

Clovis Unified School District
After School Education and Safety (ASES) Program

2019-2020

ANNUAL EVALUATION

Presented during 2020-21 school year



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**Weldon ASES Program
Enrichment Activity: Multi-Cultural Event**

OUR VISION

CUSD ASES program strives to be America's benchmark for excellence.

OUR MISSION

To provide a safe after school environment that fosters educational and enrichment opportunities for students.

OUR AIMS

<u>AIM I:</u>	<u>AIM II:</u>	<u>AIM III:</u>
<p>Maximize Achievement for ALL Students</p> <p>ASES activities and programs are designed to support the child's classroom instruction, provide intervention activities, and enrichment opportunities to students.</p>	<p>Operate with Increasing Efficiency and Effectiveness</p> <p>ASES programs practice safety standards in excess of State mandates. The Character Counts pillars are the mainstay of our community service and leadership program strand.</p>	<p>Maintain, Develop, Sustain, and Value a High-Quality Diverse Workforce</p> <p>ASES proudly maintains the traditions and culture of CUSD by recruiting, training, and retaining a quality workforce.</p>

OUR BELIEFS



All children can learn and we can teach all children.

Everyone is a reader and a teacher of reading.

Our values must be more than words.

Hard work promotes achievement.

It's people; not programs.

United as Americans, we value our diversity and our differences.

We hold ourselves accountable to achieve high standards.

Success is an individual journey of continuous achievement.

Education is a partnership between the school, the family, and the community.

“CHILDREN ARE OUR MOST PRECIOUS RESOURCE”

Clovis Unified School District (CUSD) After School Education & Safety (ASES) Program Information

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 and literacy support, healthy fitness and well-being, and recreational and educational enrichments. The program commences immediately upon the conclusion of the regular school day and operates a minimum of 15 hours per week and at least until 6:00 p.m. 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. Students in the program receive a nutritious snack provided by CUSD Campus Catering. Attendance is an essential component to the program and its funding.

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

This past school year, 2019-2020, CUSD renewed their ASES grant. As mentioned, part of the ASES Renewal Application is the development of the program plan. This year, California Department of Education Expanded Learning Division (CDE-ELXD) created a new template which better aligned with the Quality Standards for Expanded Learning in California. The purpose of the program plan is to create an operational design for an after school program within the framework of the requirements defined in California *Education Code (EC)* sections 8482 *et seq.* The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program. The District ASES Program Supervisor along with respective staff members worked on, designed, and established the ASES Program Plan. The program plan was submitted on November 22, 2019 for CDE-EXLD to review. On December 6, 2019 CDE Consultant, Erin Koepke, emailed Dr. Eimear O’Farrell, “*This email is to inform you that your program plan has been reviewed and approved. Additionally, I would like to congratulate you on the quality of your program plan. Your program plan is among the best I have reviewed to date. With your approval, I would like to save your program plan to share with other grantees as an exemplary plan. Kudos on a fabulous job! Please let me know if I have permission to share your plan.*” On December 16, 2019, the ASES Renewal Application was mailed out to CDE-EXLD. In April 2020, CUSD ASES Renewal Grant Application was reviewed and approved by CDE-EXLD for another three years.

The ASES program is discussed as an agenda item during parent advisory committee meetings, including 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 Program.

During the 2019-2020 school year, a total of 14 schools operated an ASES program in CUSD. Seven elementary schools received Proposition 49 ASES Grant from the CDE, five elementary schools received funding through the District Local Control Accountability Plan (LCAP), and two elementary schools received Proposition 49 ASES Grant funding under the jurisdiction of Fresno County Superintendent of Schools (FCSS). Funding for the ASES Grant is based on the percentage of Free and Reduced Price Meal (FRPM).

**Clovis Unified School District’s
After School Education & Safety (ASES) Programs**

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
<i>Proposition 49 ASES State Grant / *Coordinated by FCSS / **Funded by District LCAP</i>



**Clovis Elementary ASES Program
Reading Buddy**

ASES Evaluation Report Format

Each Spring students, parents, staff, and community partners participate in the annual ASES survey to evaluate the effectiveness of the ASES programs as well as plan for the following year. Since ASES is funded through the state, California Department of Education (CDE) and Local Control Accountability Plan (LCAP), it requires an annual evaluation and monitoring program.

