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**Clovis Unified School District**  
**Child Development Department**  
**ASES/21<sup>st</sup> CCLC**  
**After School Programs**



**PROGRAM PLAN**  
**2010–2011 School Year**

CUSD ASES/21<sup>st</sup> CCLC Programs

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**CLOVIS UNIFIED SCHOOL DISTRICT  
ASES/21ST CCLC**

**VISION**

Clovis Unified School District's out of school time programs strive to be America's benchmark for excellence.

**OUR MISSION**

The mission of the Clovis Unified ASES/21st CCLC Program is to be an integral part of a complementary learning system; intentionally integrating out of school time with the instructional day to ensure the success of all students.

**OUR AIMS**

<b>AIM I:</b>	<b>AIM II:</b>	<b>AIM III:</b>	<b>AIM IV</b>
<b>Support Student Achievement</b>	<b>Ensure safe environments where CHARACTER COUNTS!</b>	<b>Operate Efficiently and Effectively</b>	<b>Maintain a quality workforce.</b>
ASES/21st CCLC activities and programs are designed to support the child's classroom instruction, provide intervention activities and enrichment opportunities to students.	ASES/21st CCLC programs practice safety standards in excess of State mandates. The Character Counts pillars are the mainstay for our community service and leadership program strand.	ASES/21st CCLC program site coordinators consistently collaborate with colleagues to identify best practices, successful strategies and share resources.	ASES/21st CCLC proudly maintains the traditions and culture of CUSD by recruiting, training and retaining a quality workforce.

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## OVERVIEW

The following is the Program Plan of the ASES/21<sup>st</sup> Century programs which has been reviewed and updated for the Clovis Unified School Board. ASES is a State of California funded after school program, while 21<sup>st</sup> Century is Federally funded. These programs operate every school day from the end of instruction until 6pm.

There are seven elementary schools with ASES programs and three schools with 21<sup>st</sup> Century programs (two elementary schools and one intermediate school) that are a part of the CUSD consortium. Additionally, there are two ASES sites within the District that are governed by the Fresno County Office of Education.

The CUSD programs are overseen and operated by the following individuals:

Steve France: Administrator of Educational Services  
Jackie Burgan: Director of Child Development  
Julie Richardson: Coordinator Child Development  
Jennifer Mau: TSA~ASES/21<sup>st</sup> Century

### *The Seven CUSD ASES Sites:* *Opened in February, 2006*

Clovis Elementary Principal: Isabel Facio	Site Coordinator: Gayle Peck
Fancher Creek Elementary Principal: Kevin Kearney	Site Coordinator: Brion Warren
Miramonte Elementary Principal: Dave Bower	Site Coordinator: Marcia Bimat
Nelson Elementary Principal: Chuck Sandoval	Site Coordinators: Erin Parker/Ryan Eisele
Tarpey Elementary Principal: Darrin Holtermann	Site Coordinator: Debra Willsie
Temperance-Kutner Elementary Principal: Randy Hein	Site Coordinator: Thea Tan
Weldon Elementary Principal: Ray Lozano	Site Coordinator: Michele Smith

