CLOVIS UNIFIED SCHOOL DISTRICT
DEPARTMENT OF SUPPLEMENTAL SERVICES
AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM

2016-17
Annual Evaluation

Presented during 2017-18 school year

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"Children Are Our Most Precious Resource"

The CUSD ASES Program provides a complementary learning system; intentionally integrating out of school time with the instructional day to ensure success for all students. The after school program consists of three components: academic support, literacy and enrichment activities. The program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week until 6:00 p.m. Students in the program receive a nutritious snack provided by CUSD Campus Catering. The ASES Program is an extension of the regular school day continuing to provide a safe environment both physically and emotionally which supports building positive relationships and is of no cost to participating families. Attendance is an essential component to the program and its funding.

The ASES Grant funded by the California Department of Education (CDE) runs on a three year funding cycle. Once every three years CUSD submits a grant application to receive ASES funding called, ASES Renewal Application. The application requires a completion of 2 parts to be submitted together: Part I, the Program Plan which contains program data, demographic information and CUSD's plans on the program implementation; and Part II, the grant renewal application which contains the budget information and additional program data, is submitted in January every 3 years. The funds are designed to provide a safe after school environment classroom instruction, intervention activities and enrichment opportunities to reinforce academics for students. The ASES Renewal Grant Application was reviewed and completed and submitted to the CDE in October 2016. In March 2017, our Renewal Grant Application was reviewed and approved by CDE.

Funding for the ASES Grant is based on the percentage of Economically Disadvantaged (ED) students, and Title I status of the schools. The ASES Grant is designed for schools to provide a safe after school environment that fosters education and enrichment opportunities for students as outlined by the Certified Assurances for an After School Component which all ASES school sites has agreed to. The ASES program is discussed as an agenda item during parent advisory committee meetings; which includes, but not limited to, English Learners Advisory Committee (ELAC), School Site Council (SSC), School Advisory Committee (SAC), District Migrant Education Parent Advisory Committee (DMEPAC), Indian Education Program Parent Advisory Committee (IPAC), District Advisory Council (DAC) and District English Learners Advisory Committee (DELAC). One of the roles of the ASES Program Supervisor is to support schools in the implementation of ASES.

During the 2016-17 school year, a total of 15 schools operated an ASES program in CUSD. Seven elementary schools received the Proposition 49 ASES Grant from the CDE, six elementary schools received funding through the District Local Control Accountability Plan (LCAP), and two elementary schools received Proposition 49 funding under the jurisdiction of Fresno County Office of Education. Beginning with the 2017-18 school year, a total of 14 CUSD schools will operate an ASES program, Oraze Elementary exited their Title I School status.

AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM IN CLOVIS UNIFIED SCHOOL DISTRICT

2017-18 ASES School Sites
Clovis Elementary
**Cole Elementary
Fancher Creek Elementary
**Jefferson Elementary
**Lincoln Elementary
**Mickey Cox Elementary
Miramonte Elementary
**Mountain View Elementary
Nelson Elementary
*Pinedale Elementary
*Sierra Vista Elementary
Tarpey Elementary
Temperance Kutner Elementary
Weldon Elementary

Proposition 49 ASES State Grant
*Coordinated by Fresno County Superintendent of Schools
**Funded by District Local Control Accountability Plan (LCAP)

Certified Assurances for an After School Component
To include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following core content subject areas: language arts, mathematics, history and social science, science, and computer training.
To have an educational enrichment element that may include, but is not limited to, fine arts, recreation, physical fitness, and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health promotion, general recreation, career awareness and work preparation activities, community service-learning, and other youth development activities based on students' needs and interests.
To show proof that the application has been approved by the school district and the principal of each participating school for each school site.
That the public agency or LEA partner will act as the fiscal agent.
To follow all fiscal reporting and auditing standards required by the CDE.
To establish qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district.
That the program will maintain a pupil-to-staff member ratio of no more than 20:1.

That all staff and volunteers will fulfill health screening and fingerprint clearance requirements in current law according to district policy.
That each partner in the application will share responsibility for the quality of the program.
To collaborate and coordinate with the regular school day program.
That the after school program will begin operation immediately upon the closure of the regular school day and operate for a minimum of 15 hours per week and until 6:00 p.m.
That a regular school day is any day that students attend and instruction takes place.
That information regarding the after school program will be available in a form and language that is easily understandable to all parents.
To plan the program through a collaborative process that includes parents, youth, and representatives of participating public school sites, governmental agencies (e.g., city and county parks and recreation departments), local law enforcement, community organizations, and the private sector.
That if the site is not located on a school campus, it must be as accessible and available as the school site with safe transportation being provided to enrolled pupils.
Applicants shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (Commencing with Section 49430) of Chapter 9 of Part 27.
That elementary students should participate every day that the after school component operates.
That middle/junior high student attends a minimum of three days per week and nine hours, but the program must operate all five days.
To keep accurate attendance records and report actual attendance to the CDE twice per fiscal year.
To maintain an attendance level of at least 75 percent of the attendance goal as stated in the application.
To allow participation of any student of a participating school regardless of their ability to pay a fee.
To establish an early release policy for students attending the ASES after school component; however, the after school component must remain open until 6:00 p.m.
To expend no more than 15 percent of funding on administrative costs, including up to 5 percent for indirect costs, and to expend at least 85 percent of funding directly for pupils.
To provide at least 33 percent cash or in-kind local matching funds from the school district, government agencies, community organizations, or the private sector for each dollar received in grant funds and not more than 25 percent of the match requirement will be fulfilled by facilities or space usage.
That state categorical funds for remedial education activities shall not be eligible as matching funds for after school components.
To provide a safe physical and emotional environment and opportunities for relationship-building and to promote active pupil engagement.
To supplement, but not supplant existing funding for after school programs with ASES grant funds.
To participate in a statewide evaluation process as determined by the CDE and provide all required information on a timely basis.

To provide information for the statewide independent evaluation.
To respond to any additional surveys or other methods of data collection that may be required throughout the life of the program.
To annually provide participating pupils' regular school day and program attendance and various state and local assessments.
To use standardized procedures and collection tools developed by the CDE for evaluation purposes. Locally developed tools or protocols will not be accepted.
Non-Discrimination, as the duly authorized representative of the applicant, I certify that the applicant will comply with all federal statutes relating to nondiscrimination, including: Title VI of the Civil Rights Act of 1964 (45 USC sections 2000d through 2000d-4) prohibiting discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (20 USC sections 1681-1683) prohibiting discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (20 USC Section 794) prohibiting discrimination on the basis of handicap; and The Age Discrimination Act (42 USC Section 6101, et seq.) prohibiting discrimination on the basis of age.
Costs, as the duly authorized representative of the applicant, I certify that the applicant will comply with the general cost principles set forth in federal regulations 34 CFR Section 74.27 and 34 CFR Section 80.22, and the Office of Management and Budget circulars applicable to my entity.
Records, as the duly authorized representative of the applicant, I certify that the applicant will make reports to the state or federal agency designated in the application as may reasonably be necessary to enable those agencies to perform their duties. The applicant will maintain and provide access to all records used in the preparation of such reports for a period of five years. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the recipient of funds, the total cost of the activity for which the funds are used, the share of the cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used.
Availability of Community Programs, I assure that all schools included in this application have 50 percent or more of the students eligible for free and reduced-cost meals or that the communities have been surveyed for eligible programs for schools with fewer than 50 percent of the students eligible for free and reduced-cost meals.
Applicable Law, as the duly authorized representative of the applicant, I certify that the applicant will comply with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to each program under which federal and state funds are made available through the application.

ASES Evaluation Report Format

Each year, participating school sites are required to administer the Annual ASES Survey within their school community. ASES Annual Surveys are generated from the Department of Supplemental Services to the school site-level. The ASES School Site Coordinators administered and collect the surveys for monitor and review. The summary results of each school site are sent back to the ASES Program Supervisor in the Department of Supplemental Services who will then disaggregate and analyze all the information to generate the ASES school site and district data summary reports to share with the community and school sites. Information gathered is used to evaluate program effectiveness as well as plan for the following year. Since ASES is funded through the state, CDE and LCAP, it requires an annual evaluation and monitoring program. More information regarding categorical funds is available at http://www.cusd.com/supplementalservices/.

Part of the role of the ASES Program Supervisor in the Department of Supplemental Services is to gather data from students, parents, after school staff, teachers, administration, and other stakeholders through the ASES surveys. The data is then disaggregated at the district level for school site and district summary reports to share with the community.

During the 2016-17 school year, each ASES school site completed an Annual Evaluation of their ASES Program. The evaluation process provides the site opportunity to evaluate, review and reflect on their program from an internal point of view collaborating with all stakeholders. The ASES Survey provides valuable information from the parents, students, ASES staff, teachers, and administrators on critical issues concerning the ASES Program. The annual evaluation addresses quality indicators of an effective ASES Program. These include but are not limited to: participation rate, expenditures, staff development opportunities, parent participation and education, student achievement and recommendations for continued improvement. Based upon a comprehensive analysis of data, schools are asked to articulate effective components as well as any program modifications that may be projected. Schools are committed to promoting excellence and high expectations for all students, striving to ensure the use of meaningful survey data in decision-making. Survey data are shared with staff, community members, district departments, area superintendents, district superintendent, and district governing board.

CUSD ASES District-Wide Findings

During the spring of 2017, 649 ASES parent surveys, 1,008 ASES student surveys, 147 ASES staff and regular day teacher surveys, 20 site coordinators and administrators' surveys were reviewed.

97.7 % of the parents of ASES Program felt that their child enjoyed the various activities which are provided during the ASES Program.

91.6% of the parents of ASES Program felt that their child's effort in school seemed to be improving academically as a result of being in the ASES Program. While 77% of the ASES students in 3rd-6th grade and 92.6% of the ASES students in K-2nd grade believed their grades and attendance have improved by attending the ASES Program.

91.2% of the parents believed that the ASES Program had a positive impact on their child's attitude about school.

94% of the parents indicated that their child completed their homework during the ASES Program. Of the 1,008 students who took the survey, 62.5% shared that they were able to finish their homework during the ASES Program.

96.6% of ASES parents felt that their child was well supervised during the program.

When asked about school safety during the ASES Program, 95.7% of ASES Program parents believed that their school and the ASES Program is a safe place for the children, parents, and staff. 81.7% of the students felt safe while attending the ASES Program.

When asked if parents had frequent opportunities to discuss items with the ASES Staff regarding their child's needs in the ASES Program, 85.5% indicated that they had frequent opportunities for those discussions.

93.8% of the ASES parents indicated that they found their ASES Parent Orientation informative and helpful.

95.5% of the parents with students in the ASES Program agreed that their child enjoyed staying after school for the program. 75.2% of the students indicated that they would like to be in the ASES Program next school year.

92.5% of the parents with students in the ASES Program agreed that if given the opportunity, they would attend enrichment activities with their child during the ASES Program.

97.8% of the parents with students in the ASES Program agreed that it is important for their school to have an ASES Program.
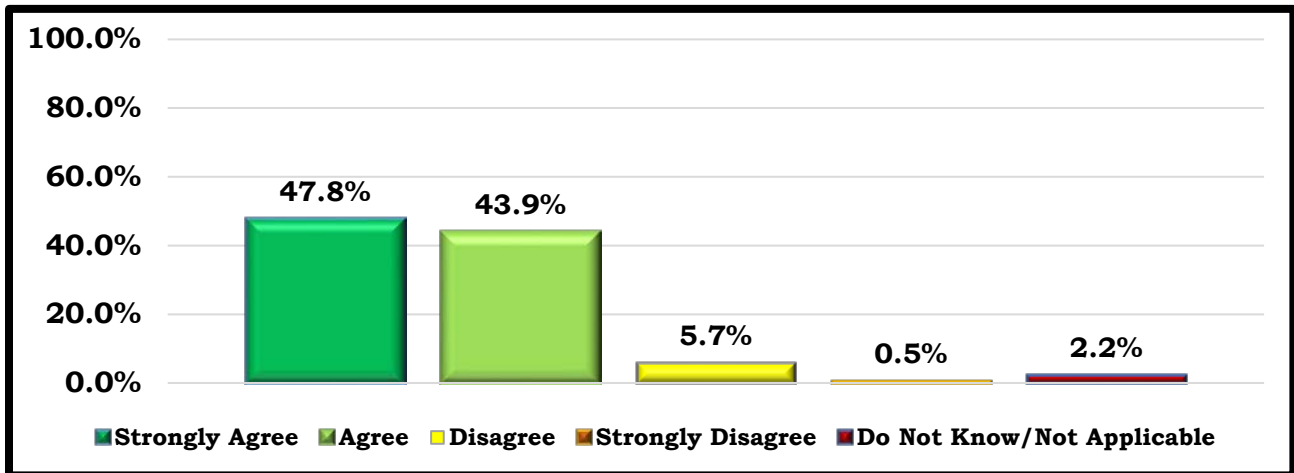
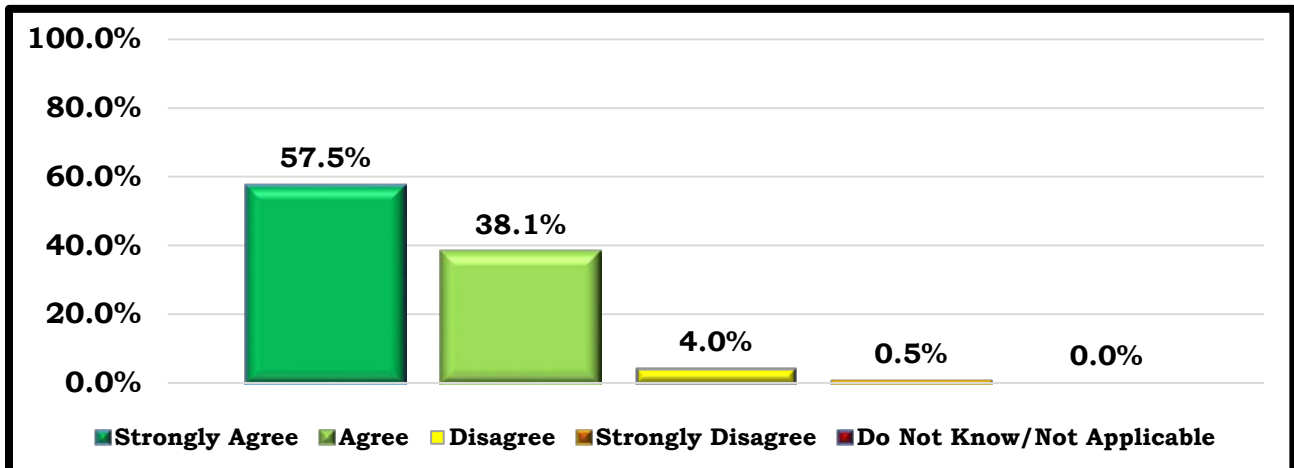**Total Parents Surveyed: 651**

1. My child enjoys the various activities which are provided during the ASES Program.
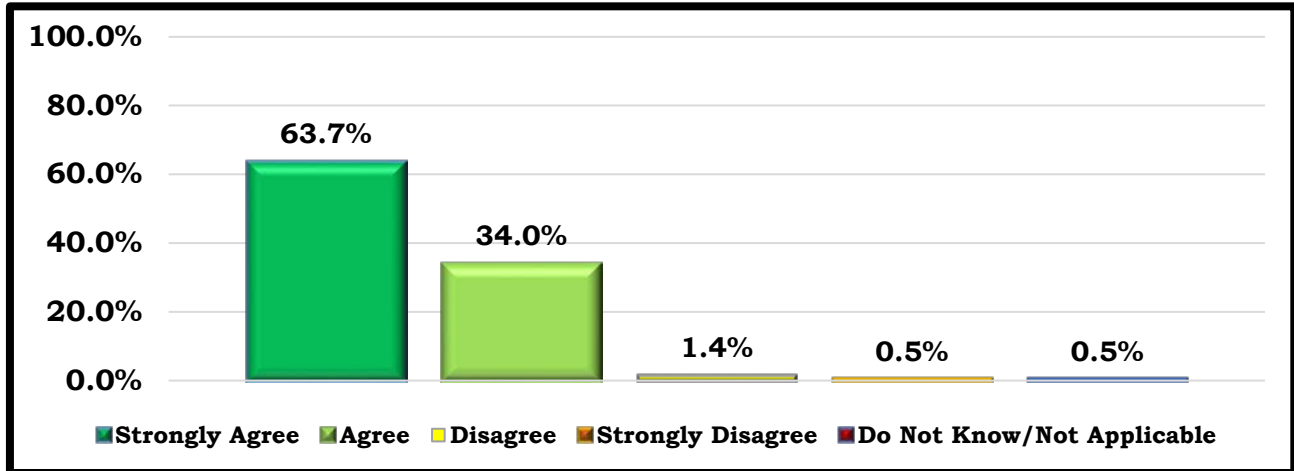
2. My child's effort in school seem to be improving academically as a result of being part of the ASES Program.
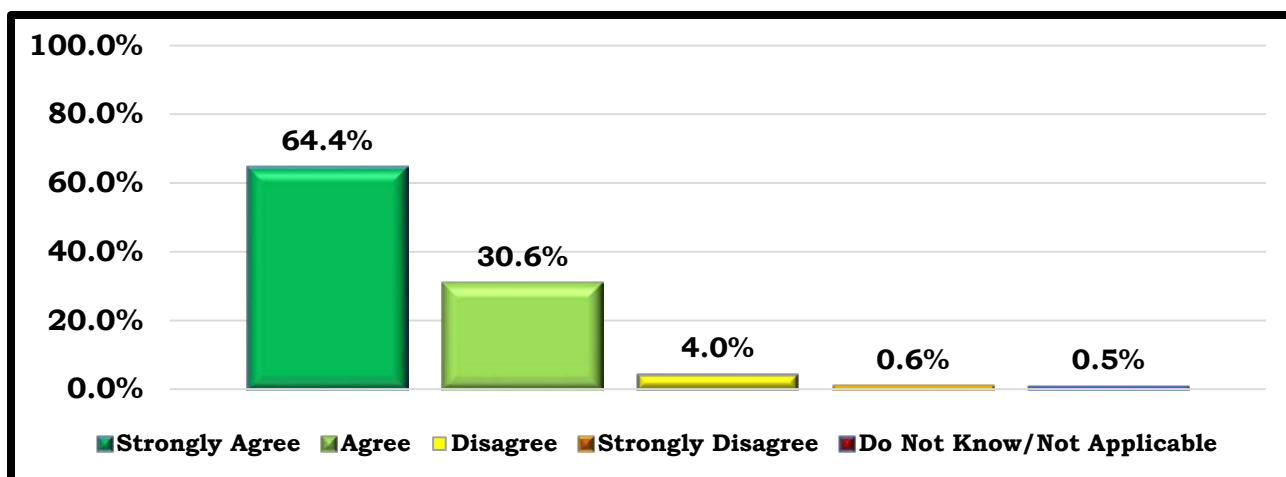