However, this Spring our annual ASES surveys could not be administered or data collected as in previous years due to COVID-19. With schools converting from on-site to distance learning, surveys were more difficult to administer with all the stakeholders. We still tried our best in administering and collecting as many surveys as we could from our parents with participating students.

In the fall, each ASES school site receives a completed Annual Evaluation Report to share with stakeholders. The evaluation process provides the site with an 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 all stakeholders 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, 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. Schools are committed to promoting excellence and high expectations for all students, striving to ensure the use of meaningful survey data in decision-making. The evaluation report is shared with all stakeholders.



**Mickey Cox ASES Program
Enrichment Activity: Team Building and Communication**

Quality Standards for Expanded Learning in California

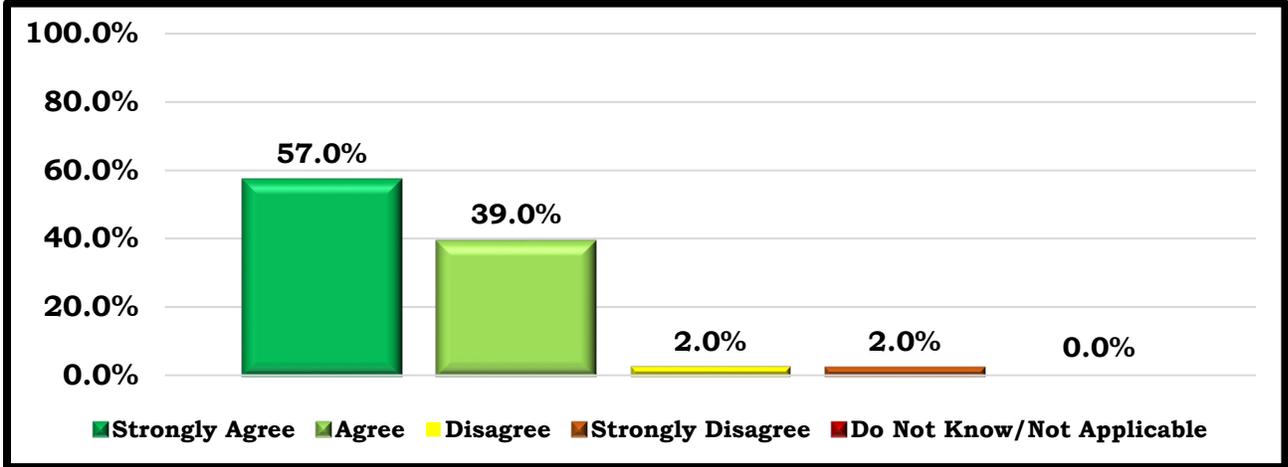
CUSD has adopted the twelve “Quality Standards for Expanded Learning in California”. The Quality Standards for Expanded Learning are designed to assist expanded learning programs, such as ASES, in providing an effective and quality after school program. These quality standards provide a common framework of clear expectations and a guide for all stakeholders across California. The twelve quality standards are broken down into two categories: Point-of-Service and Programmatic. Each quality standard has three levels of action: Programmatic, Staff, and Participant. Listed below are the Quality Standards for Expanded Learning in California.

POINT-OF-SERVICE QUALITY STANDARDS	PROGRAMMATIC QUALITY STANDARDS
<p>1. Safe and supportive environment The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.</p>	<p>7. 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.</p>
<p>2. Active and engaged learning Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.</p>	<p>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.</p>
<p>3. Skill building The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery.</p>	<p>9. Collaborative partnerships The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals.</p>
<p>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.</p>	<p>10. Continuous quality improvement The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact.</p>
<p>5. Healthy choices and behaviors The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle.</p>	<p>11. Program management The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.</p>
<p>6. 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.</p>	<p>12. Sustainability The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions.</p>

