

PROGRAM PLAN

Vista Unified School District - Vista Unified School District

NARRATIVE

Please describe how the program plan was developed and how students were involved in the program design.

A series of meetings among program stakeholders beget the content of the district's ASES Program Plan. Site ASES Leads, regularly, both formally and informally, interface with their site administrator(s), teachers, parents and students, and these ongoing interactions help to inform overall program design. Additionally, ASES Lead staff from all 14 of the district's programs, the ASES Resource Teacher, and the AM/PM Program Manager meet the third Tuesday of each month to network and share best practices in after school programming. The information gleaned from the aforementioned interactions/meetings are incorporated into the overall design of the district's ASES program.

Please describe how the program plan will be shared with teachers, administrators, students, parents, and other stakeholders.

The Vista Unified School District maintains and frequently updates their district website. A link to the program plan will be posted on the Student Support Services "Extended Learning Opportunities" page of the website.

Annually, site ASES Leads will both share and review the plan with their site administrator(s) during one of their regularly scheduled monthly meetings. The Leads will also share the plan with their teaching staff and request input on its content (as appropriate, feedback will be incorporated into plan development the following school year).

A link to and description of the plan will also be placed in the district wide Parent Orientation Video.

Please describe how the program will be marketed and promoted to students.

All district families, whose children attend an ASES school site, are made aware of the program via an annual informational cover letter and application disseminated in the spring of the year.

Hard copies of the aforementioned information is available for families new to the district in the front office of each ASES school site.

Additionally, at the middle school level, ASES informational tables are set-up and operated by ASES staff during their annual summer registration days.

Programs/Activities

ACTIVITY

Name of proposed activity or service

Tutoring/Homework Assistance/Small Group Instruction

Activity Status

currently being offered

Major focus/purpose

Academic Assistance

Area of development

Cognitive

of students that can be served

0

Grade Targeted

K-8

Other Description of Targeted Group

not applicable

When will the activity or service be provided?

typically Monday-Thursday when the program is operating

Who will be responsible for directly teaching or leading activity or service?

Campus Staff

How does the program propose to connect to the regular school day?

The ASES Lead and Instructional Aides familiarize themselves with the curriculum being used during the regular day, thus providing continuity into the after school program.

District Program Administrator (district person with program responsibility)

First Name	Last Name
Betsy	Jenner
Title	
Coordinator	
Phone	Email
(760) 726-2170 Extension 92183	betsyjenner@vistausd.org

District Contact/ Program Administrator (district person with program responsibility)

First Name	Last Name
Ashley	Zaldivar
Title	
District Resource Teacher	
Phone	Email
(760) 685-4646	ashleyzaldivar@vistausd.org

District Fiscal Contact

First Name	Last Name
Alice	Asias
Title	
Fiscal Service Manager	
Phone	Email
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Program Administrator for Collaborating Agency (if applicable)

First Name	Last Name
Cheri	Borger
Title	
AM/PM Program Manager	
Phone	Email
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Name(s) of After School Program Sites

Site Name	Projected Daily Attendance	Target Population Served	Percentage of School Population
Alamosa	67	1-5	12.00
Beaumont	85	1-5	15.00
Bobier	206	K-5	32.00
Casita Center	82	1-5	14.00
Foothill Oak	188	K-5	29.00
Grapevine	212	K-5	32.00
Hannalei	92	1-5	15.00
Maryland	215	K-5	38.00
Monte Vista	73	1-5	13.00
Temple Heights	101	1-5	14.00
Vista Academy	112	6-8	18.00
Rancho Minerva	189	6-8	23.00
Roosevelt	79	6-8	7.00
Vista Innovation and Design Academy	110	6-8	14.00

After School Education and Safety Program Plan for Grantees

Purpose

The purpose of the program plan is to create an operational design of 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 after school grantee is responsible for creating, reviewing, and updating the program plan every three years (EC Section 8482.3[g][1]). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

Instructions

To create the program plan, provide a narrative description in response to the prompts listed under each program plan section. Add additional prompts as necessary to refine your plan. In addition to the narrative response, it may be useful to include tables, charts or other visual representations that contribute to the understanding of the before and after school program.