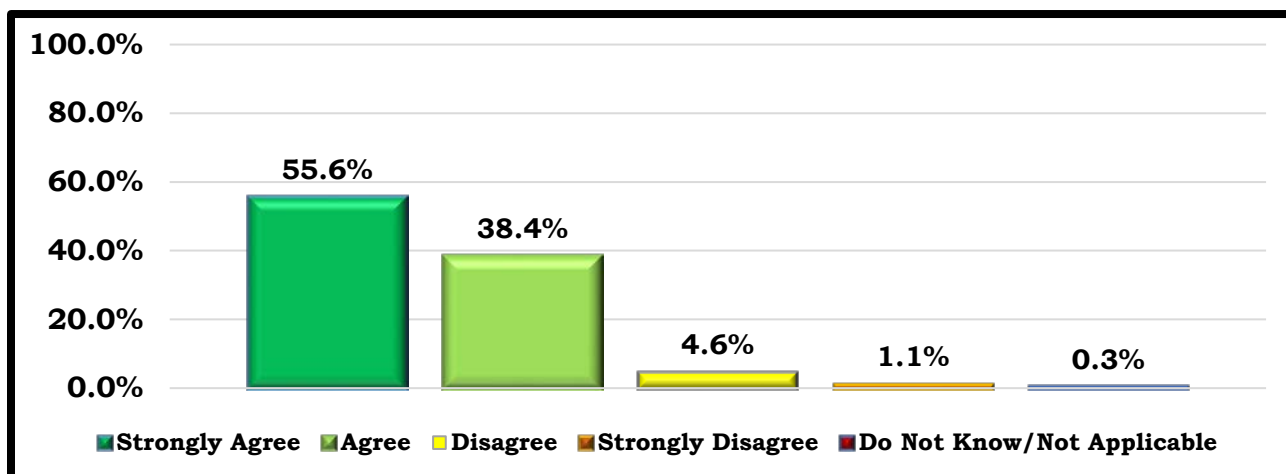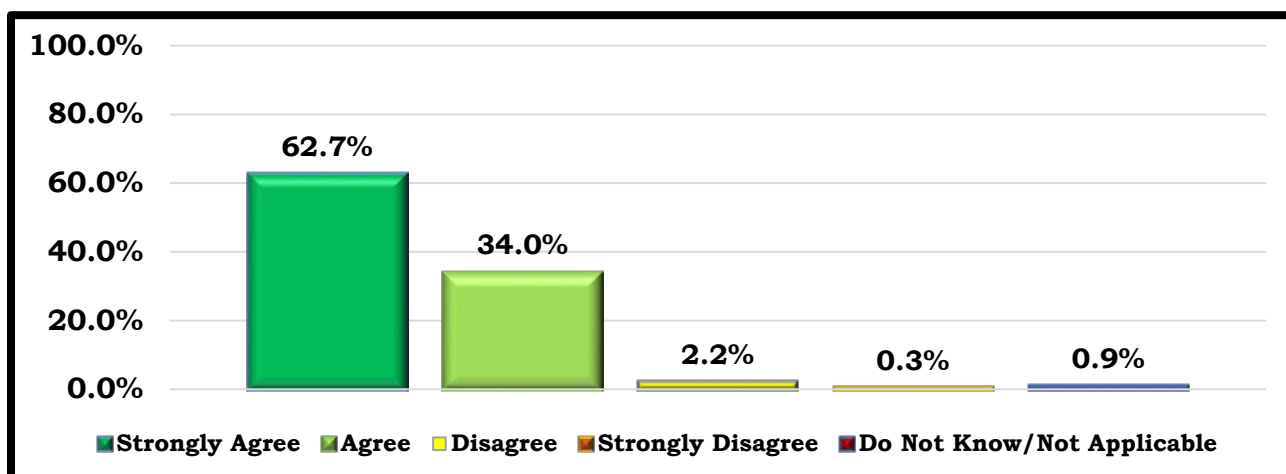3. My child enjoys staying after school for the ASES Program.
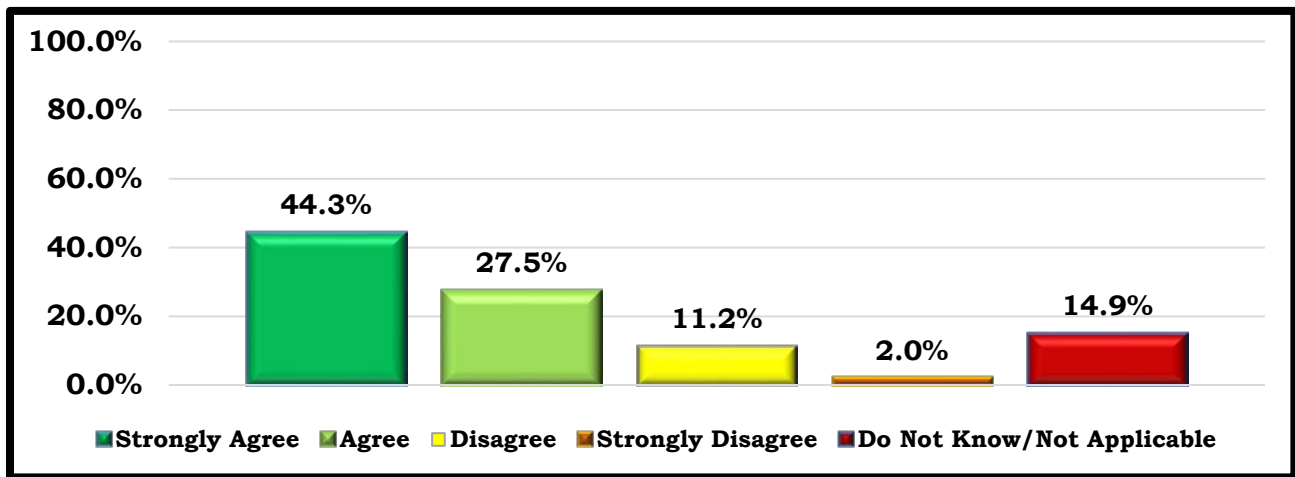
4. My child enjoys the ASES Program staff.

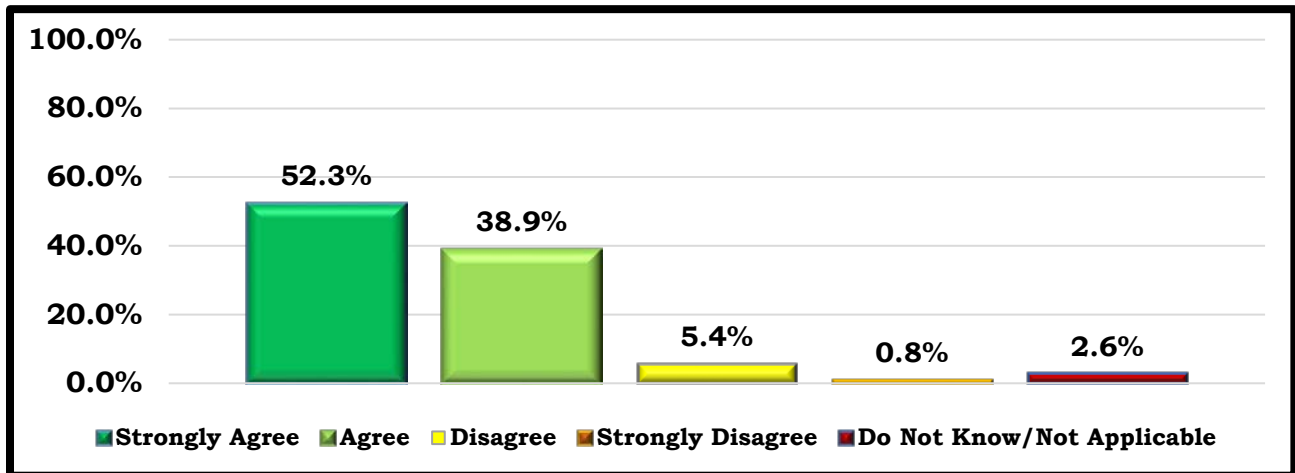5. My child completes his/her homework during the ASES Program.

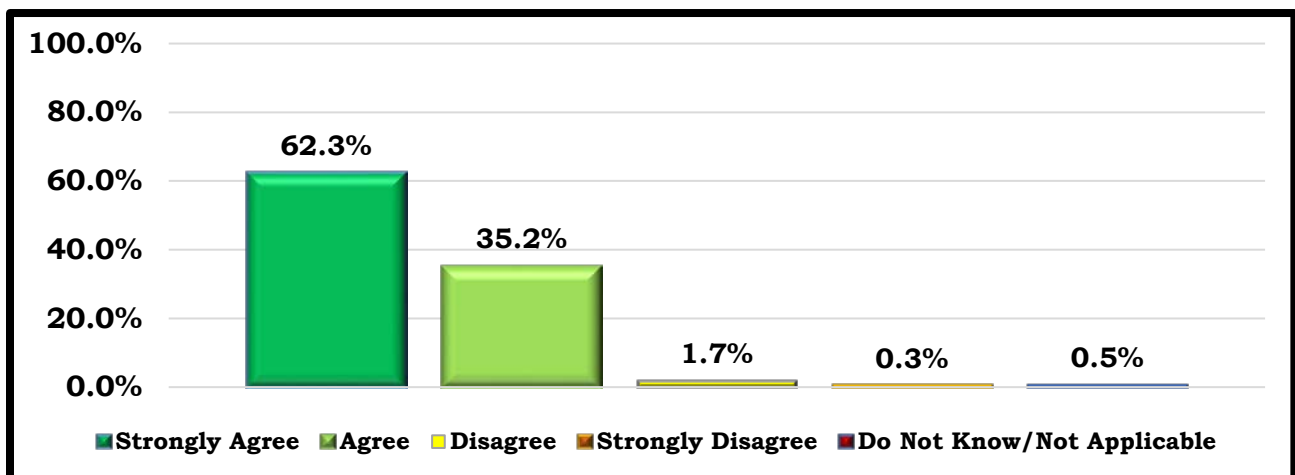6. Do you feel your child is well supervised during the ASES Program?

7. My child is involved in other afterschool activities.

Strongly Agree	44.3%
Agree	27.5%
Disagree	11.2%
Strongly Disagree	2.0%
Do Not Know/Not Applicable	14.9%

8. The ASES Program has had a positive impact on my child's attitude about school.

Strongly Agree	52.3%
Agree	38.9%
Disagree	5.4%
Strongly Disagree	0.8%
Do Not Know/Not Applicable	2.6%

9. I understand the Early Release Policy of the ASES Program.

Strongly Agree	62.3%
Agree	35.2%
Disagree	1.7%
Strongly Disagree	0.3%
Do Not Know/Not Applicable	0.5%

10. I found my child's ASES Parent Orientation informative and helpful.

Strongly Agree: 50.6%
Agree: 43.2%
Disagree: 1.7%
Strongly Disagree: 0.3%
Do Not Know/Not Applicable: 4.2%
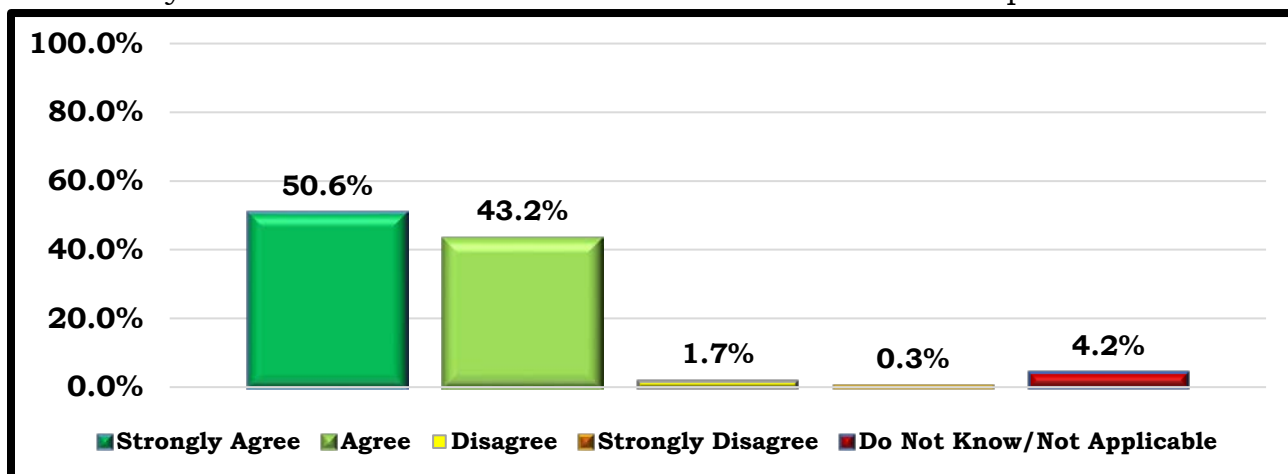
11. I have frequent opportunities to meet and discuss topics with the ASES Program staff/site coordinator regarding my child's needs in the ASES Program.
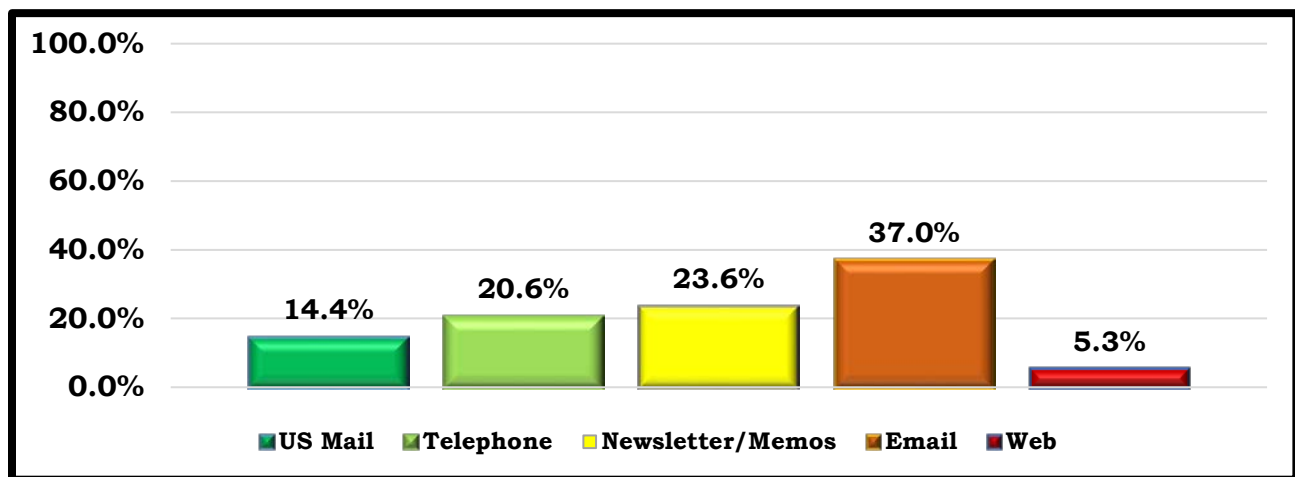

Strongly Agree: 42.2%
Agree: 43.3%
Disagree: 7.7%
Strongly Disagree: 1.7%
Do Not Know/Not Applicable: 5.1%
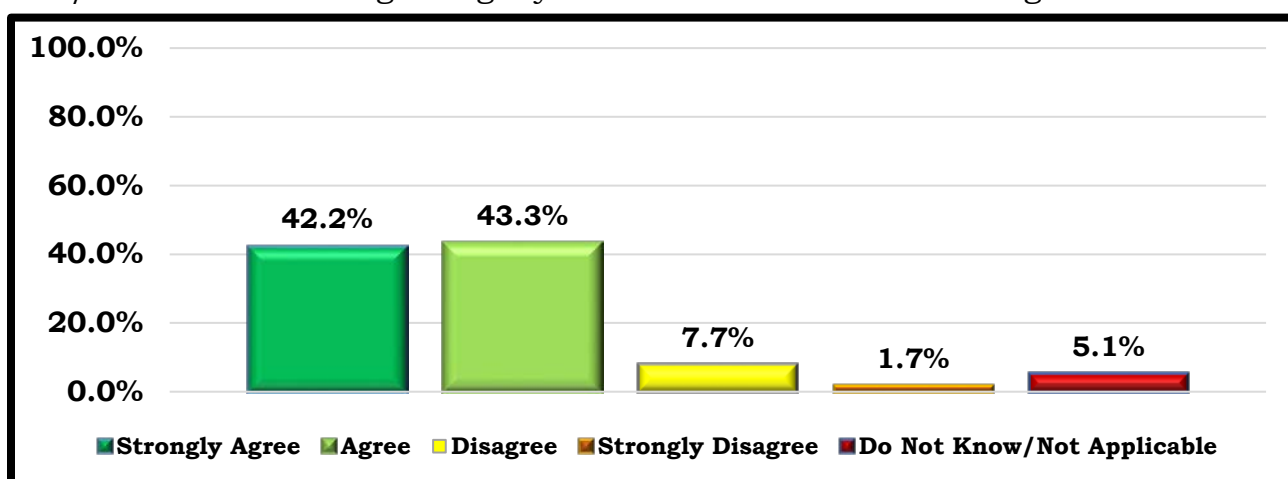
12. What is your child's present grade level?

K-1st: 4.9%
2nd-3rd: 40.2%
4th: 19.1%
5th: 19.6%
6th: 16.2%
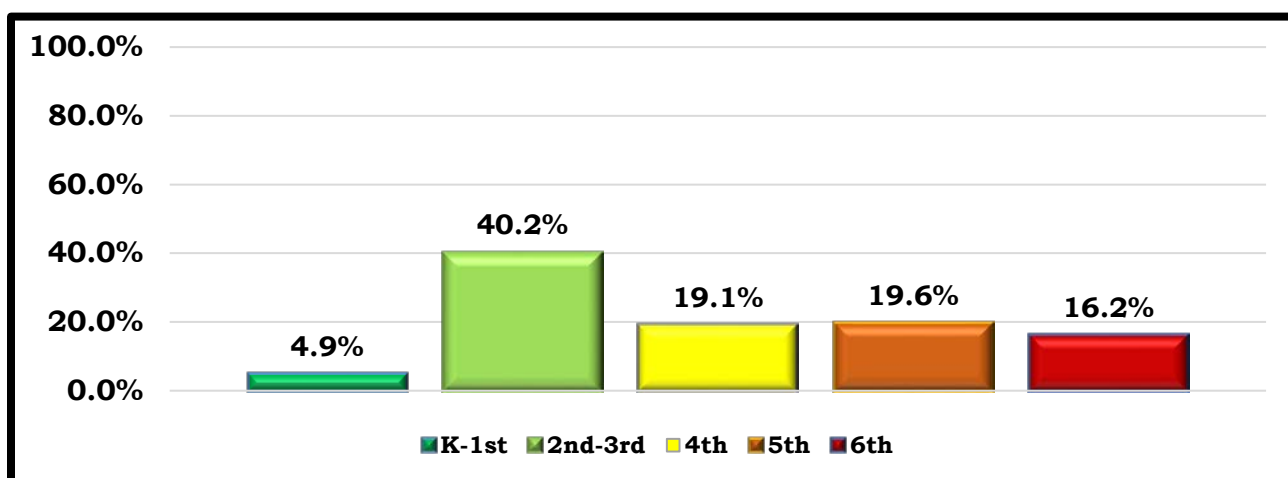
13. How often do you receive information regarding your ASES Program (notes, phone calls, and emails)?
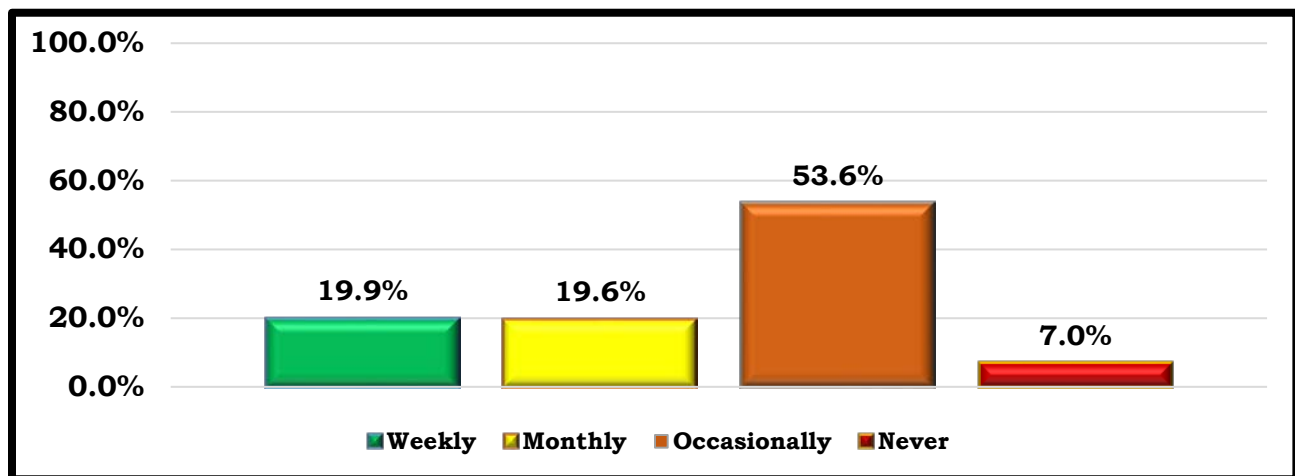
14. How would you like to receive information from your ASES Program (Mark all that apply)
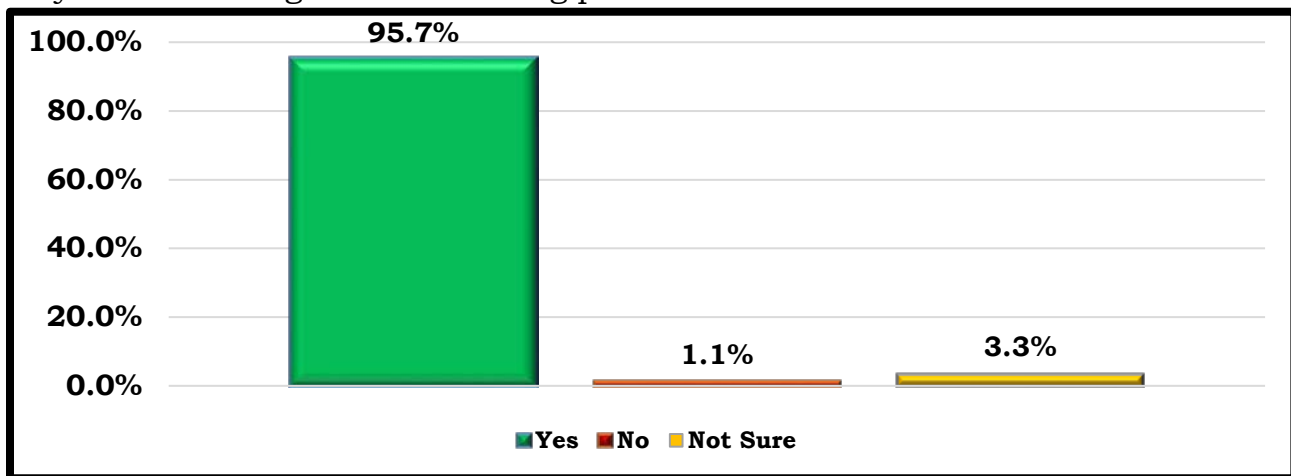