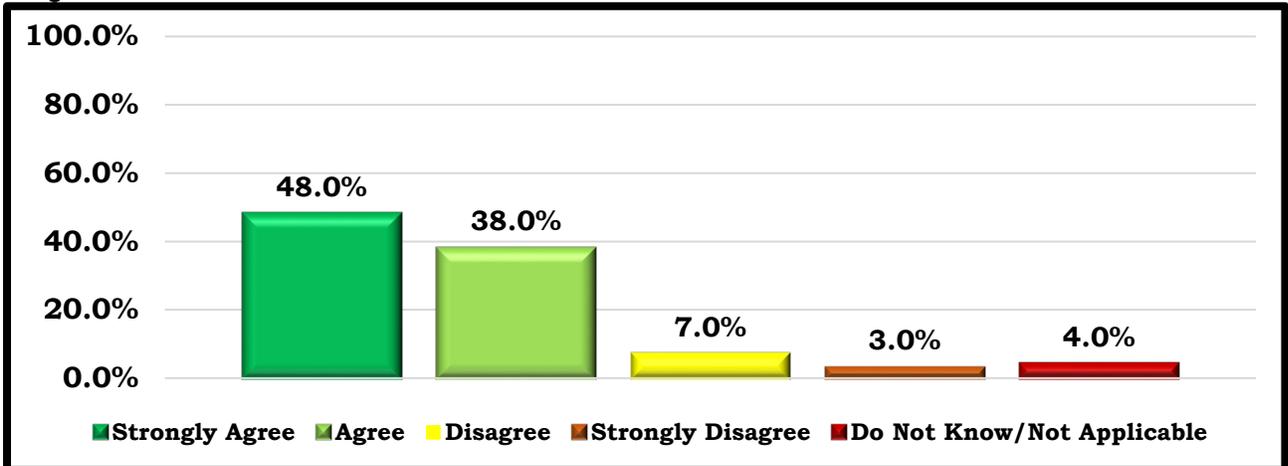
**After School Education and Safety (ASES) Program
Annual Parent Survey 2019-20 Results
DISTRICT**

Total Parents Surveyed: 182

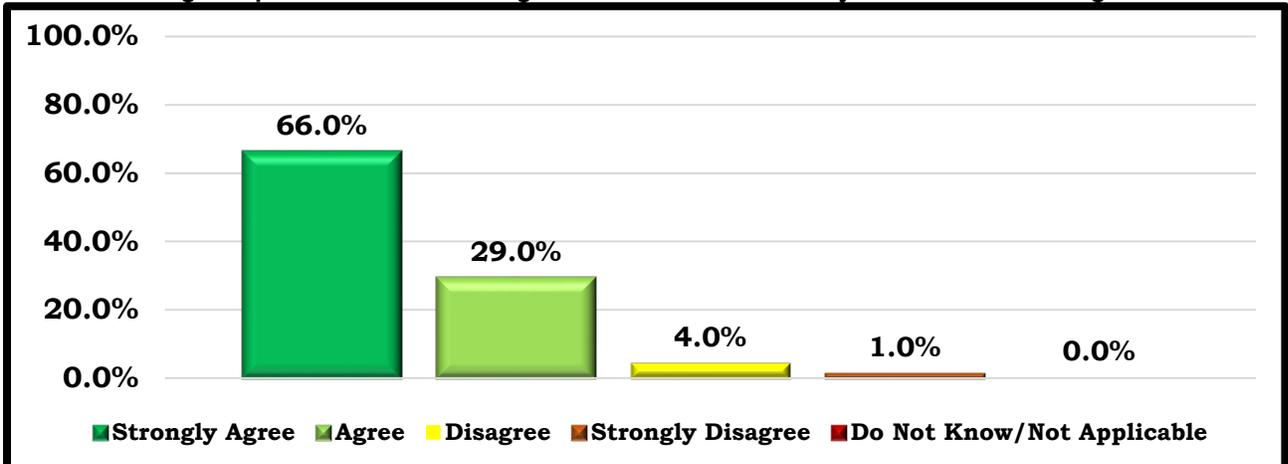
1. My child enjoys the various activities which are provided during the ASES program.



