Salida Union School District Board each June.

Outcome Measures and Evaluation

Program evaluation:

- Program satisfaction and effectiveness are evaluated through the use of annual student and parent surveys; satisfaction rates are calculated by averaging student and parent responses regarding key program components.
- Program components included in the annual evaluation and survey focus on facilities, effectiveness of ASP staff, nutrition, academic content and specialized enrichment offerings.
- Evaluation and survey results are analyzed by the educational services department, site principals and ASP site supervisors as part of the annual program review.

Demonstrating program success:

- Student attendance and behavior reports are analyzed to evaluate the impact of ASP attendance as it relates to students' day to day participation in all school activities.
- Report cards, District Benchmark Assessment data and STAR data are analyzed to measure student academic progress as a result of participation in after school programs.
- The LEA will submit all necessary evaluation information into the state-wide database (ASSIST) on behalf of all funded ASP sites.

Selected outcome measures:

- The district's student information system (AERIES) will be used to collect and report student attendance and behavior data; this data will be included as an annual measure of program success.
- Academic progress of participating students will be measured through the use of Report Card, District Benchmark Assessment, and STAR Assessment data.

Methods for correcting or improving based on outcome measures:

- Facilitated by the LEA, each ASP site will complete a self-assessment utilizing the California After School Quality Self-Assessment Tool; this tool will be used as part of the on-going improvement process for all ASP sites.