15. Do you believe your school and the ASES Program is a safe environment for students, parents, and staff?
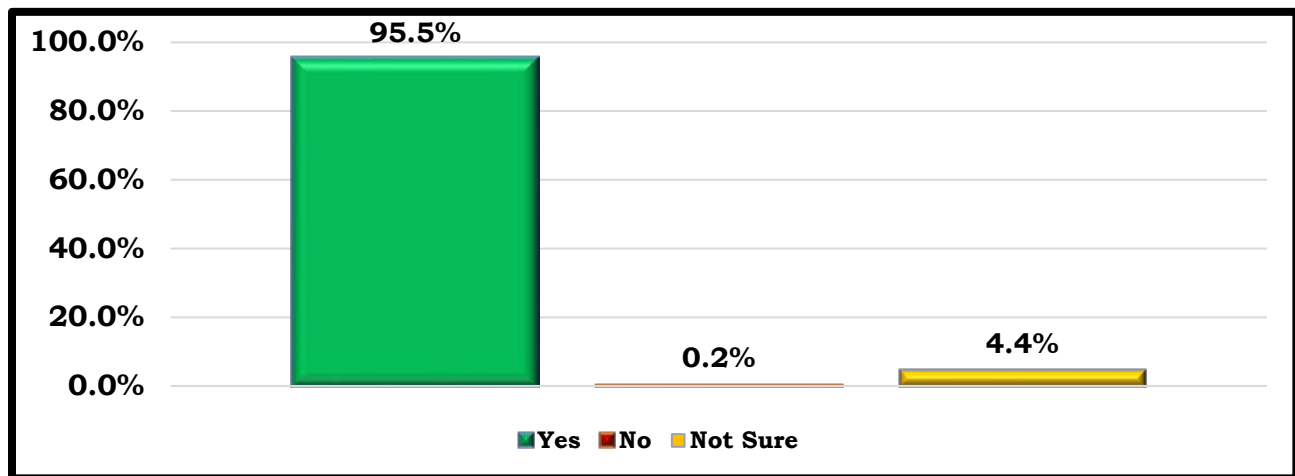
16. Does your school administration (Principal, GIS, Site Coordinator or Site Lead) invite your comments or concerns?
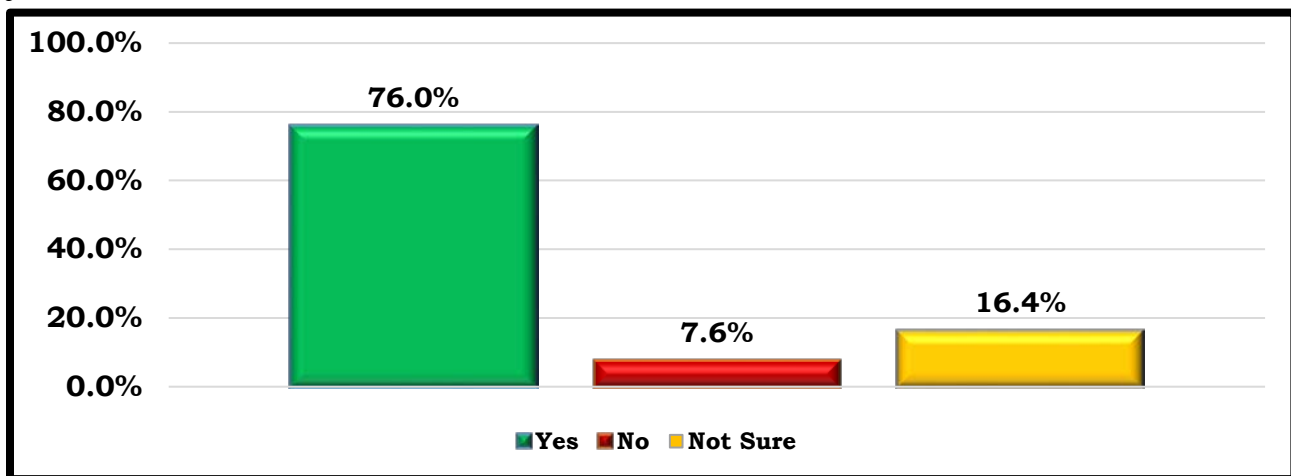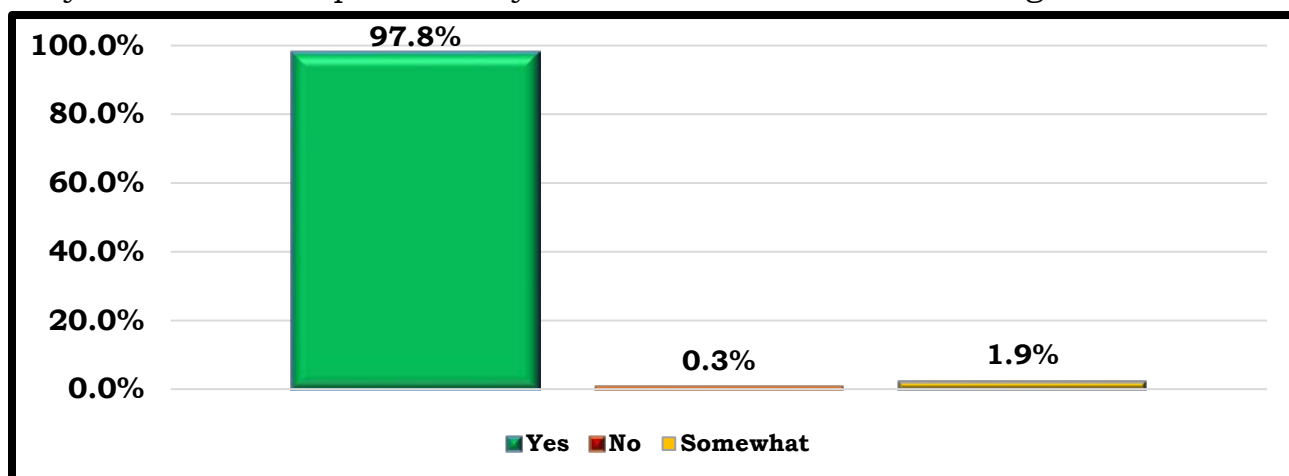

17. Is your ASES Program a welcoming place?

18. If given the opportunity, would you attend any enrichment activities with your child during the ASES Program?
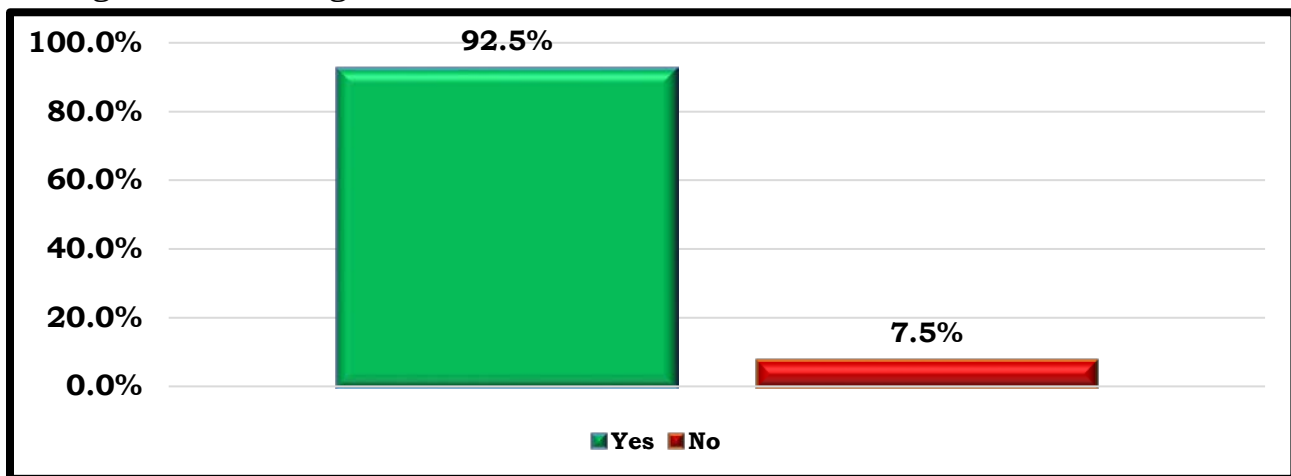
19. Do you think it is important for your school to have an ASES Program?
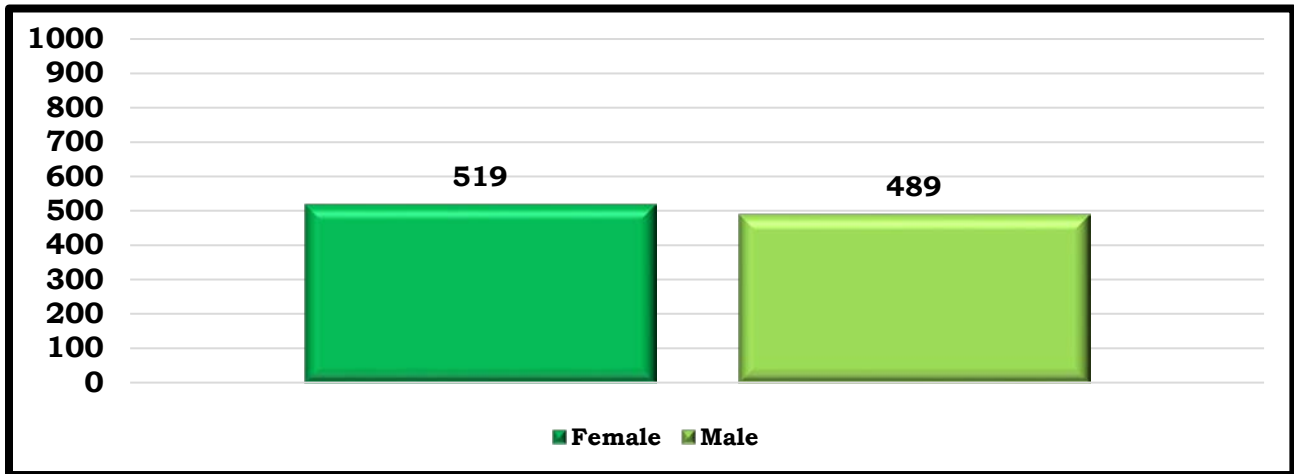

	Yes	No	Somewhat
	97.8%	0.3%	1.9%

20. **(K-5 Only)** If given the opportunity, would you like your child to continue in the ASES Program for the following school year?
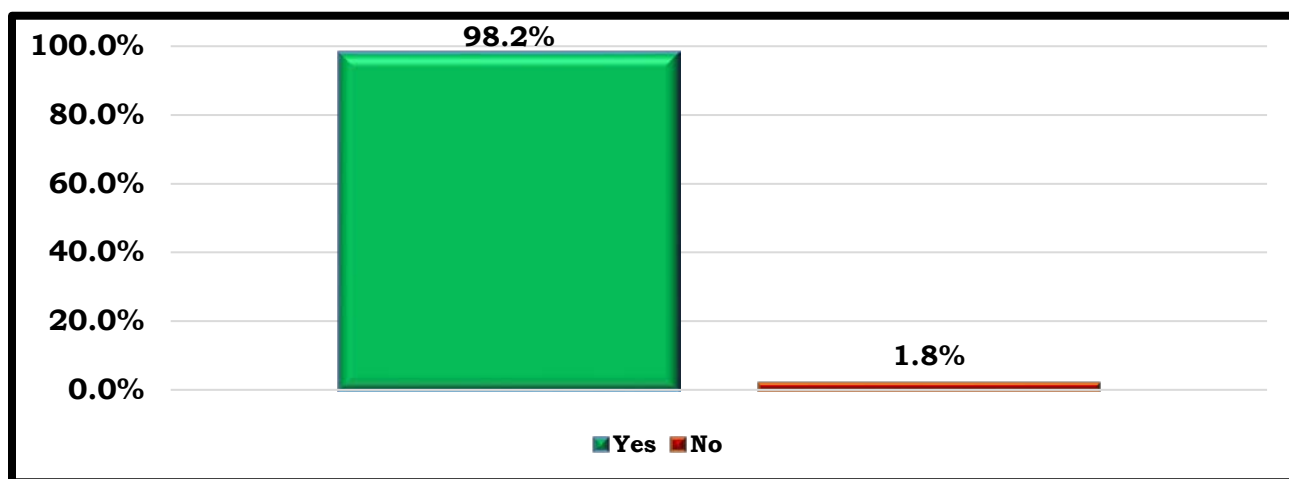
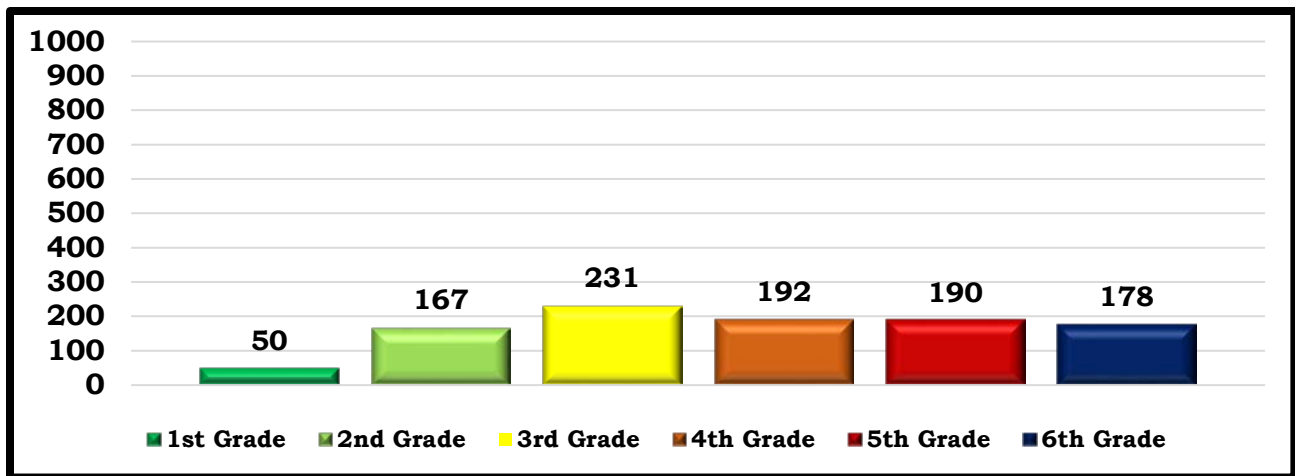|	Yes	No
	98.2%	1.8%

Total Students Surveyed: 1008
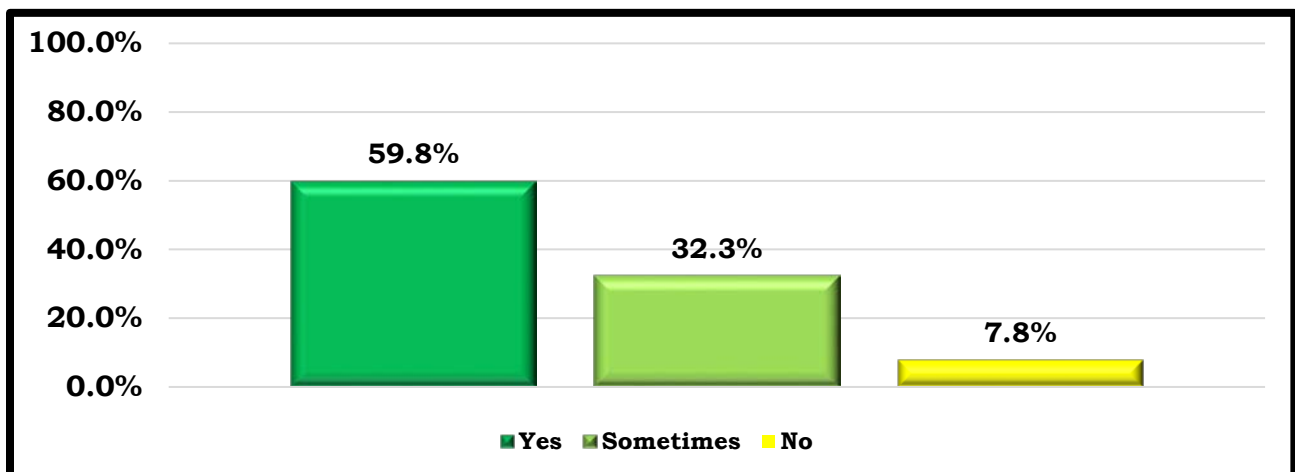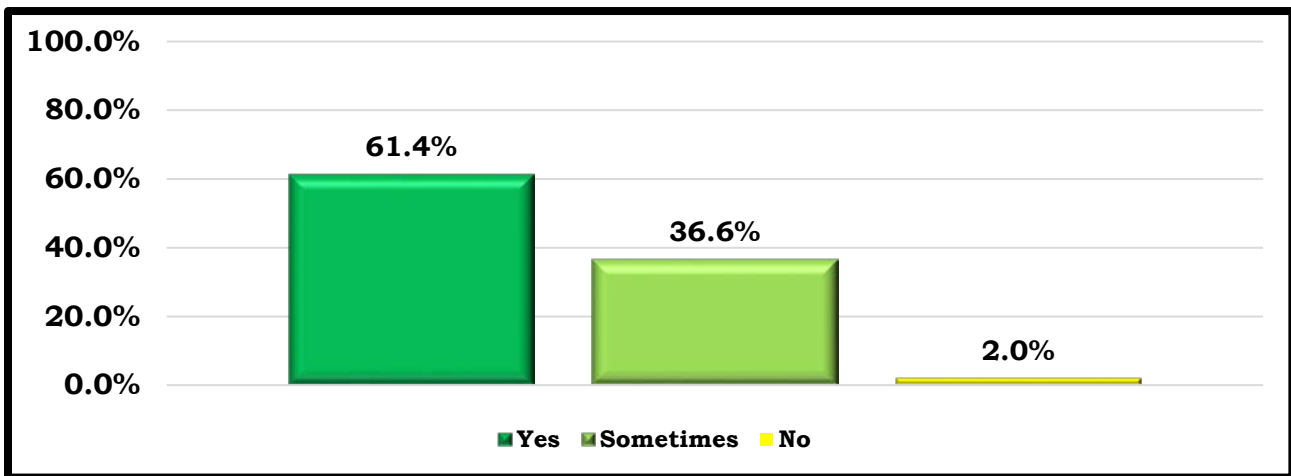
1. Gender

2. Grade

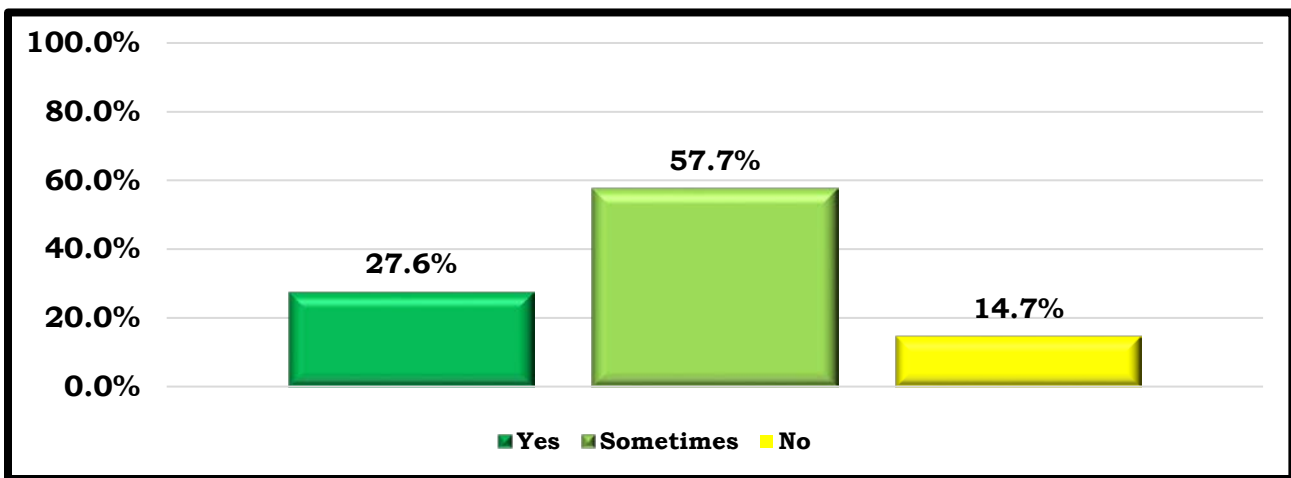3. Overall, I like being in the ASES Program.