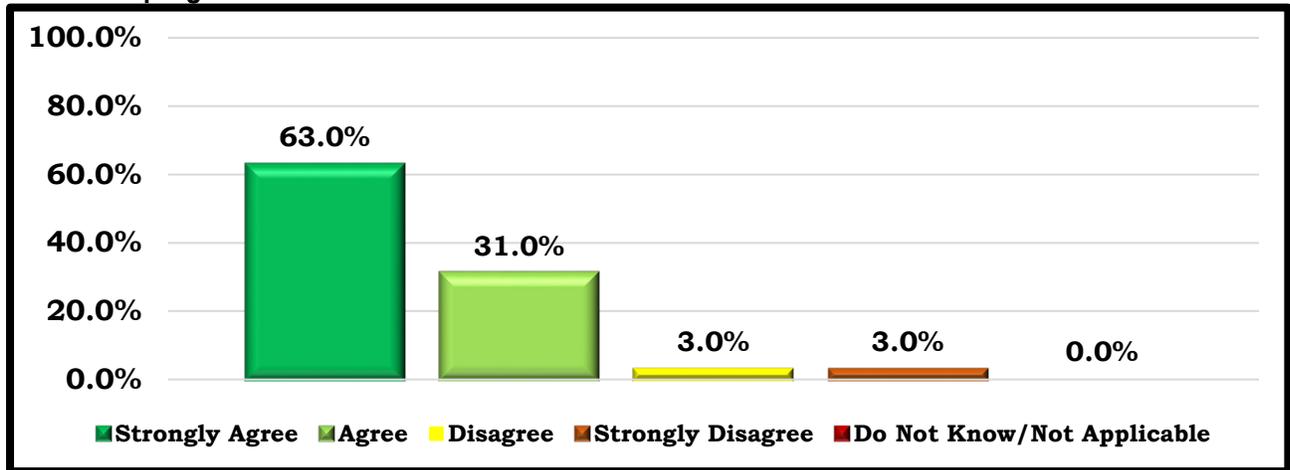
2. My child's effort in school seems to be improving academically as a result of being part of the ASES Program.



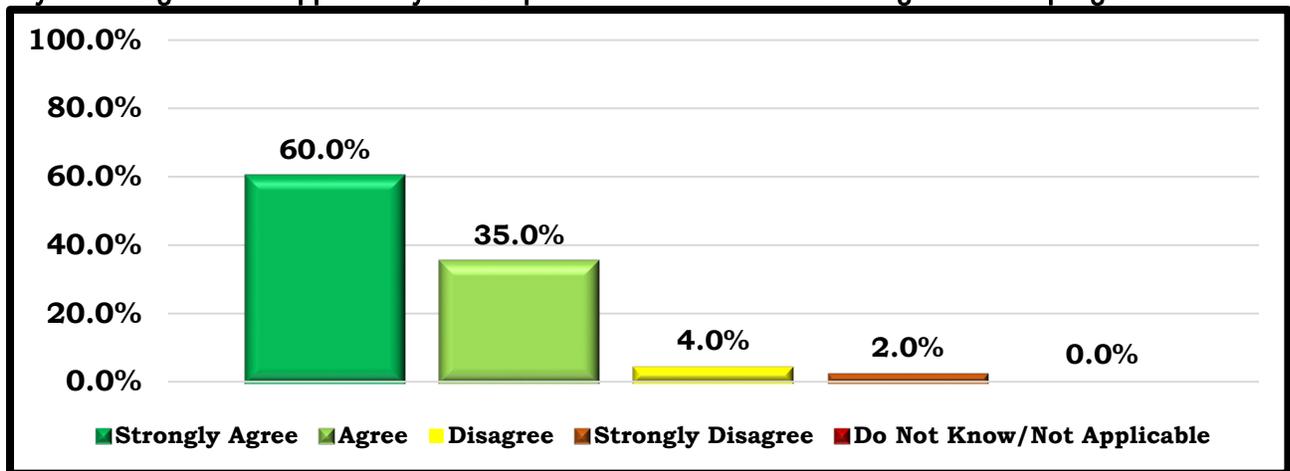
3. The ASES Program provides a welcoming safe environment for my child to learn and grow.