**The Three 21<sup>st</sup> Century Sites:**  
*Opened beginning of the 2008 school year*

Jefferson Elementary  
 Principal: Jeff Tiftick

Site Coordinators: Cheri Faria  
 Lisa Carbajal

Reagan Elementary  
 Principal: Robb Christopherson

Site Coordinator: Cindy Stimson

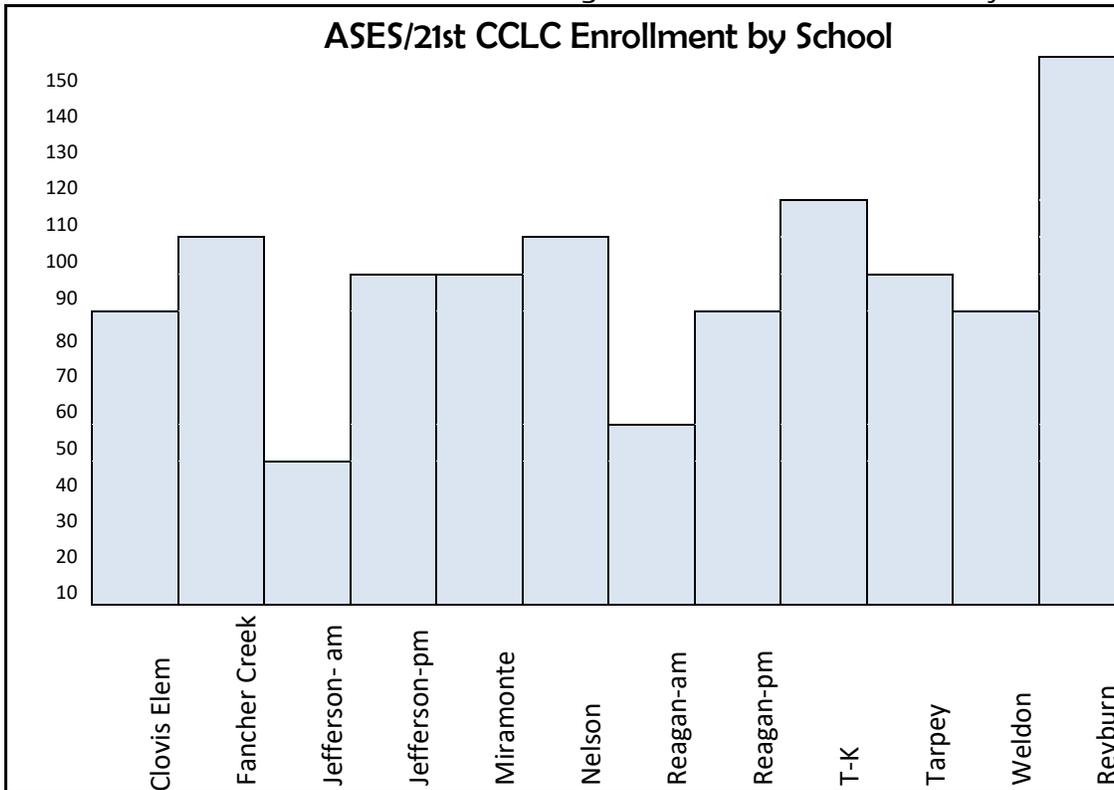
Reyburn Intermediate  
 Principal: Barry Jager

Site Coordinators: Jennifer Mau  
 Debbie Allee

**Scope and Size:**

Clovis Unified ASES/21st CCLC operate after school programs at 9 elementary sites, Clovis Elementary, Fancher Creek, Miramonte, Nelson, Tarpey, Temperance-Kutner, Weldon, Jefferson and Reagan and 1 middle school, Reyburn Intermediate. Before school programs are available at 2 of the elementary schools, Jefferson and Reagan Elementary

All after school programs operate from the end of the instructional day to 6:00 PM, for a minimum of 15 hours per week, every school day. Before school programs operate for 90 minutes before the beginning of instruction. All sites exceeded attendance goals for the 2009-2010 school year .



Approximately 1,200 children participate in ASES/21st CCLC in 1<sup>st</sup> through 8<sup>th</sup> grades

## Enrollment

Students were selected to participate in the ASES/21<sup>st</sup> Century program based on English Language levels, CST performance bands, demographics and/or community needs. Every student received a scholarship to participate in the program, resulting in no cost to families. Each site retained spots for administrative placement, parental request and grade level nominations. Students were required to display appropriate behavior during programs as well as the regular school day in order to be a candidate for consideration.

The following attendance numbers for the 2009-2010 school year were reported to the California Department of Education in July, 2010.

Site	Average Daily Attendance	Total number of student service days
Clovis Elem	74	13,422
Fancher Creek	86	15,503
Miramonte	81	14,705
Nelson	86	15,648
Tarpey	83	14,993
T-K	102	18,380
Weldon	79	14,360
Jefferson-AM	29	5,332
Jefferson-PM	91	16,446
Reagan-AM	38	7,006
Reagan-PM	87	15,718
Reyburn	138	24,885

Total number of student service days for the 2009/2010 school year was 176,398.

Every day every student received the opportunity to eat a snack which met state nutritional guideline, provided by the Food Services Department. The menu for this snack was developed by the District nutrition specialist.