4. Overall, I am able to finish my homework during the ASES Program.

Yes 61.4% · Sometimes 36.6% · No 2.0%

5. I like the snacks in the ASES Program.

Yes 27.6% · Sometimes 57.7% · No 14.7%

6. I like the activities provided in the ASES Program.

Yes 63.1% · Sometimes 31.7% · No 5.2%
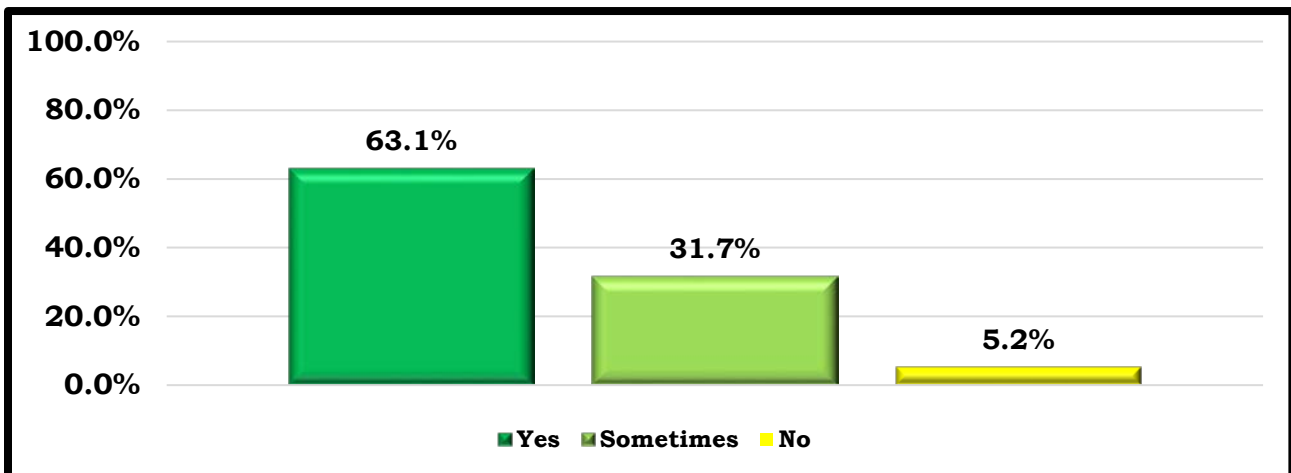
7. I like the staff in the ASES Program.
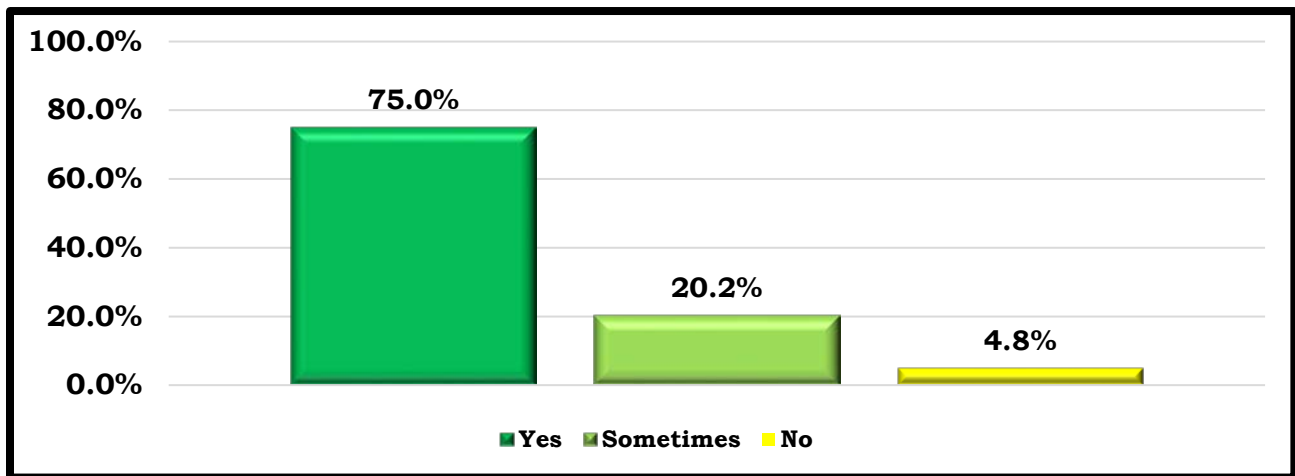
8. I feel safe in the ASES Program.

9. I believe my grades have improved by attending the ASES Program.

10. I want to be in the ASES Program next school year **(3rd-5th grade students ONLY).**

Yes: 63.2%
No: 27.7%
No Response: 9.1%
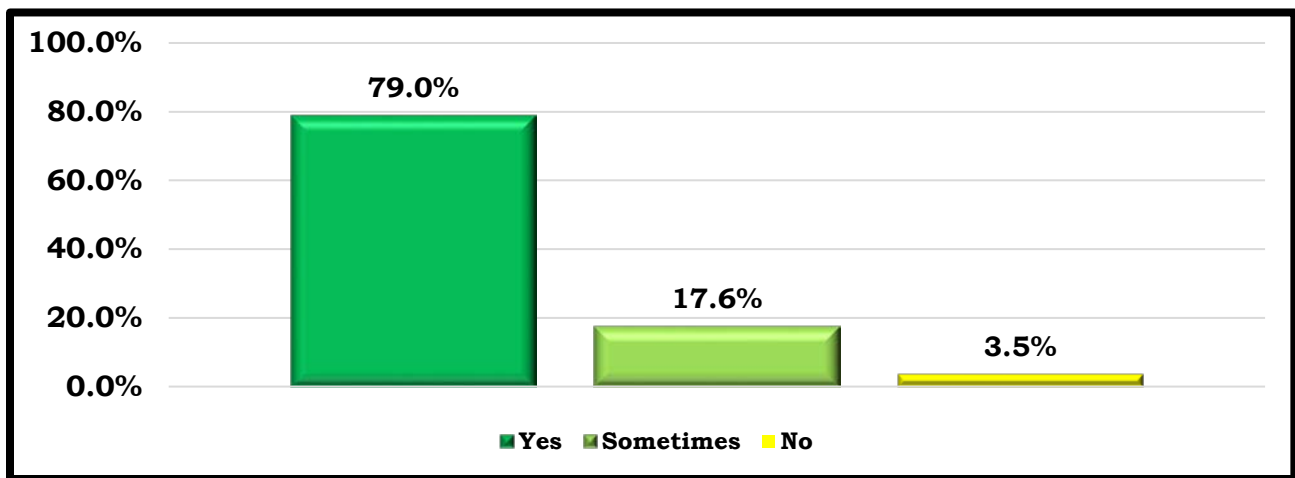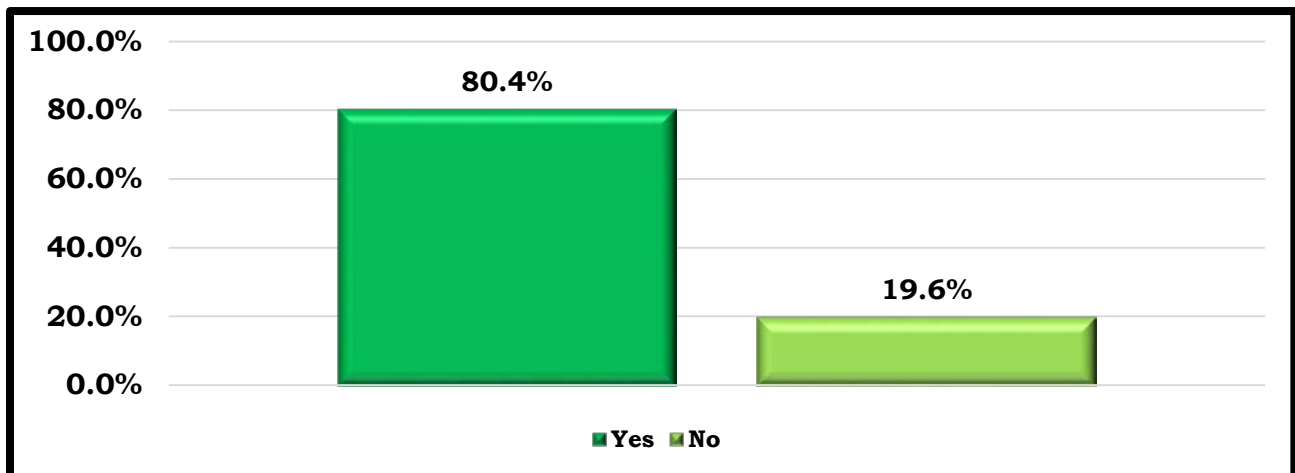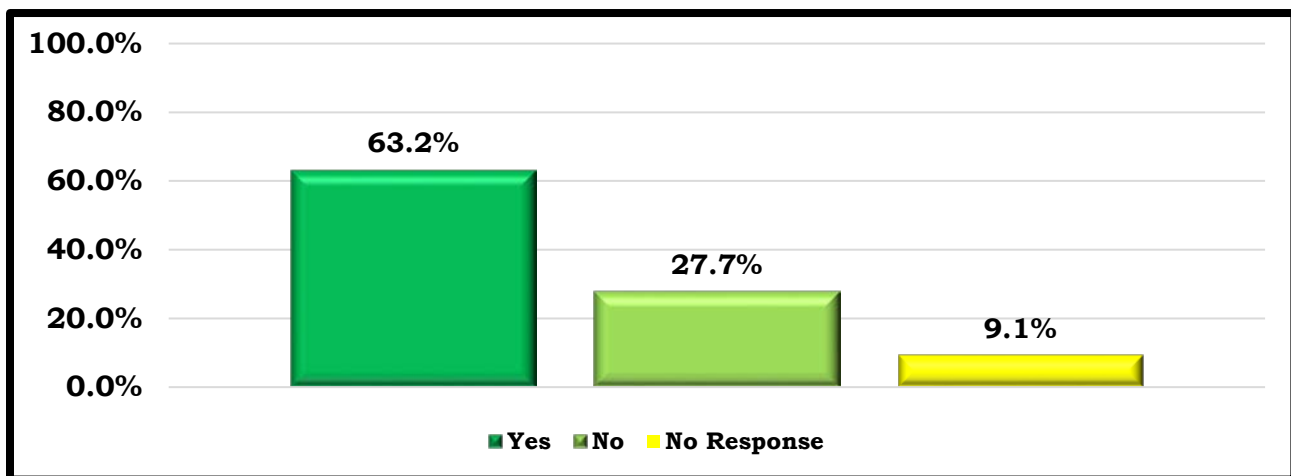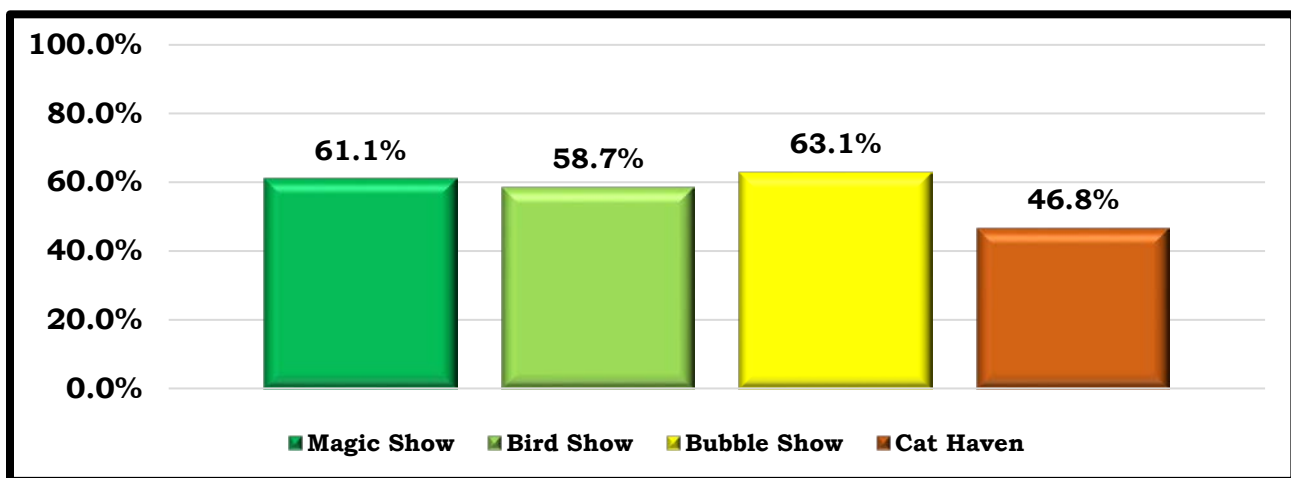
11. Which of these shows did you enjoy?

Magic Show: 61.1%
Bird Show: 58.7%
Bubble Show: 63.1%
Cat Haven: 46.8%

1. **Top three comments about what students liked about the ASES Program:**
   1st: ASES Staff
   2nd: Activities
   3rd: Homework Help

2. **Top three suggestions for next year to make the ASES Program better:**
   1st: Better Snacks
   2nd: More Activities
   3rd: More Enrichments and Speakers

The **ASES Parent Survey** consisted of twenty multiple choice questions and four open-ended questions. Below are the top three comments from the Parent Survey.

"What do parents like about the current ASES Program at their school?"
➢ Homework support
➢ Enrichment opportunities and activities
➢ Safe place for students to complete their homework and friendly staff

"What do parents recommend to improve the ASES Program at their school?"
➢ Adjust the Early Release time
➢ More tutoring time to help students complete their homework
➢ More communication with parents regarding the ASES Program

"What should school do to involve parents in the school system?"
➢ Provide more parent and student activities
➢ Hold ASES parent meetings
➢ More communication with parents and volunteer opportunities

"What motivates students to attend school on a regular basis?"
➢ Provide fun and learning activities
➢ Supportive and caring staff and teachers
➢ Positive staff, safe environment and fun activities for students and their friends in the ASES

The **ASES Student Survey** consisted of eleven multiple choice questions and two open-ended questions. Below are the comments from the Student Survey.

"What do the students like about the ASES after school program?"
➢ ASES Staff
➢ Activities
➢ Homework help

"What are some suggestions for next year to make the ASES Program better?"
➢ Better snacks
➢ More Activities
➢ More Enrichments and Speakers

The **ASES Staff and Regular Day Teacher Survey (147 responses)** consisted of five open-ended questions. Below are the comments from the ASES Staff and Regular Day Teacher Survey.

 "What do ASES Staff and Teachers like about the current ASES Program at their school?"
➢ Homework support
➢ Continued support and a safe place for students after school
➢ Program structure and organization

List 3 areas of strength for the ASES Program at their school.
➢ Safe place for students
➢ Enrichment activities and homework help
➢ ASES Staff

List 3 areas of growth for the ASES Program at their school.
➢ Classroom management
➢ Include 1st grade students into ASES Program
➢ Follow through with homework completion

"What suggestion would they make to the ASES Program to better meet the needs of their community?"
➢ Offer parental classes or training for parents
➢ Have family nights
➢ Incorporate technology into the ASES Program

"What additional trainings would they like to see in the ASES Program?"
➢ Classroom Management
➢ Behavior Management
➢ More enrichments and hands on activities

"Describe the support you have received from your Administrators, Site Coordinator and Site Certificate Lead."
➢ Supportive
➢ Open to listen to suggestions and concerns
➢ Communication is great

"What kind of support would be helpful for you and your team for next school year?"
➢ More communication
➢ More guide on helping students with math and reading
➢ More space and ASES rooms

"Additional Comments:"
➢ Great program
➢ Thank you ASES
➢ ASES Staff does a great job

The **ASES Site Coordinator/Certificated Lead and Administrator Survey (20 responses)**
consisted of four open-ended questions and two fill in questions. Below are the top three
comments.

*"What do ASES Site Coordinator/Certificated Lead and Administrators like about the current
ASES Program at their school?"*
- Academic support
- Enrichment activities
- Amazing staff

*ASES Site Coordinator/Certificated Lead and Administrators were asked to list 3 areas of
strength for the ASES after school program at their school.*
- Staffing
- Safe place for students
- Program organization

*ASES Site Coordinator/Certificated Lead and Administrators were asked to list 3 areas of
growth for the ASES after school program at their school.*
- More parent involvement
- Intervention opportunities for students
- Classroom management trainings for the Teaching Fellow staff

*"What suggestion would they make to the ASES Program to better meet the needs of their
community?"*
- Flexible Early Release time
- Involve parents to the ASES Program
- Open ASES to lower level grade students

*"ASES Site Coordinator/Certificated Lead and Administrators were asked to list the number of
students who exited your ASES Program this year for each of the areas."*
- Not Completing Homework: 20
- Student Pick-up Conflicts: 20
- Absences: 20
- Excessive Early Release: 20
- Others: 20

*"ASES Site Coordinator/Certificated Lead and Administrators were asked to identify how many
students in their ASES Program are Foster Youth students?"*
- 20 students

*"ASES Site Coordinator/Certificated Lead and Administrators were asked to identify how many
students in their ASES Program are English Learner?"*
- 20 students

"Additional comment from the ASES Site Coordinator/Certificated Lead and Administrators:"
- Proud of our ASES staff
- District Office staff are supportive and helpful
- Great program

ASES Evaluation and Recommendations

In 2016-17 school year CUSD received a total of 1,826 surveys compared to 1,348 surveys in 2015-16. In reviewing the ASES surveys and the comments, the results suggested.

1. ASES School Sites should have parent functions, volunteer opportunities, and parent trainings preferably in the evenings to increase parent involvement in the program.

2. ASES School Sites should provide more enrichment activities and have more guest speakers involve in their ASES Programs.

3. ASES Teachers and ASES Staff requested to have training on classroom and behavior management.

4. ASES School Sites requested more time for students to complete their homework.

5. ASES School Sites should continue to work on building a better communication with regular day teachers as well as all program staff and parents.

6. ASES Students requested for better snacks, additional field trips and more activities in the ASES program in order to make the program better.