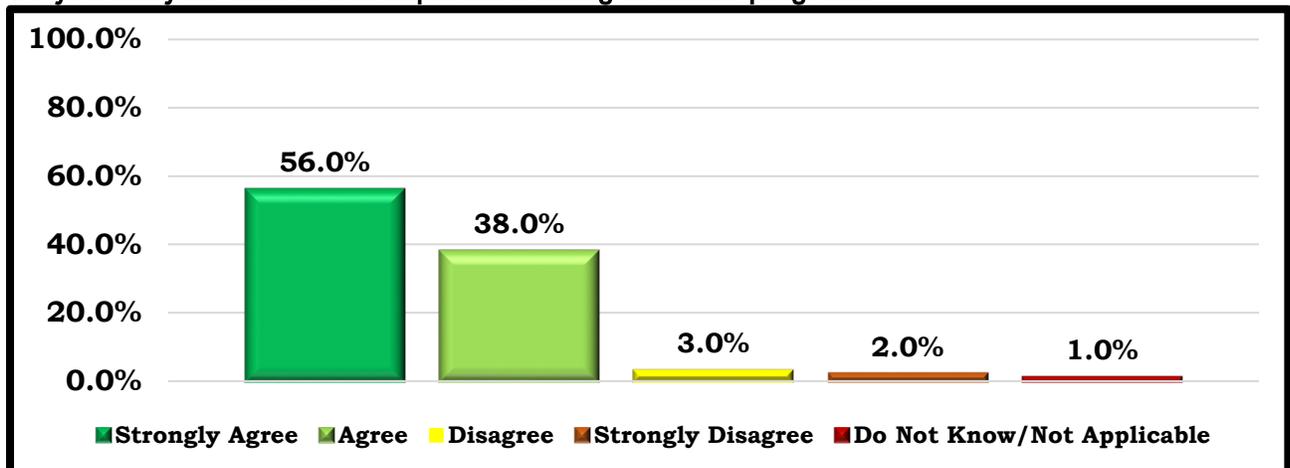
4. The ASES program has adults who care about students.



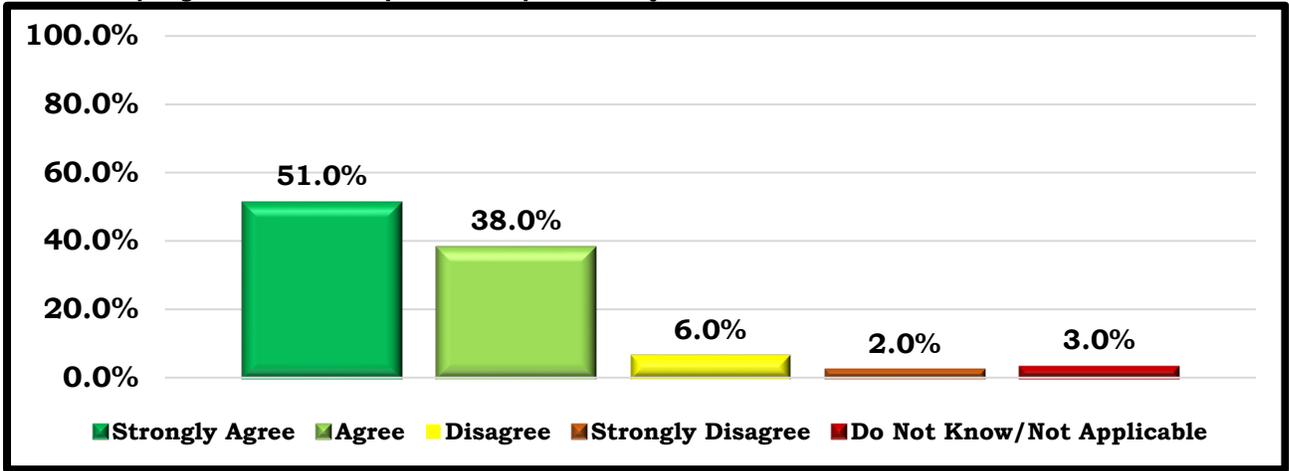
5. My child is given the opportunity to complete his/her homework during the ASES program.