Every day every student was given the opportunity to participate in academics, enrichment and recreation.

Every day every student was provided a safe place to be from the end of school until 6 pm.

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## Program Evaluation

The ASES/21<sup>st</sup> CCLC programs are annually evaluated using the Profile and Performance Information Collection System (PPICS) for 21<sup>st</sup> CCLC grantees and the Statewide Evaluation Data Reporting for both 21<sup>st</sup> CCLC and ASES grantees.

### PPICS

This web based collection system is used to capture information about the 21<sup>st</sup> CCLC programs. The purpose of PPICS is to collect basic information about the characteristics associated with 21<sup>st</sup> CCLC projects funded through state-administered programs and the outcomes these programs were able to achieve as a result of providing services to students and adult family members attending their programs. After gathering information from each 21<sup>st</sup> CCLC school site, the Teacher on Special Assignments enters information into this secure web site.

### Statewide Evaluation Data Reporting

California *Education Code* Section 8484 states that after school programs shall submit annual outcome based data for evaluation, including measures for academic performance, attendance, and positive behavioral changes. Working with the district technology department the ASES Program Coordinator will collect data on educational results including attendance and Standardized Testing and Reporting (STAR) Program test scores for each student who participated in the after school program and report these results to the California Department of Education.

CST assessment data is collected and site specific report cards are generated each year. These report cards are used by sites to evaluate program success and to inform them regarding areas of needed improvement and to set site specific program goals.

A complete analysis of CST comparisons for each ASES/21<sup>st</sup> Century CUSD site will be completed in October of each school year and evaluated with the site Principal, Site-Coordinator and Teacher on Special Assignment.

21<sup>st</sup> CCLC data is analyzed by an outside evaluator and presented to the Director of Child Development.

### Parent/Teacher/Student Surveys

Parents, Teachers and Students are surveyed annually. The data from the results is used for goal setting and program improvement and is included in each sites annual report card.

### Self Evaluation

Using all the data collection systems, action plans are written including strengths as well as areas of improvement. Goals and staff development are based on evaluation results.



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## Program Components

### Academics

Communication between classroom teachers and the after school staff are a focus of every program and key to the success of the academic component. Each site has created systems to effectively support this communication. Program sites chart homework, provide homework assistance, tutoring, and intervention classes. Sites also designed incentives, purchased materials and created standards based lessons to meet the wide range of academic needs of the students in ASES/21<sup>st</sup> Century programs.

Research based, actively engaging programs such as Accelerated Reader, READ 180, and Kidz Lit are utilized at sites. Programs target English Language Development, academic vocabulary and Standards based instruction using materials such as High Point, Step Up, Imagine Learning and Kevin Clark strategies.

STEM activities are a focus. Sites use numerous materials such as, SRA science, Kidz Math, Accelerated Math, and Robotics. Technology is an integral part of every after school day with students using computers, Promethean Boards and LCD projectors.

### Environment and Safety

The ASES/21<sup>st</sup> CCLC programs provide a safe, healthy and nurturing environment for all youth. The programs desire to ensure that young people are physically and emotionally secure, respected and accepted for who they are.

Physical Environment: The ASES/21<sup>st</sup> CCLC Program provides each student with a quiet time and place to complete homework assignments. Materials that students use are clean, safe and well maintained. Every student is offered a healthy and nutritious snack that meets the California Education Code requirements and where necessary student's dietary needs. Health and safety procedures are in place and are known to staff, students and families. A comprehensive safety plan has been developed and is aligned with the school day procedures and practices.

Social Environment: To encourage youth engagement and motivation, the staff to student ratio does not exceed 20:1 Staff members address students by name. The emotional climate of the program is positive, characterized by mutually respectful, supportive and relaxed interactions among staff and students. The expectations for behavior are clearly defined and are well known to staff, students and parents

***Goal:** To continue to develop the integration of the out of school time programs with the regular school day safety plan and daily operations.*

- *Facilitate the inclusion of out of school time emergency plans in district level documentation.*

## Enrichment

Enrichment activities in curriculum extensions, cultural awareness, community service projects and fine arts were designed to expose students to a wide variety of life experiences. These activities also served as the “carrot” or “hook” that kept students attending and increased the desire of other students to attend the programs.