7. ASES School Sites will continue their work on targeting the specific needs of each child based upon a review of the data. Student placement and the creation of intervention programs must be aligned to student weaknesses by grade level and content area.

8. The district and schools will still continue to collaborate and expand with outside agencies, organizations and community partners such as the California Teaching Fellows Foundation (CTFF), JD Mine Builder, Girls Scout Connect, SAM Academy, Costco, BMX Show, Fresno Chafee Zoo, Winged Wonders Bird Show, Wild Child Adventures, Aquarius Aquarium, E&M Reptile Family and Fresno Parks and Recreation. The impact of outside agencies and organizations shows significant positive results in student engagement.

Single Plan for Student Achievement: Objectives

All CUSD schools, established goals and objectives for the school year reflecting the needs of all students based on a comprehensive data analysis of a variety of formative and summative data points that reflect the achievement of their students. These goals and objectives are shared with parent and community groups, certificated and classified site members, district personnel, and were outlined in the School Plan for Student Achievement (SPSA). The SPSA is reviewed and presented to the School Site Councils and other parent committees on an annual basis. Using a variety of summative and formative data, schools established goals and objective reflecting student achievement, coupled with a multi-year plan of action to reach all goals. The SPSA should direct funding, program and personnel. In addition to reflecting the needs of school sites, the ASES Program included in each participating school SPSA to inform the community of the program's purpose and objectives.

Quality Standards for Expanded Learning Programs

CUSD has adopted the twelve "Quality Standards for Expanded Learning Programs". The intent of the Quality Standards for Expanded Learning is designed to assist after school programs reach their highest potential in providing an effective after school program with quality to meet the needs of each learning community. These quality standards provide a common framework for school districts, communities, partners, parents, and after school programs across California. It also allows the sites to self-assess, plan for quality, observe quality in action, evaluate externally and internally to continuously improve the ASES program. The quality standards are listed below:

1. **Safe and supportive environment** – The program provides a safe and nurturing environment that supports the developmental, emotional and physical needs of all students.

2. **Active and engaged learning** – Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.

3. **Skill building** – The program maintains high expectations for all students, intentionally links program goals and curriculum with 21st-century skills and provides activities to help students achieve mastery.

4. **Youth voice and leadership** – The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.

5. **Healthy choices and behaviors** – The program promotes student well-being through opportunities to learn about practice balance nutrition, physical activity and other healthy choices in an environment that supports a healthy life style.

6. **Quality staff** – The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment and provides ongoing professional development based on assessed staff needs.

7. **Diversity, access and equity** – The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

8. **Clear vision, mission, and purpose** – The program has a clearly defined vision, mission, goals and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement.

9. **Collaborative partnerships** – The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, school and community to achieve program goals.

10. **Continuous quality improvement** – The program use data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcome and impact.

11. **Program management** – The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet the grant requirements.

12. **Sustainability** – The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions.

CUSD ASES Program Quality Module Surveys
In April of 2017, CUSD administered Quality Standard Module 1, 2, and 3 for the purpose of measuring the program for quality and to be in alignment with the Quality Standards for Expanded Learning. A total of 13 ASES school sites participated in the survey and was asked to rate themselves on a scale from 1-4 in depth of knowledge with 1 representing beginning, 2 done some work, 3 high level of proficiency, 4 being exceptionally proficient and DK for "Don't Know." After the module surveys are collected, the result of each item is produced by averaging the total numbers from each question in the module surveys.

Module Program Quality 1: contains a total of 13 items which assess three components of the 12 Quality Standards for Expanded Learning.
Questions 1-5: Assess the program's vision, mission, and purpose.
Questions 6-10: Assess the continuous quality improvement.
Question 11-13: Asses the program management.

Module Program Quality 2: contains a total of 9 items which assess the program's safe and supportive environment.

Module Program Quality 3: contains 11 items which assess three components.
Questions 1-4: Assess the program's skill building
Question 5-8: Assess the program's youth voice and leadership
Questions 9-11: Assess the program's healthy choice and behaviors in students.

The data collected by each school site are aggregated into a district-wide composite score. The result of each module survey would suggest quality indicators for school sites to plan and work on improving in their ASES Program. Below are the results of the ASES Module surveys.

ASES Program Quality Module 1 Clear Vision, Mission and Purpose, Continuous Quality Improvement, and Program Management 2016-17 District Results
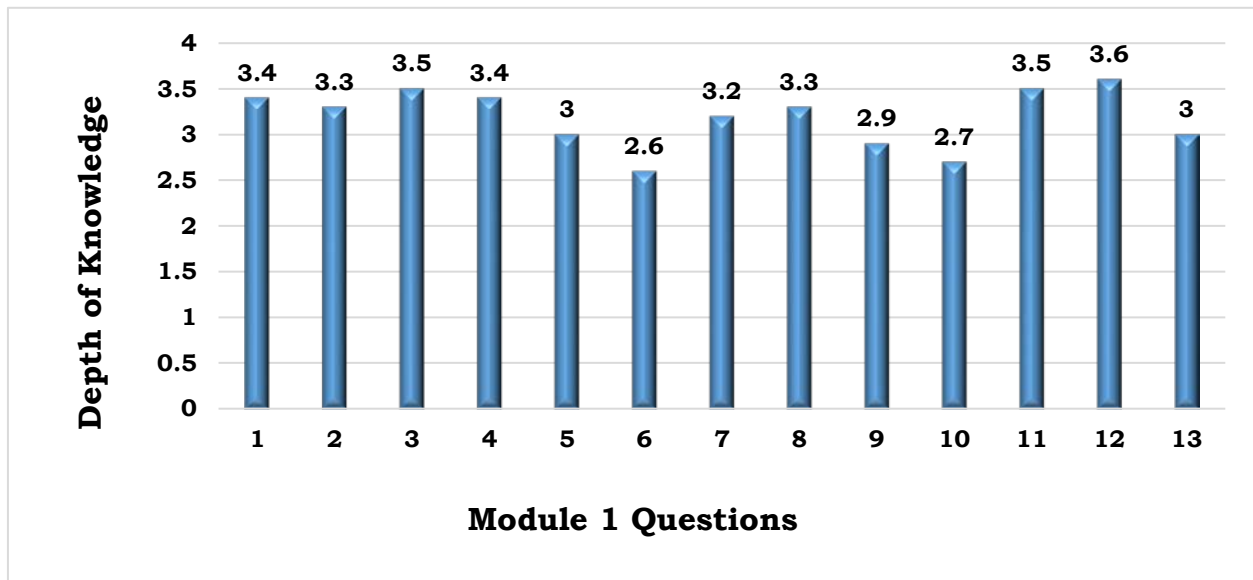
In reviewing the ASES Module 1 results, the district's average for the area of Clear Vision, Mission, and Purpose (Questions 1-5) is 3.2 which is level 3 (High Level of Proficiency) in the depth of knowledge scale. The data suggested that the ASES school sites are preforming well in the area of Clear Vision, Mission and Purpose (Question 1-5).

In the area of Continuous Quality Improvement (Questions 6-10), the district scored an average of 2.9, which showed that the school sites have done some work and moving towards High Level of Proficiency. The data suggest that the ASES school sites should continue to work on increasing their program's depth of knowledge in this area.

In the area of Program Management (Question 11-13), the district scored an average of 3.3, which is in the area of High Level of Proficiency. This area will continue to be a focus in CUSD ASES school sites throughout the next school year.

Action Plan and Technical Assistance Suggested by the ASES School Sites
In reviewing the ASES Program Quality Module 1 surveys, the sites suggested action plans and technical assistances for their lowest scores.

Action Plan	Technical Assistance/Training Needed
Create grade-level pre/post assessments and guide our intervention from results received	Use iReady reading/math program to teach needed mastery standards
Give quarterly surveys to increase parent input	Reserve/increase computer lab time
More parent notices of ASES activities.	None
Clear parent confusion about Early Release Policy	None
We will look into programs to better assess our ASES students mastery of grade level standards	None
Common Assessment Evaluation	How to pull reports on illuminate of just ASES Students
Increase parent involvement with quarterly activities	None

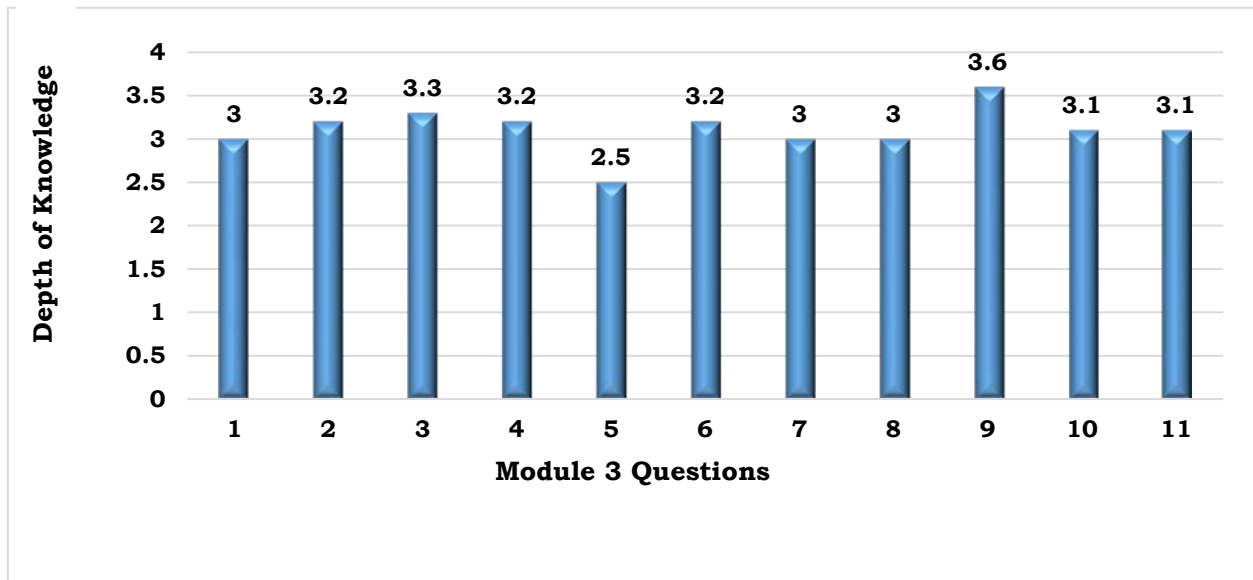# ASES Program Quality Module 2 Safety District Results
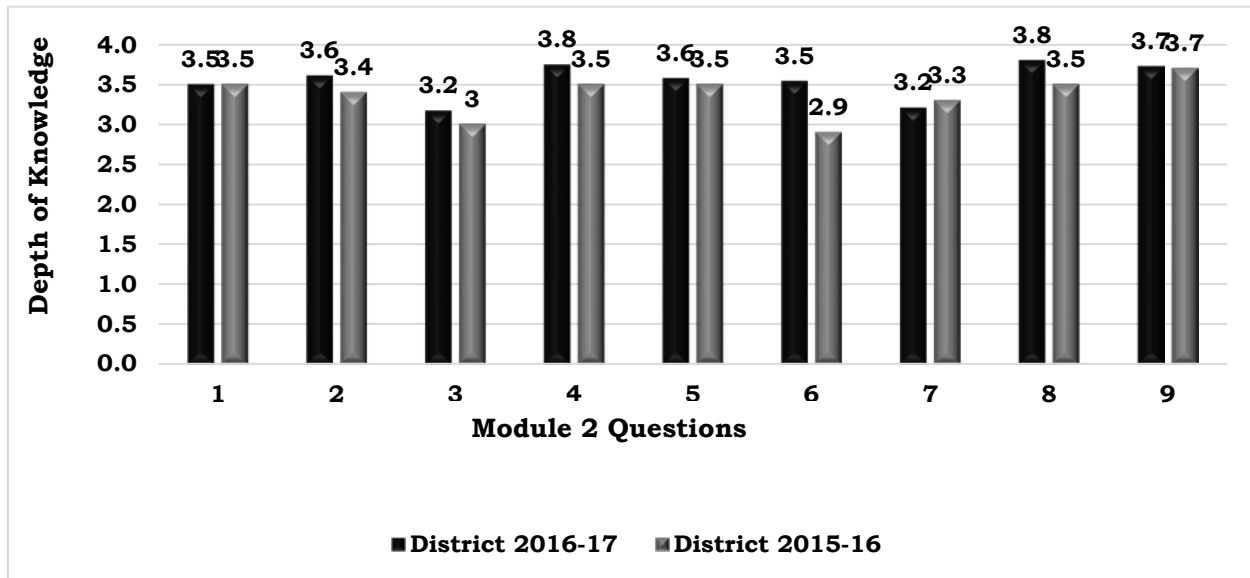
In reviewing the ASES Program Quality Module 2 results, the data suggested that the ASES School Sites are showing improvements in the area of Safety and Supportive Environment. Overall, 2016-17 school year had shown improvement on items number 2, 3, 4, 5, 6, and 8. Items that remain the same as 2015-16 school year were 1 and 9. Item 7 showed a 0.1 decrease from 3.3 to 3.2. Over all, CUSD is performing well in keeping their ASES Program safe scoring in the area of High Level Proficiency on the Safe and Supportive Environment component. Safety is a main priority in CUSD's ASES Programs and will continue to be one of the main focus in CUSD.

Action Plan and Technical Assistance Suggested by the ASES School Sites
In reviewing the ASES Module 2 surveys, the sites suggested action plans and technical assistances for their lowest scores.

Action Plan	Technical Assistance/Training Needed
Continue to ensure mission, and safety protocols with new and upcoming staff	None
Bi-weekly newsletter to increase school to home communication	None
Confidential health list for staff	None
Student discipline log	None
Log of students with medications, allergies, etc.	Trainings: None / Create Excel Spreadsheet
Keep in use classroom posted	Trainings: None / Create Quarterly Document
Continue use of campus monitor during program hours	None

ASES Program Quality Module 3 Skill Building, Youth Voice and Leadership, and Healthy Choices and Behaviors in Students 2016-17 District Results

In reviewing the ASES Program Quality Module 3 results, the district's average in the area of Skill Building (Questions 1-4) is 3.1 which is level 3 (High Level of Proficiency) in the depth of knowledge scale. The data suggested that CUSD ASES Program as a district is preforming well in this area. Individually, some school sites would need to focus more on the Skill Building component for improvement.

In the area of Youth Voice and Leadership (Questions 5-8), the district scored an average of 2.9, which showed that the school sites have done some work and moving towards High Level of Proficiency. The data suggest that the ASES school sites should continue to work on increasing their program's depth of knowledge in this area.

In the area of Healthy Choices and Behaviors (Question 9-11), the district scored an average of 3.2, which is in the area of High Level of Proficiency. This area will continue to be a focus in CUSD ASES school sites throughout the 2017-18 school year.

Action Plan and Technical Assistance Suggested by the ASES School Sites

In reviewing the ASES Module 2 surveys, the sites suggested action plans and technical assistances for their lowest scores.

Action Plan	Technical Assistance/Training Needed
Increase student feedback on planning input	None
Provide student Leadership roles	Youth Voice Leadership Training
Obtain more health curricula and resources	Make appropriate community partnerships
Offer more career options	None
Give students more opportunities for student leadership roles giving them scenarios that reflect real life opportunities	Student Leadership program curriculum with student scripted lessons
Increase STEM instruction and activities	STEM instructor or training for staff
Implement additional student leadership activities	Access to leadership curriculum

Social Emotional Learning Survey

In 2016-17, Social-Emotional Learning (SEL) has been an identified area of focus for the CUSD ASES Program. Studies show that students who attend schools with a SEL focused have shown improvements in their attitudes, behavior and academics. An effort to improve the quality of our ASES Program, CUSD has included questions in our Annual ASES Surveys to address areas from the SEL. The SEL questions are based on the Panorama Education Social-Emotional Learning User Guide and have designed questions for three separate groups: ASES students in grades 3-6, ASES Staff and Regular Day Teachers, and ASES Site Coordinator/Site Certificated Lead and Administrators.

The SEL questions from within the ASES Surveys are correlated within four areas of SEL. Grit, Growth Mindset, Self-Management, and Emotional Regulation.

1. Grit - How well students are able to persevere through setbacks to achieve important long-term goals. Having data on grit allows CUSD to understand the level of perseverance in our ASES students and to be able to design a program to help students build on perseverance from within themselves.

2. Growth Mindset – Student perceptions of whether they have the potential to change those factors that are central to their performance in school. Research shows that when students are praised for their efforts instead of their intelligence, the students tend to show more effort into the things that they do in life and in academics. Data on Growth Mindset will allow CUSD to frame the ASES Program to strengthen student's confidence, build self-esteem, and improve academic performance.

3. Self-Management – How well students manage their emotions, thoughts, and behaviors in different situations. Data on Self-Management will help CUSD understand the trend on how well students managed their behavior.

4. Emotional Regulation – How well students regulate their emotions. Understanding trends on how well students regulate their emotions can benefit how the ASES Program structure their ASES Program and activities to build upon this skill. Building on Emotional Regulation helps student stay focus.

ASES Student 3rd-6th Grade Social Emotional Learning Survey (10 questions)
Questions 1 and 2 assess the students for Grit.
Questions 3 and 4 assess the students for Growth Mindset.
Questions 5, 6, and 7 assess the students for Self-Management.
Questions 8, 9, and 10 assess the students for Emotional Regulation.

ASES Staff and Regular Day Teachers Social Emotional Learning Survey (10 questions)
Questions 1 and 2 assess the students for Grit.
Questions 3 and 4 assess the students for Growth Mindset.
Questions 5, 6, 7, 8, and 10 assess the students for Self-Management.
Question 9 assess the students for Emotional Regulation.

ASES Site Coordinator/Certificated Lead and Administrators Social Emotional Learning Survey (9 questions)
Questions 1 and 2 assess the students for Grit.
Questions 3 and 4 assess the students for Growth Mindset.
Questions 5, 6, and 7 assess the students for Self-Management.
Questions 8 and 9 assess the students for Emotional Regulation.

Social-emotional learning is crucial to a well-rounded education for students. CUSD uses the surveys to understand and support student development in these important areas to improve student outcomes, academic achievements, GPA, test scores, behavior, attitudes, and attendance.

ASES Student 3rd-6th Grade Social Emotional Learning Survey (791 Responses)

A total of 791 students in 3rd-6th grade took the Social Emotional Learning (SEL) Survey.

Grit: 62.2% of students indicated that they are more than likely to try again if they did not complete an important goal. 32% percent indicated that they are somewhat likely and likely to try again. 5.8% indicated that they are not likely to try again.

86.2% of students indicated that they feel like putting forth more effort to do better if they found that they did poorly in school. 5.2% indicated that they are not likely to put forth the effort to do better.

Growth Mindset: 67.8% of students indicated that they are not likely to give up if they are having difficulty doing class assignments. 28.2% indicated that they are likely to give up when having difficulty doing class assignments. 4% indicated that they are most definitely giving up.

87.9% of students indicated that if they were to get in trouble in school, they are most likely to change their behavior. 4.7% indicated that they are not likely to change their behavior.

Self-Management: 82.2% of students indicated that they often follow directions in class, 14.9 indicated that they sometimes follow directions in class, and 2.9% indicated that they almost never follow directions in class.

22.6% of students indicated that they are able to remain calm when other students are bothering or saying bad things to them. 41.7% indicated that they can mostly remain calm. 2.9% indicated almost never.