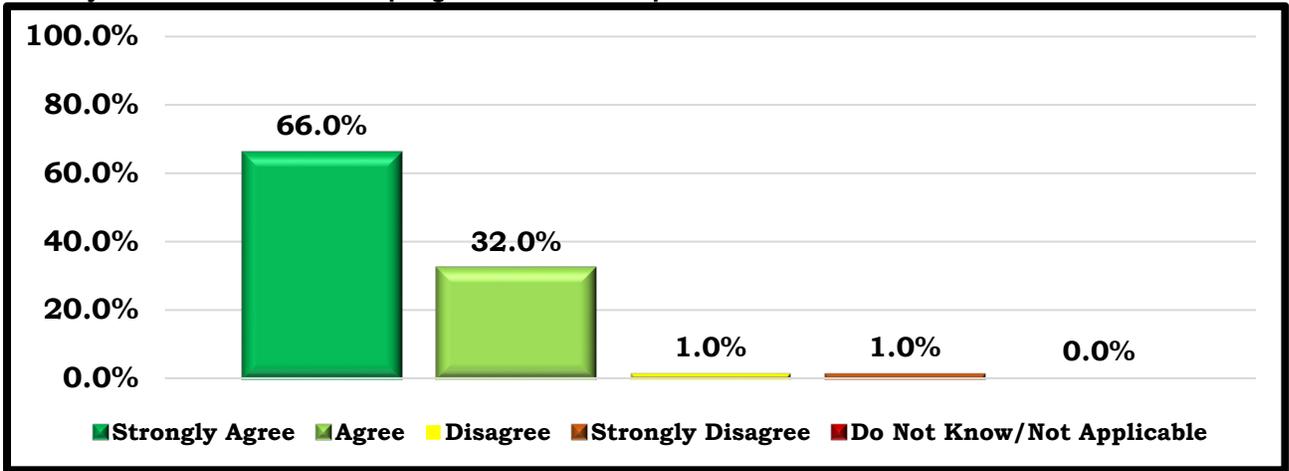
6. Do you feel your child is well supervised during the ASES program?



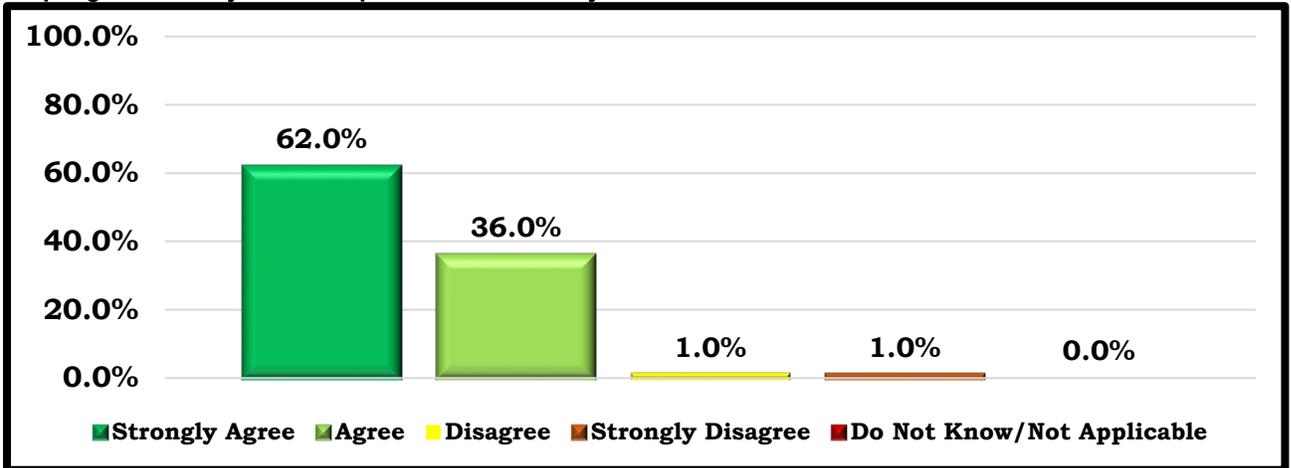
7. The ASES program has had a positive impact on my child's attitude about school.