Enrichment activities included such events as:

- art lessons
- etiquette classes
- dance classes
- Chaffee Zoo fieldtrip
- chess club
- folkloric dancers
- garden club
- Character Counts training
- hands –on science
- percussion lessons
- video
- photography
- cooking
- scrapbooking
- beading
- Robotics
- technology
- nutrition



## Recreation

All of the ASES/21<sup>st</sup> Century sites worked closely with CUSD co-curricular programs, encouraging students to participate, supplementing additional equipment and uniforms, and utilizing Teaching Fellows to assist with coaching when needed. At elementary sites athletes enrolled in the ASES/21<sup>st</sup> Century program attended practice and then had the opportunity to complete homework or receive tutoring from a knowledgeable ASES/21<sup>st</sup> Century staff member.

All elementary schools purchased the After School component of the Game Day Program. In addition sites provided a wide variety of other recreational activities for their students such as:

- karate
- Wii Sports/Games
- hip-hop
- tumbling
- martial arts
- Tae-bo
- golf
- Frisbee golf
- Tae Kwon Do
- flag football



## Administration

ASES/21st CCLC programs have an effective management and fiscal structure in place that develops and implements policies, procedures, and practices to ensure the successful operation of the out of school time program based on the program goals, vision, and design. These programs are state and federally funded and therefore additional care is given to ensure that programs supplement existing sources of support and do not supplant sources. Yearly, each site prepares and submits to the Child Development office a Matching Funds Log, listing the in-kind matching sources and their value.

Attendance is tracked using the same program the District has selected to use for the regular school day. Attendance information is entered daily by site personnel. This information is verified using sign in and out sheets, which contain signatures, arrival and exit times of students. Students who leave prior to the guidelines of the early release policy must provide the reason. This documentation is attached to the sign in and out sheets.

A Teacher on Special Assignment has been assigned to ensure the program adheres to local, state and federal requirements and the financial analyst for Child Development ensures that fiscal, accounting and recordkeeping requirements are maintained.

**Goal:** *To develop communication practices, policies, and procedures to ensure minimal interruptions in programs when changes to site and district leadership occur.*

- *Develop a site coordinator manual that outlines responsibilities, policies, procedures and compliance requirements.*

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## Alignment and Linkages with the School Day

The ASES/21st CCLC Program supports, complements, and expands the school day through intentionally designed enrichment activities and student-centered academic assistance. Programs strive to communicate and collaborate consistently with the regular day program. Site Coordinators are members of the Professional Learning Communities of the school and attend meetings designed to evaluate grade level data. During these meetings goals are set for the school grade level as well as the students attending the after school programs.

*Goal: To continue to develop procedures and policies which facilitate the collaboration and communication between the out of school time programs and the regular school day staff.*

- *Facilitate the development of practices where out of school time staff will participate in school wide Professional Learning Communities to enhance the linkages with the regular school day.*
- *School sites will develop individual smart goals, goals that are specific, measurable, attainable, realistic and timely, and design data flow charts to help develop programs that are responsive to student achievement.*

## Youth Development

The ASES/21st CCLC Program employs research-based youth development strategies, such as the 40 Developmental Assets, that reflect a complementary, holistic approach that is built on youths' assets and promise. This youth-development philosophy provides a set of guiding principles that can be incorporated into any kind of activity.

Supportive Environment: The staff of the ASES/21<sup>st</sup> CCLC Program strives to understand youths' interests, talents, life experiences, and developmental needs. They provide students with the opportunity to try new experiences while being encouraged and supported. Staff provides positive feedback on specific behaviors and accomplishments. Staff approaches conflicts and negative behavior in a non-threatening way, approaching youth calmly and acknowledging youths' feelings while stopping hurtful or dangerous behavior.

Interaction: During the ASES/21<sup>st</sup> CCLC programs youth and staff demonstrate a strong sense of ownership and belonging. Activities are carried out in different groups, each one with a clear purpose. All staff have high expectations for youth and support students as they strive for excellence.