Emotional Regulation: 24.1% of students indicated that if they are in a bad mood, they are able to pull themselves out of that bad mood. 29.1% indicated most often that they are able to pull themselves out of that mad mood. 13.7% indicated that they are not likely to pull themselves out from being in a bad mood.
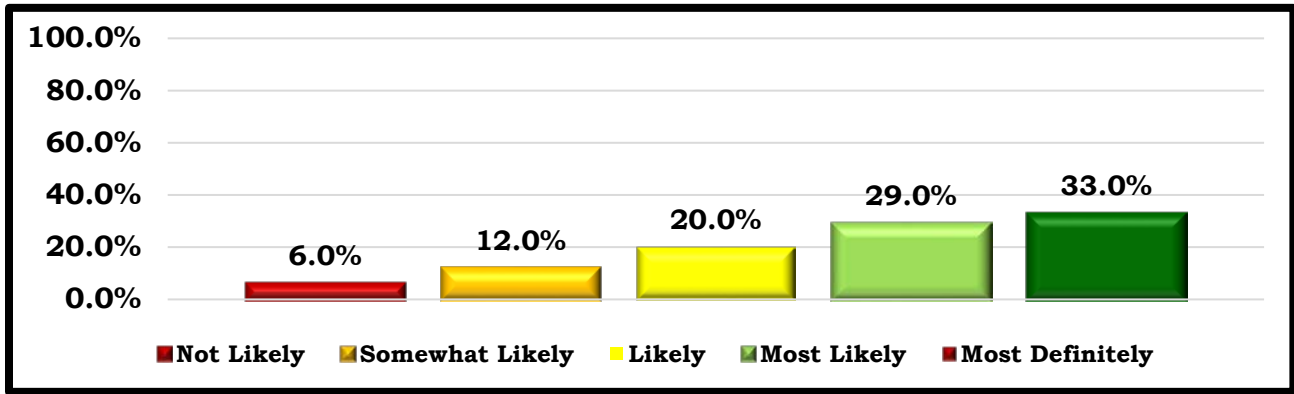
57.8% of students indicated that they are able to stay calm when things goes wrong for them. 12.1% indicated that they are not likely to stay calm.
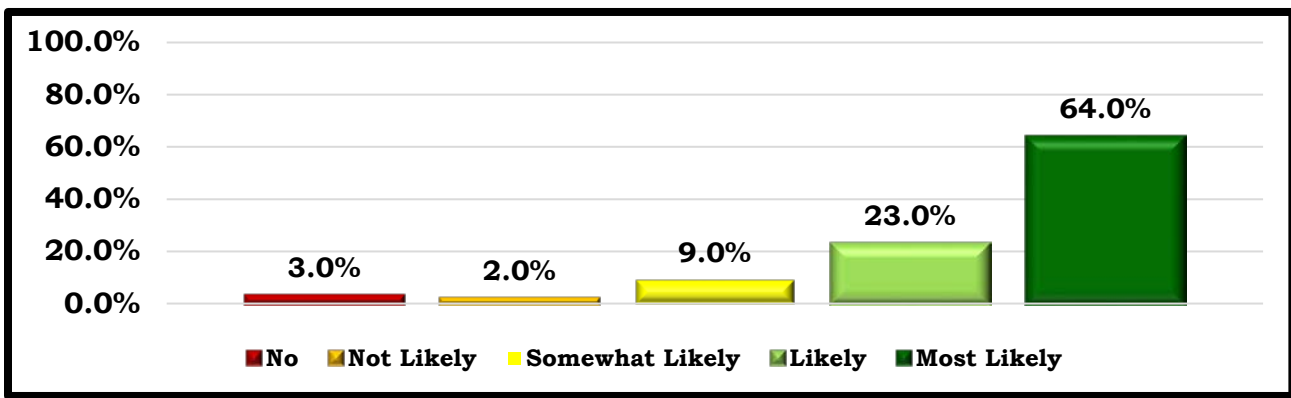
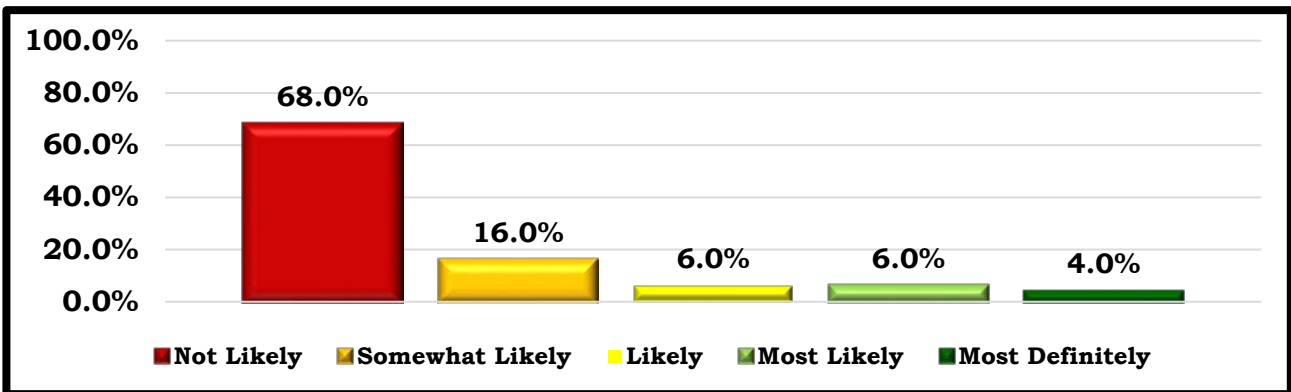**Total Students Surveyed: 791**

1. If you did not complete an important goal, how likely are you to try again?

2. If you found that you did poorly in school, do you feel like putting fourth more effort to do better?
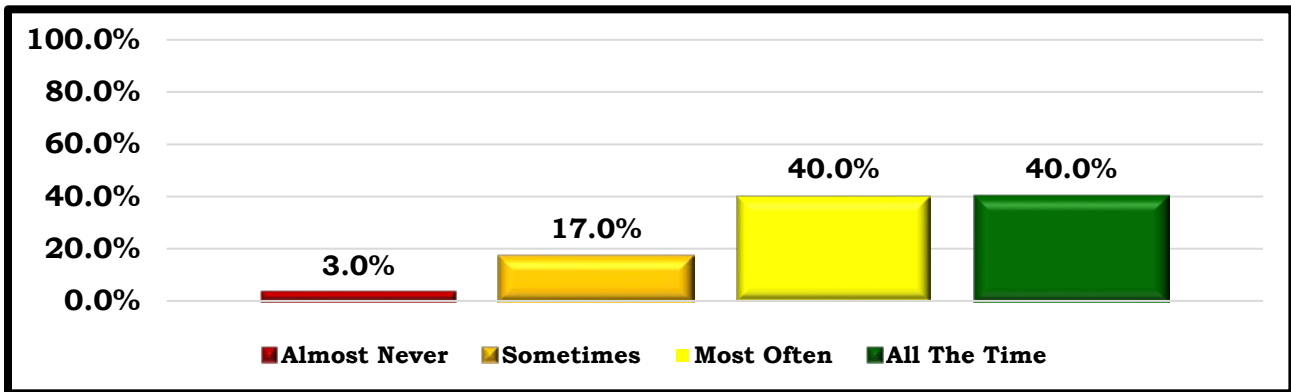

3. If you are having difficulty doing class assignments, how likely are you to give up?
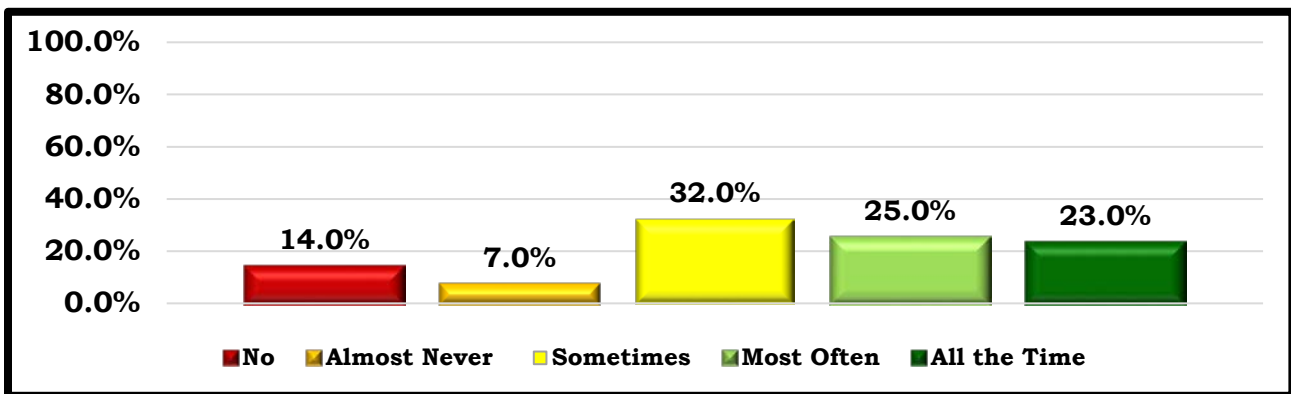
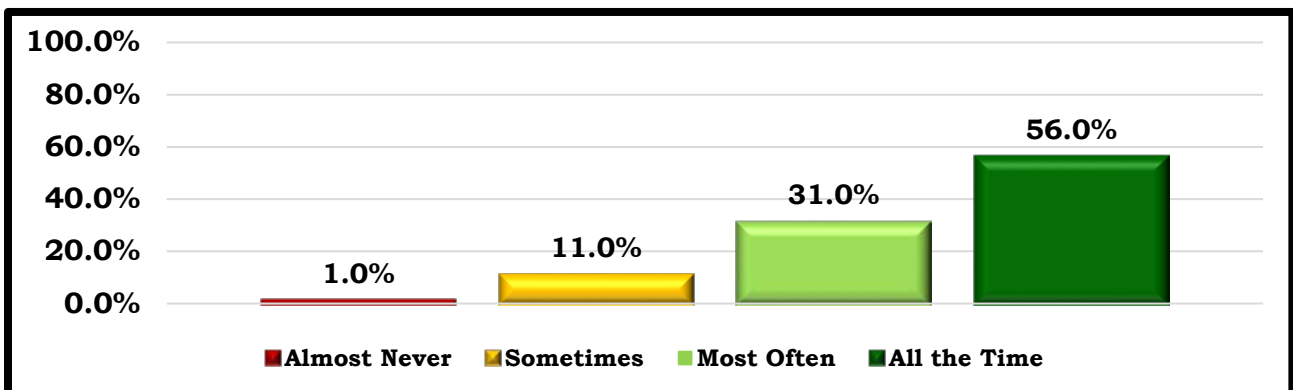4. If you were to get into trouble at school, how likely are you to change your behavior?

Not Likely — 5.0%
Somewhat Likely — 7.0%
Likely — 15.0%
Most Likely — 20.0%
Most Definitely — 53.0%
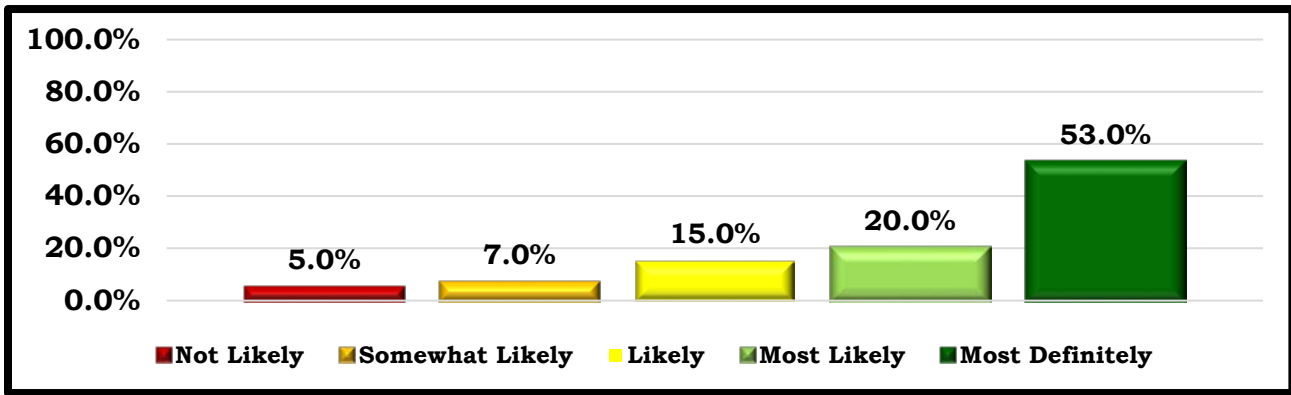
5. How often do you follow directions in class?

Almost Never — 3.0%
Sometimes — 17.0%
Most Often — 40.0%
All The Time — 40.0%

6. If someone is bothering you or saying bad things to you, are you able to remain calm?

No — 14.0%
Almost Never — 7.0%
Sometimes — 32.0%
Most Often — 25.0%
All the Time — 23.0%

7. Do you consider yourself as being a good friend to others?

Almost Never — 1.0%
Sometimes — 11.0%
Most Often — 31.0%
All the Time — 56.0%

8. If you get angry, how likely are you able to keep your anger under control?

Bar chart showing:
- Not Likely: 10.0%
- Somewhat Likely: 20.0%
- Likely: 38.0%
- All the Time: 32.0%
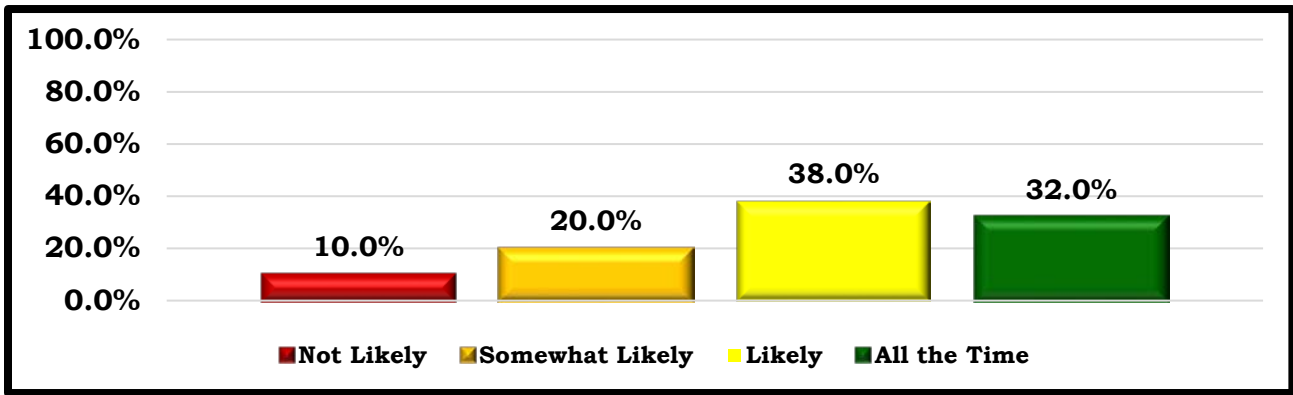
9. If you are in a bad mood, are you able to pull yourself out of that bad mood?

Bar chart showing:
- No: 7.0%
- Almost Never: 7.0%
- Sometimes: 33.0%
- Most Often: 29.0%
- All the Time: 24.0%
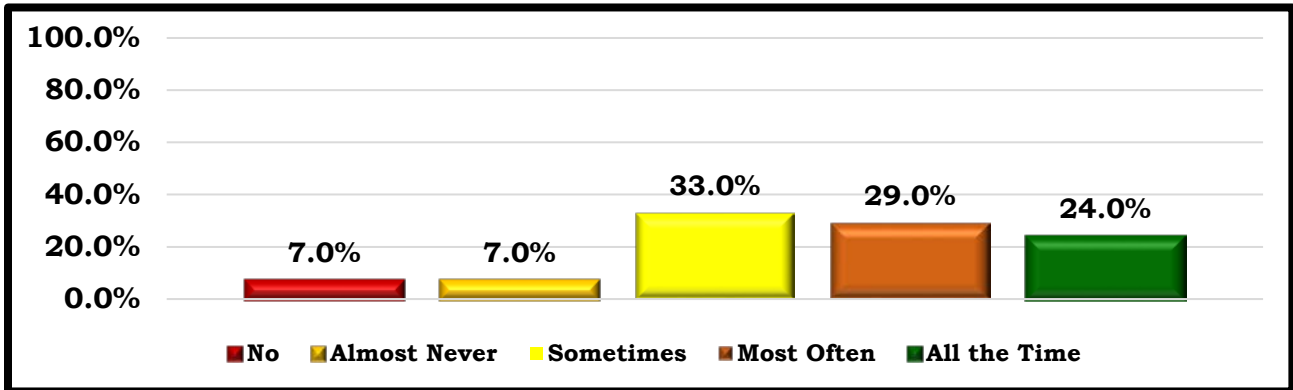
10. If things go wrong for you, are you able to stay calm?
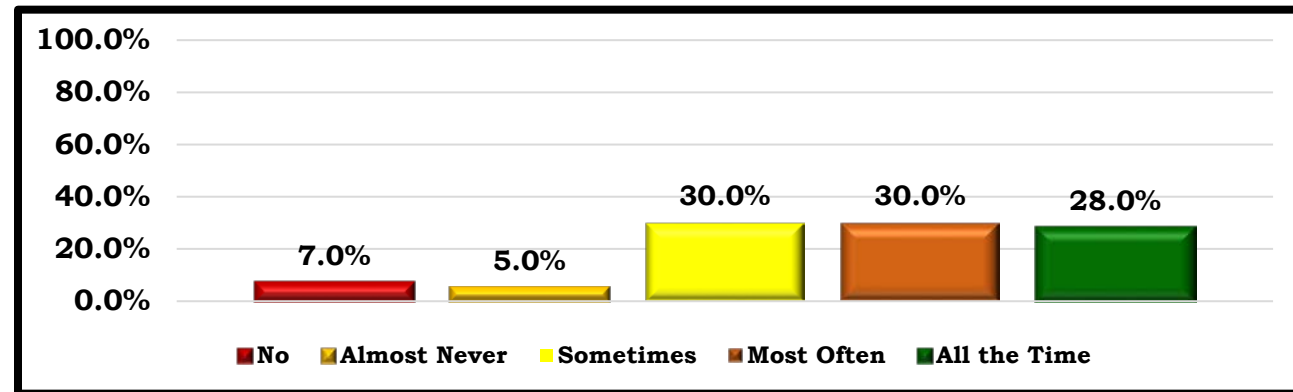
Bar chart showing:
- No: 7.0%
- Almost Never: 5.0%
- Sometimes: 30.0%
- Most Often: 30.0%
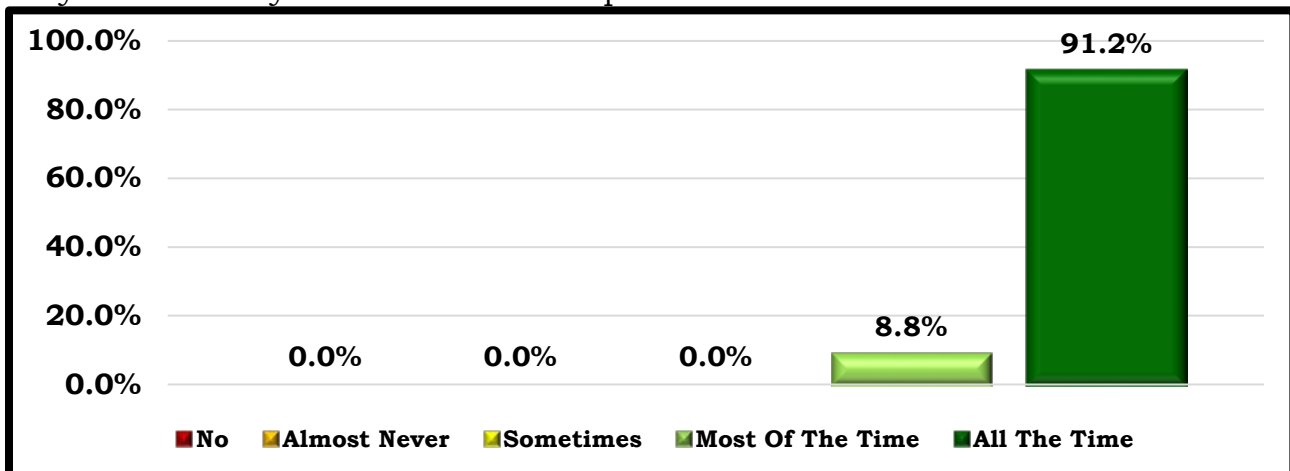- All the Time: 28.0%