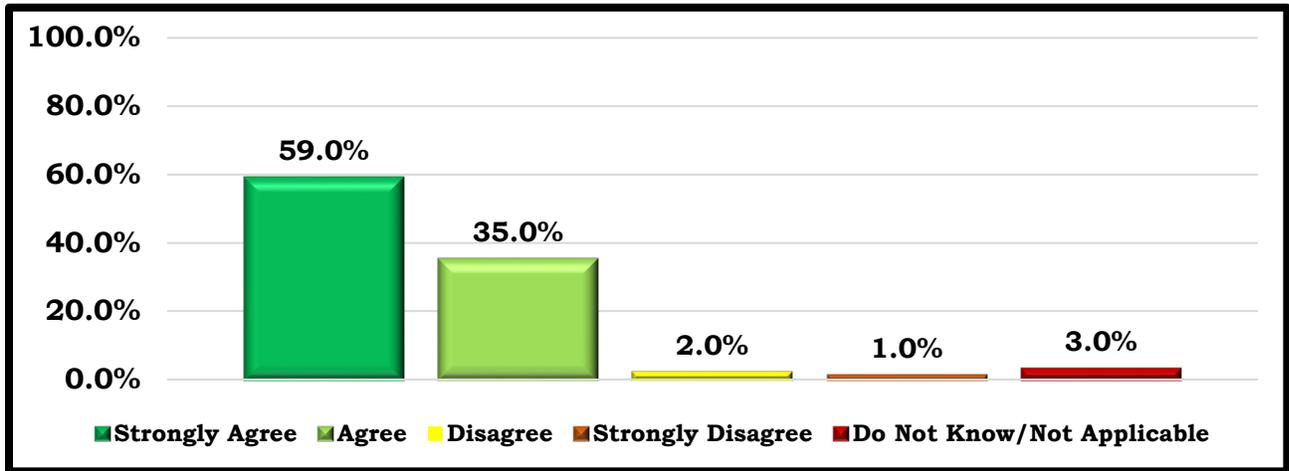
8. I clearly understand the ASES program's rules and policies.



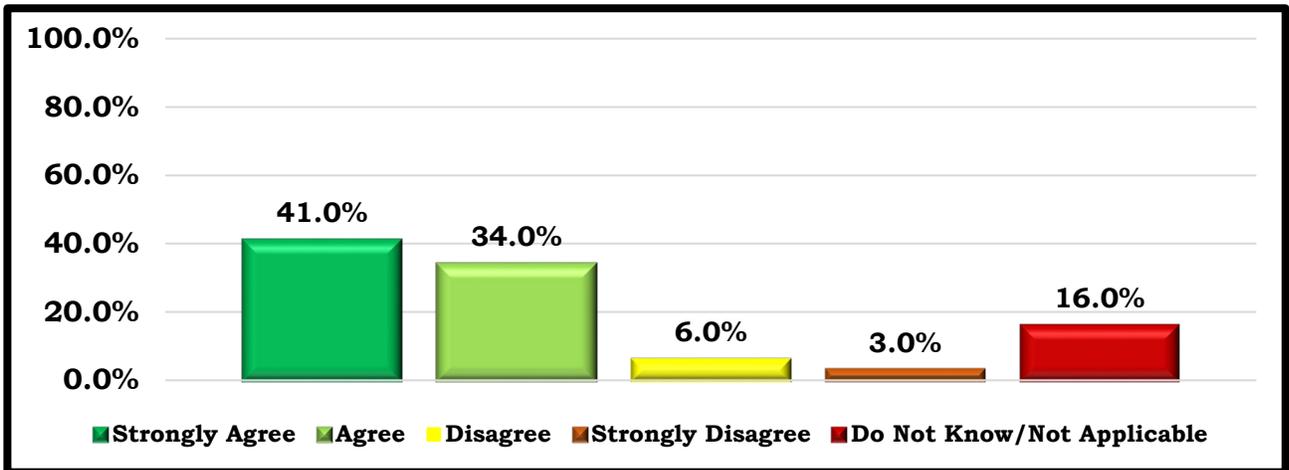
9. The program has systems in place to ensure my child is safe.



10. I have opportunities to meet and discuss my child's needs with the ASES program staff and administrators.



11. There are adequate opportunities for parents to participate in the ASES program.



12. What is your child's present grade level?