Engagement: Youth have age-appropriate opportunities to make choices. Students have structured opportunities to reflect on their goals and accomplishments. There are multiple opportunities to provide input into the structure and content of the program. Students have opportunities to participate in community service projects.

*Goal: Facilitate growth of community service projects and leadership development activities by all school sites.*

- *Provide information to sites concerning a wide variety of opportunities and encourage the sharing of site specific activities at monthly site coordinator meetings.*

## Family Involvement/Literacy

ASES/21st CCLC programs regularly provide families with opportunities to get involved with the program, link families with resources in the community and communicate with families in a variety of formats and in multiple languages when necessary. Family Literacy components of programs focus on strategies to help families help students be successful in their education as well as provide training to parents in technology.

### *Goal:*

- *Educate parents on available services through the Fresno County Library.*
- *Provide information concerning web based gradebooks and how parent's can access student grade information.*



## Community Partnerships and Collaboration

The ASES/21<sup>st</sup> CCLC programs realize that a quality program develops, maintains, and strengthens school-community collaborations that engage diverse community members, school staff, business leaders and community-based organizations in the development, implementation and support of out of school time programs.

*Goal: Continue to develop community based partnerships with organizations that promote shared visions and common goals with CUSD.*

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## Staffing and Professional Development

A site coordinator oversees the daily operations at each site. This individual is either a current administrative team member or a certificated staff member. Staffing at sites vary. Some sites utilize certificated, classified and categorical employees, while other sites have chosen to partner with the California Teaching Fellows Foundation, a non-profit organization that screen and place highly qualified college students interested in the field of education in out of school time programs. All staff are NCLB compliant and meet all requirements for District employees.

*Goal: Develop professional growth opportunities for staff to learn how to address the unique characteristics and needs of program participants and their families.*

## Promoting Diversity, Equitable Access and Inclusion

The ASES/21<sup>st</sup> CCLC programs embrace and value diversity, and have a conscious commitment to helping all youth thrive by providing inclusive, accessible, responsive and engaging services. Our programs understand, value, and respect the myriad backgrounds and experiences of participating youth and their families.

*Goal: To identify barriers which limit the accessibility of the program to students.*

- *Facilitate communication between the school site special education team members and the after school program staff on the needs and accommodations recommended for students enrolled in the program.*

## Effectively Supporting English Learners

The ASES/21<sup>st</sup> CCLC programs understand the complexity and diversity of the EL students and work to be culturally responsive to our participating students, while maintaining high expectations for all our EL participants.

*Goal: To hire program staff who are culturally reflective of the student population and to design opportunities to develop language during all program components.*

- *Write guidelines for using edusoft to develop custom groups, for target populations, and utilize data from these groups to identify areas of needed intervention.*



Due Date	Child Development/TSA Responsibilities
September 2010	<ul style="list-style-type: none"> <li>• APR reports for 21<sup>st</sup> CCLC Grantees</li> <li>• Prepare documentation for annual audit of attendance, early release policy and matching funds logs.</li> </ul>
October 2010	<ul style="list-style-type: none"> <li>• Statewide Data Evaluation Reporting for ASES/21<sup>st</sup> CCLC Grantees</li> <li>• Update District Strategic Plan for 2010-11</li> <li>• Compile district data and prepare reports for school sites</li> </ul>
November 2009	<ul style="list-style-type: none"> <li>• Complete writing Site Coordinator Policy Handbook</li> </ul>
January 2011	<ul style="list-style-type: none"> <li>• Compile first semester attendance reports for CDE reporting requirements</li> </ul>
April 2011	<ul style="list-style-type: none"> <li>• Survey parents and students</li> </ul>
May 2011	<ul style="list-style-type: none"> <li>• Survey teachers</li> <li>• Analyze data from surveys and review goals from strategic plan</li> <li>• Meet with Site Coordinators regarding closing of 2010-2011 program and project plans, goals and objectives for 2011-2012</li> </ul>
June 2011	<ul style="list-style-type: none"> <li>• Compile final attendance reports for reporting requirements</li> </ul>
August 2011	<ul style="list-style-type: none"> <li>• Ensure sites are prepared for opening day 2011</li> </ul>