Total Responses: 147

1. If students do not accomplish their goals, do you encourage them to try again?
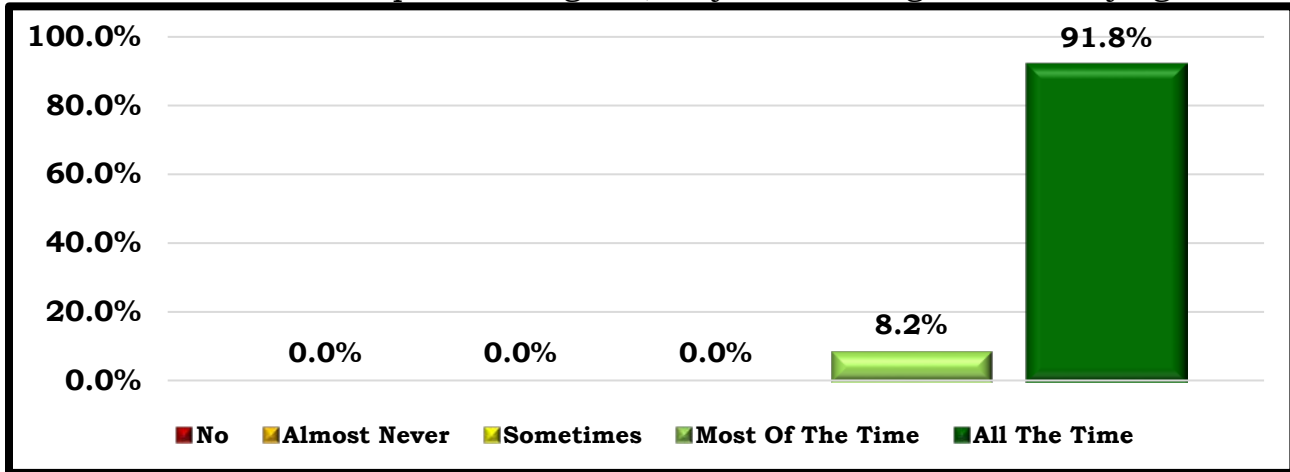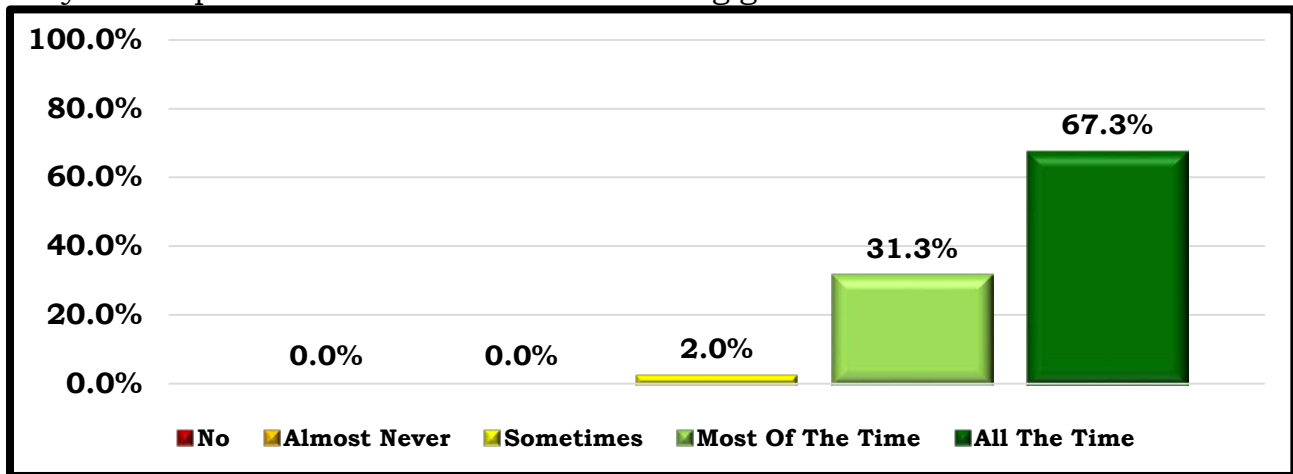

2. Do you praise your team and students on their efforts and hard work?
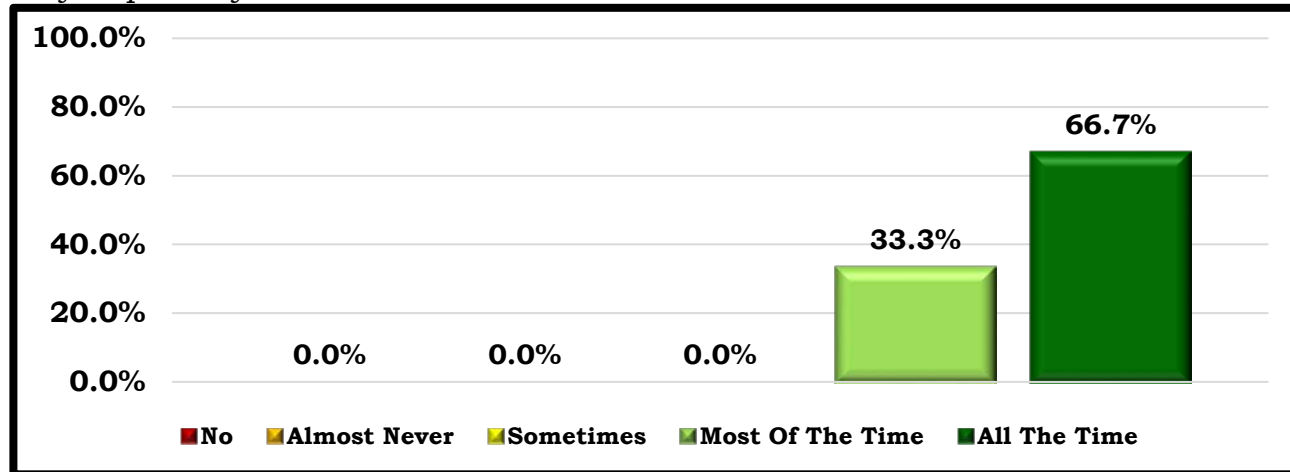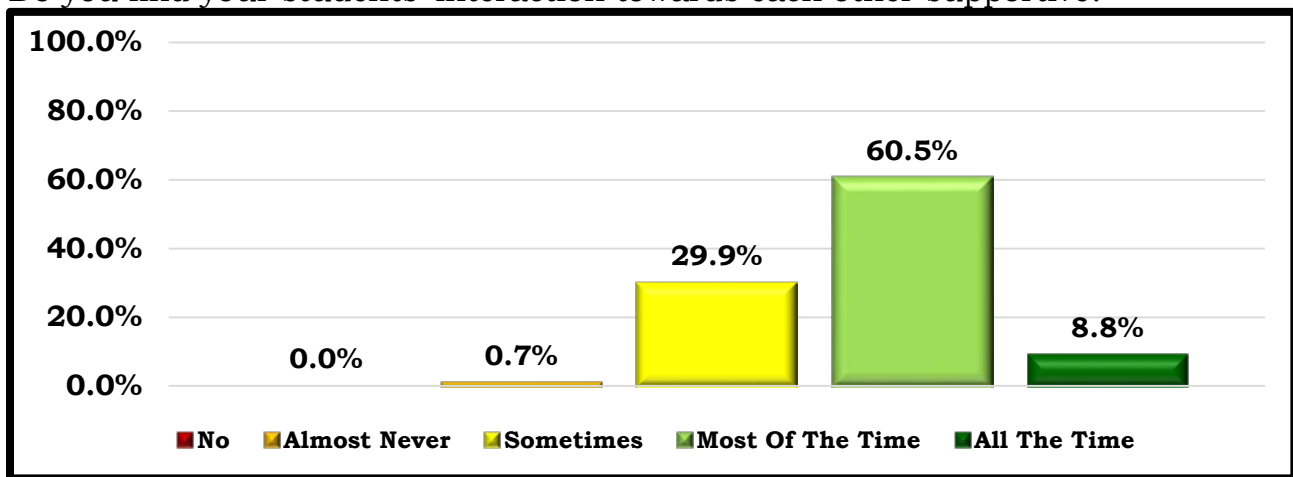

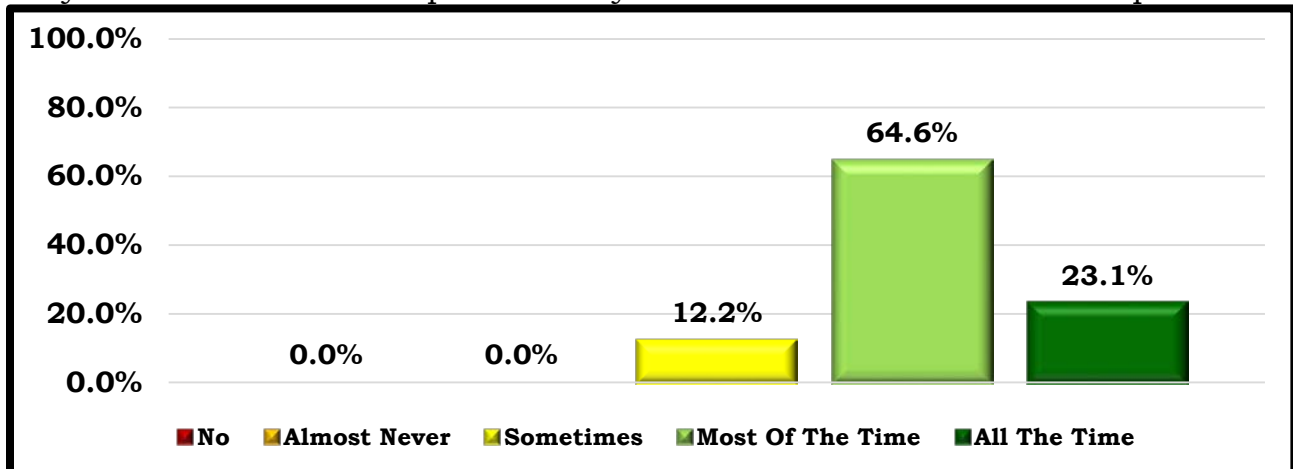3. Do you motivate your students to complete their school work?

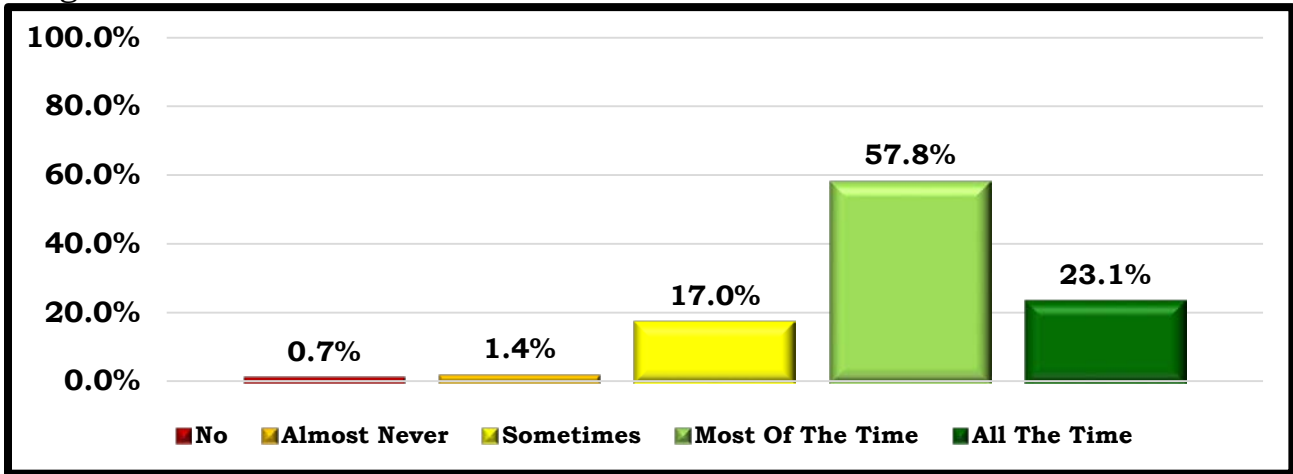4. Do you use praise when students are showing good behavior?

	No	Almost Never	Sometimes	Most Of The Time	All The Time
Percentage	0.0%	0.0%	2.0%	31.3%	67.3%

5. Do you find your students' interaction towards each other supportive?

	No	Almost Never	Sometimes	Most Of The Time	All The Time
Percentage	0.0%	0.7%	29.9%	60.5%	8.8%

6. Do you find the relationships between your students and team to be respectful?

	No	Almost Never	Sometimes	Most Of The Time	All The Time
Percentage	0.0%	0.0%	12.2%	64.6%	23.1%

7. On most days, do you find your students enthusiastic about being in the ASES Program?

	Percentage
No	0.7%
Almost Never	1.4%
Sometimes	17.0%
Most Of The Time	57.8%
All The Time	23.1%

8. If your students are misbehaving, do your feel confident in approaching them and addressing it?
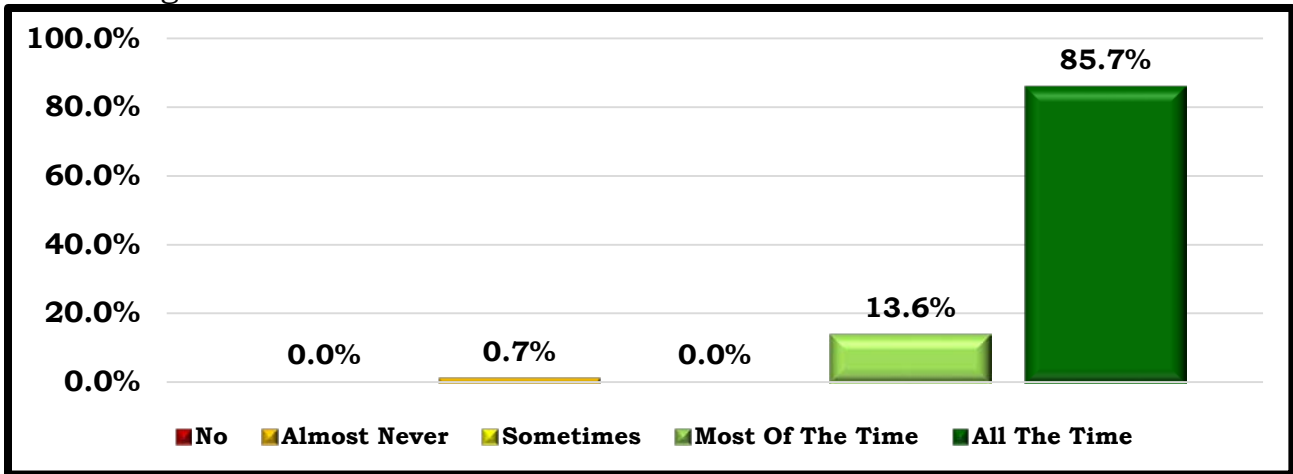
	Percentage
No	0.0%
Almost Never	0.7%
Sometimes	0.0%
Most Of The Time	13.6%
All The Time	85.7%

9. Do you take the opportunity to turn a discipline issue into a learning opportunity?

	Percentage
No	0.0%
Almost Never	0.0%
Sometimes	6.1%
Most Of The Time	44.2%
All The Time	49.7%
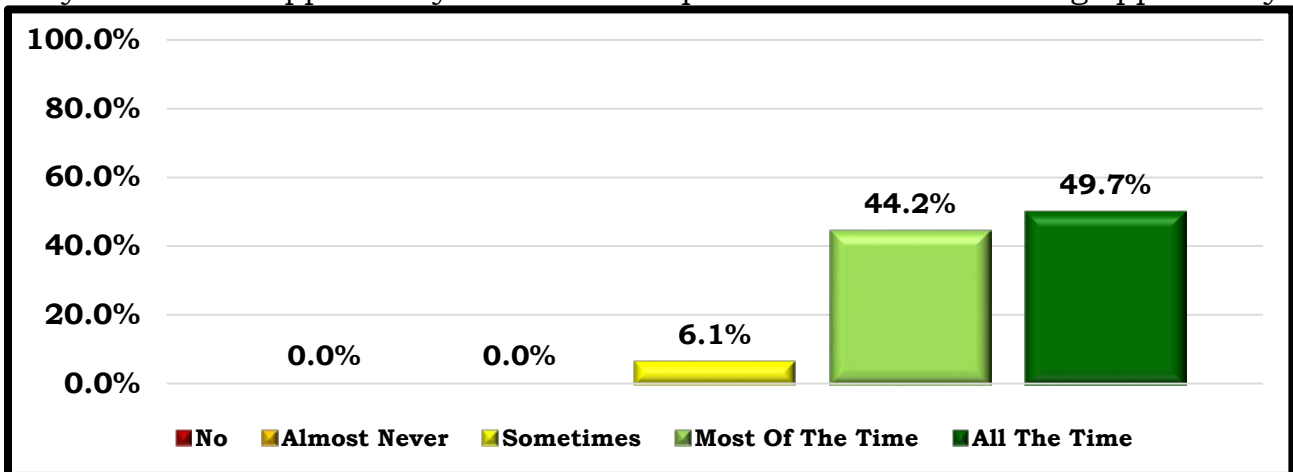
10. Do you use praise when students show efforts on self-control?
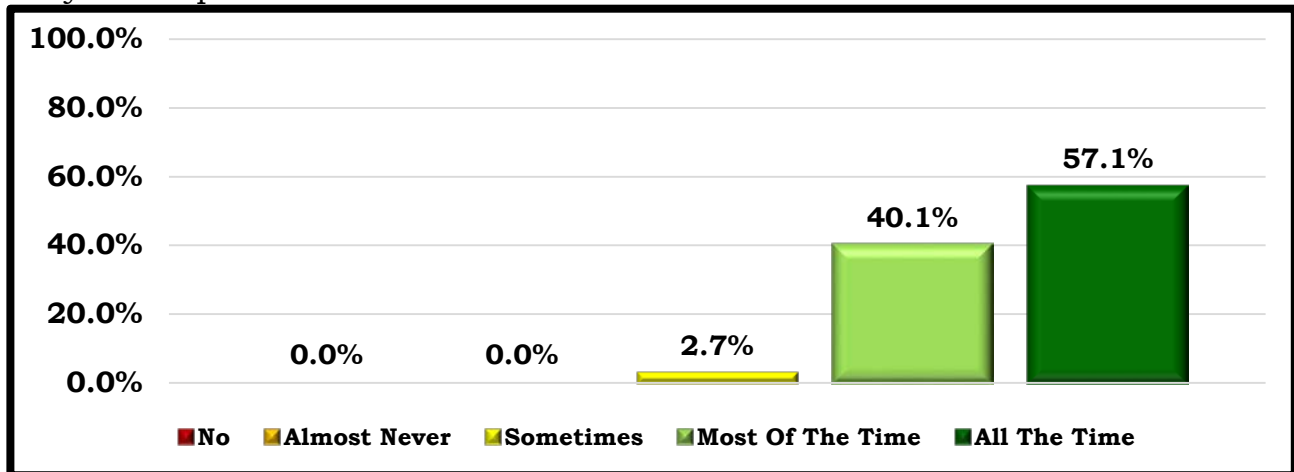
A total of 147 ASES Staff and regular day teachers took the staff Social Emotional Learning (SEL) survey.

Grit: 100% of the staff and regular day teachers most often encourage their students to try again and praise their students for their efforts and hard work.

Self-Management and Growth Mindset: 69.3% of staff and regular day teachers find that their students' interaction towards each other supportive. 29.9% indicated that they sometimes find their student's interaction towards each other supportive.

80.9% of the staff and regular day teachers indicated that most days, their students are enthusiastic about being in the ASES Program.

Emotional Regulation: 93.9% of the staff and regular day teachers indicated that they take the opportunity to turn a discipline issue into a learning opportunity.
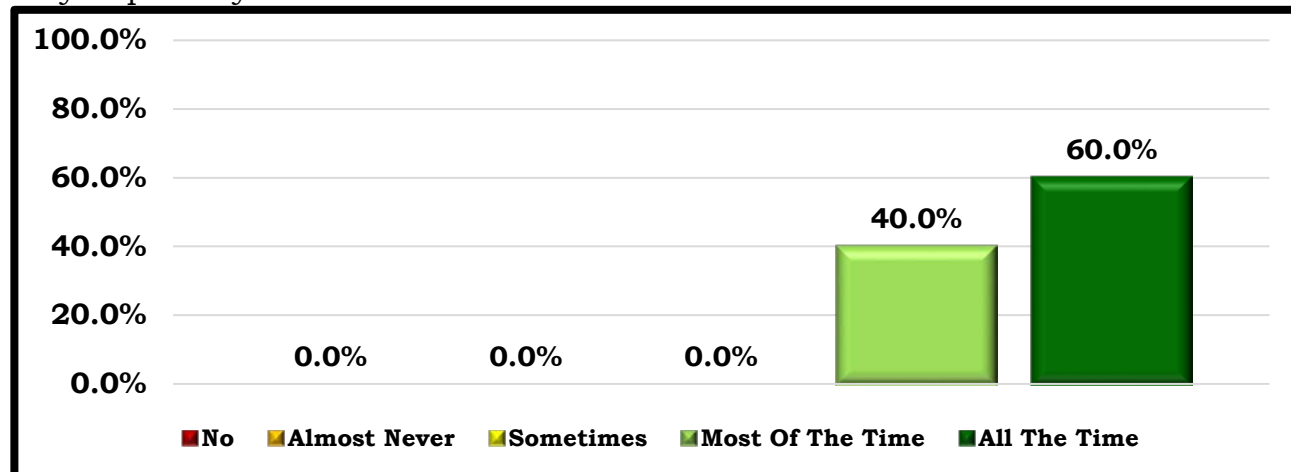
After School Education and Safety (ASES) Program
Social Emotional Learning 2016-17 Results
ASES SITE COORDINATOR/CERTIFICATED LEAD/SITE ADMINISTRATORS
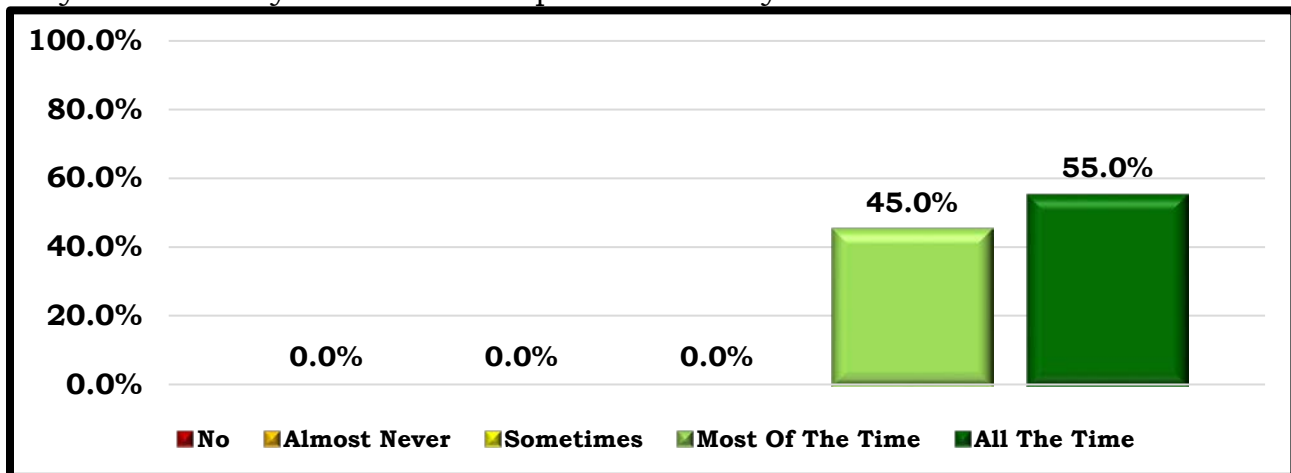
Total Responses: 20

1. If your staff does not accomplish their goals, do you encourage them to try again?

No	Almost Never	Sometimes	Most Of The Time	All The Time
0.0%	0.0%	0.0%	25.0%	75.0%
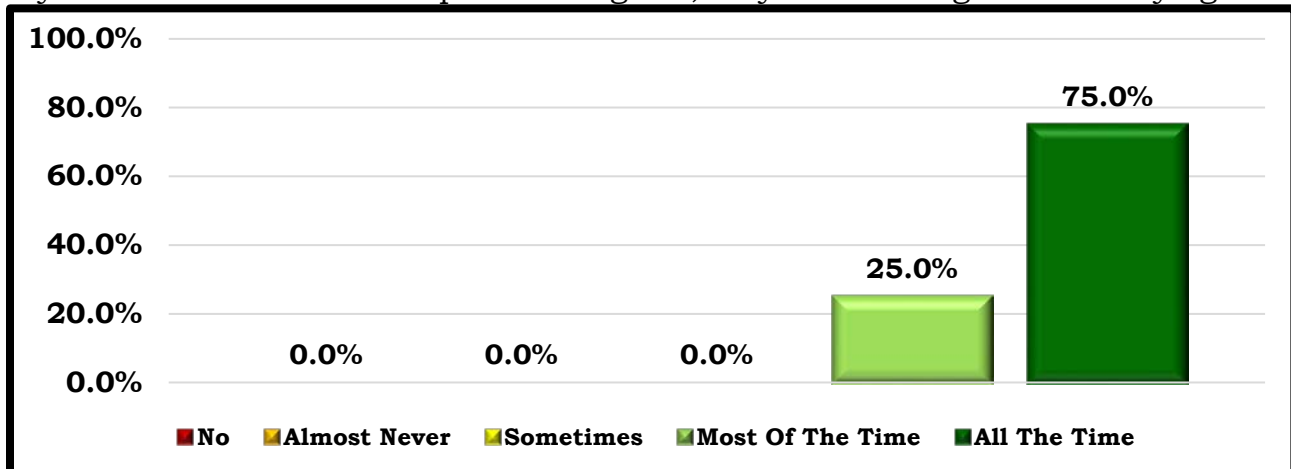
2. Do you praise your staff and students on their efforts and hard work?

No	Almost Never	Sometimes	Most Of The Time	All The Time
0.0%	0.0%	0.0%	40.0%	60.0%

3. Do you motivate your staff to complete their daily tasks?

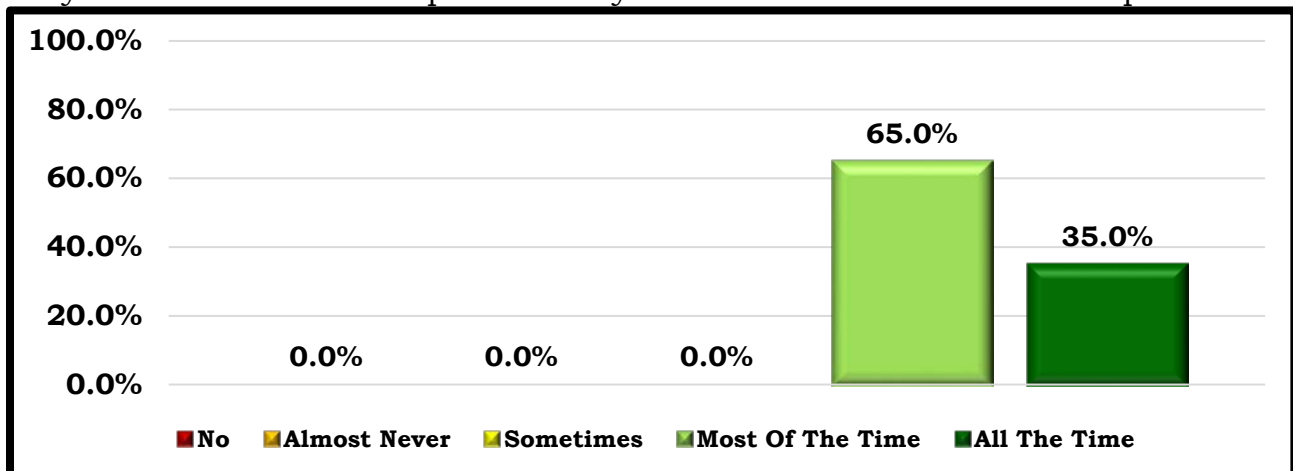| No	Almost Never	Sometimes	Most Of The Time	All The Time
0.0%	0.0%	0.0%	45.0%	55.0%

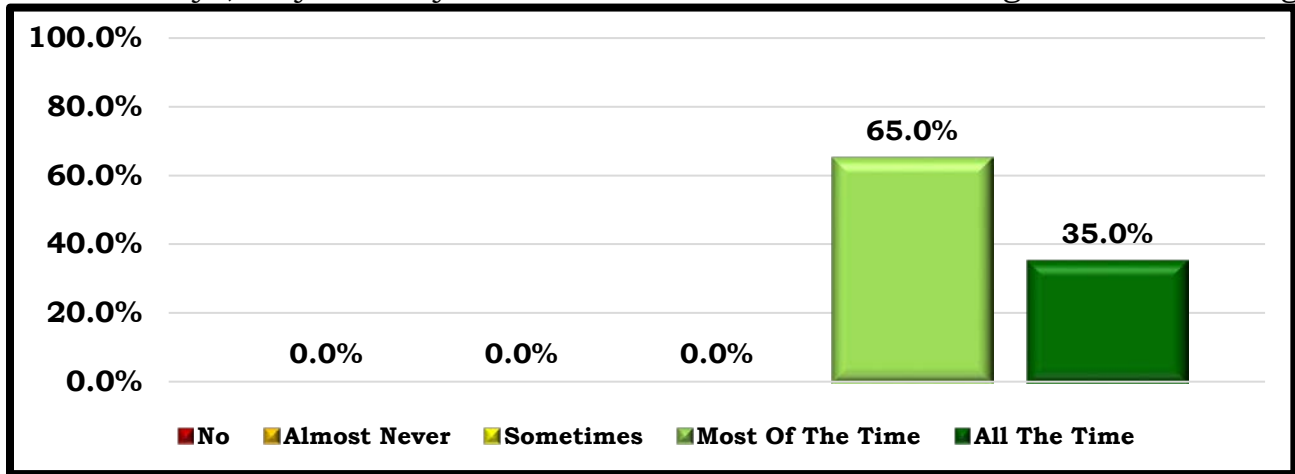4. Do you praise your staff for being optimistic?
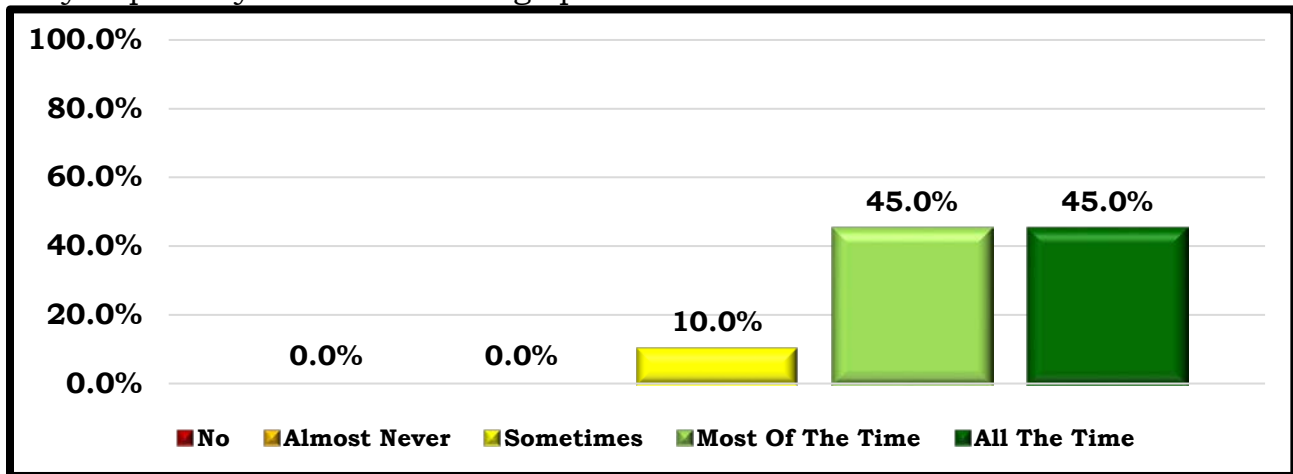
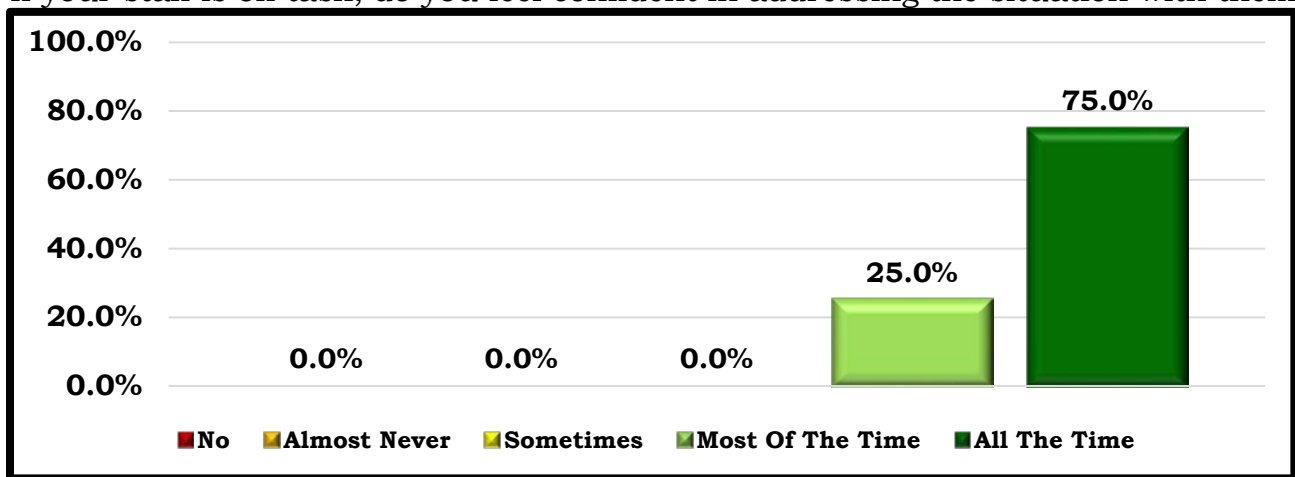5. Do you find your team's interaction towards each other supportive?
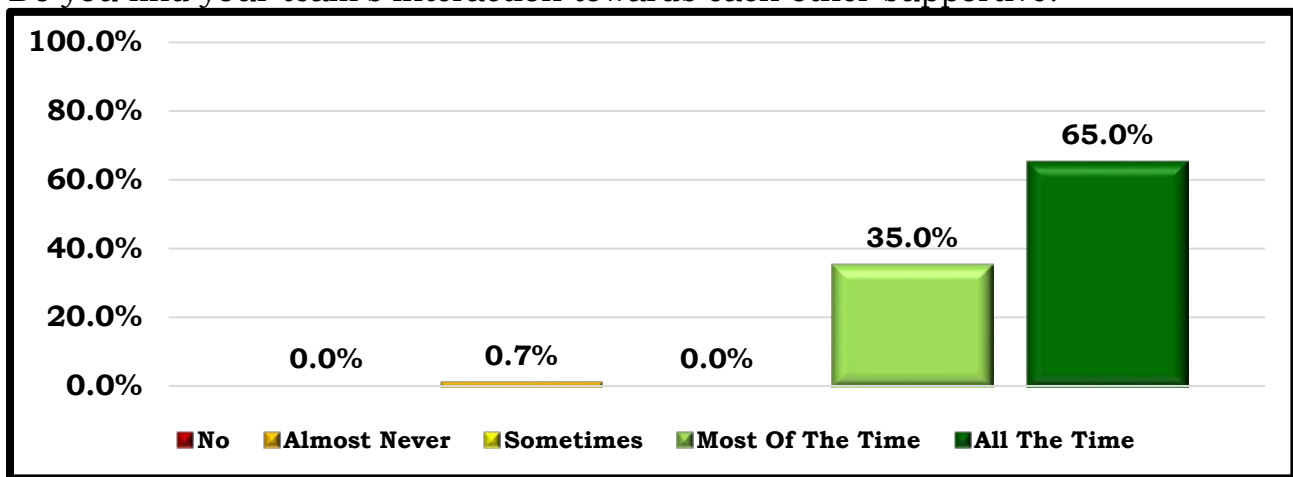
6. Do you find the relationships between your staff and students to be respectful?
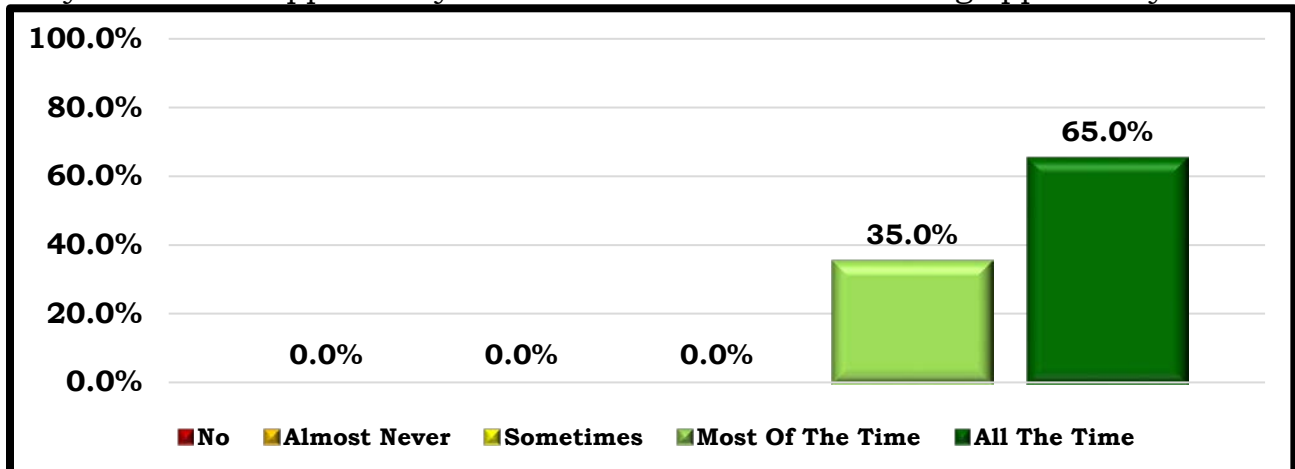
7. On most days, do you find your staff enthusiastic about working in the ASES Program?

Legend: No | Almost Never | Sometimes | Most Of The Time | All The Time
No: 0.0% | Almost Never: 0.0% | Sometimes: 0.0% | Most Of The Time: 65.0% | All The Time: 35.0%

8. If your staff is off task, do you feel confident in addressing the situation with them?

Legend: No | Almost Never | Sometimes | Most Of The Time | All The Time
No: 0.0% | Almost Never: 0.0% | Sometimes: 0.0% | Most Of The Time: 25.0% | All The Time: 75.0%

9. Do you take the opportunity to turn a mistake into a learning opportunity?

Legend: No | Almost Never | Sometimes | Most Of The Time | All The Time
No: 0.0% | Almost Never: 0.0% | Sometimes: 0.0% | Most Of The Time: 35.0% | All The Time: 65.0%

A total of 20 ASES Site Coordinators/Certificated Lead and Administrators took the Administrator Social Emotional Learning (SEL) Survey.

Grit: 100% of the ASES Site Coordinators/Certificated Lead and Administrators indicated that they most often encourage their staff to try again when their staff is unable to accomplish their goals.

Growth Mindset: 100% of the ASES Site Coordinators/Certificated Lead and Administrators indicated that they most often motivate their staff to complete their daily tasks.

Self-Management: 100% of the ASES Site Coordinators/Certificated Lead and Administrators indicated that they most often find their team's interaction towards each other supportive.

Emotional Regulation: 100% of the ASES Site Coordinators/Certificated Lead and Administrators indicated that they most often turn a staff's mistake into a learning opportunity.

Review and Recommendations

In reviewing the SEL results, the data suggests that SEL support is a need for the students in the ASES Program. ASES school sites should work on ideas and methods to provide SEL support to help students build upon their social emotional wellbeing and identity as they come to school each day.

In addition, some ASES school sites are already working with wellness coordinators and Clovis Support and Intervention (CSI) in brining speakers to work with groups of identified students in the ASES Program in the area of SEL. It is recommended that, CUSD ASES school sites should replicate this model and integrate SEL into their daily lesson plans and activities to build student student's social emotional wellbeing. This will be an area of focus for the 2017-18 school year.