Recruitment

List 3- 5 steps that are taken to recruit and select students from the target population(s).

Students attending district sites operating ASES programs are given equal access to the program. The entire student population receives and is afforded the opportunity to submit an application for program participation.

Vista Unified School District's ASES programming is based on student need, and as such, locally-driven.

Should the demand for program services exceed program capacity the district has determined the following student eligibility criteria:

1. Students who are performing below academic proficiency levels.
2. Students identified as English Language learners who have not reached proficiency levels.
3. Students who have been referred to the program by the site principal and/or a site teacher.

Additionally, students who are identified as homeless (as defined by the McKinney-Vento Homeless Assistance Act) and students who are in foster care have priority for program enrollment.

Inclusion of Kindergarten students in the district's ASES programs is a site-based decision.

Parents are informed of the criteria, in writing, via a cover letter/application disseminated in the spring.

Submitted applications are reviewed and students that are selected for program participation are notified via an Acceptance Letter. A program waiting list is developed at each ASES school site, and students not initially selected are noted on the list and will be contacted when vacancies arise.

I. Program Goals and Requirements

Describe how you assessed the needs of the community, students, parents, and school.

Use **data from multiple sources** to address the needs such as: California Academic Performance Index (API) score, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.)

The needs of the students who comprise the Vista Unified School District were determined via a variety of means, and include an analysis of the following:

1. Smarter Balanced Summative Assessment Data in English Literacy and Mathematics
2. California Healthy Kids Survey Results
3. Discipline Referrals and Attendance Data

Who was included in the assessment?

1. The majority of district students in grades 3-8 take the Smarter Balanced Summative Assessment in both English Literacy and Mathematics.
2. The California Healthy Kids Survey is administered every other year in grades 5,7, 9 and 11
3. Discipline and attendance data on any student enrolled in the district can be extracted from the

district's data base

Region 9: What focus groups did you survey to identify their needs? What questions were asked? What format did you use to survey the group? Ex.) Focus group, survey monkey, key informant interviews.

Thirty grade 3-5 students, and thirty grade 6-8 students, per site, participated in the on-line ASES Stakeholder Feedback Survey. Results of the survey provided valuable student input.

Additionally, the ASES "Communities of Practice" (COP) serve as an important focus group. All ASES Lead staff are invited to participate in the COP. The COP meets once a month for one hour and has a problem/solution emphasis. The ASES Resource Teacher selected the topic for the first meeting for the year, and topics for subsequent meetings are selected collaboratively at the close of each meeting.

Region 9: How will you ensure that students play a meaningful role in program design and implementation?

District and site ASES Leads obtain ongoing feedback from participating students via surveys and informal conversations. As appropriate, information obtained from the students is incorporated into the program design.

Identify and describe 3-5 program goals developed from the results of the needs assessment.

As a result of the needs assessment, essential questions asked to ensure quality program content are as follows:

1. Does programming engage and actively involve students in meaningful activities?
2. Do the program activities being implemented involve critical thinking and problem solving - skills that are essential in the 21st century job market?
3. Is there an emphasize on STEM activities, with mathematics being a particular focus area?

List 3-5 ways you recruit and retain students to achieve and maintain attendance requirements of the program?

Strategies to maintain attendance include:

- implementation of a variety of engaging activities that actively involve students in the learning process
- ensuring student voice and leadership are incorporated into the program design and implementation
- hiring and retaining staff that have the capacity to engage the students

How will data be collected on student subgroups to evaluate whether you're meeting the program goals?

Note: Closing the Achievement Gap Report of Superintendent Jack O'Connell's California P-16 Council can be found on the [Closing the Achievement Gap Web page](#).

Each participating school site's "Single Plan for Student Achievement" includes current academic data on student subgroups, and, addresses strategies and interventions for closing the achievement gap. In regard to ASES programming, student achievement data from the district's assessments are examined, and students are included in the programming according to their need for interventions and support.

II. Program Content/Quality

Describe the educational and literacy element and educational enrichment element of the after school program.

Academic Assistance Element

Implementation of the education and literacy component and educational enrichment supports the Common Core Content Standards and aligns with district and site approved curriculum. After school student participants will receive literacy programs which combine skill development with literature and language-rich activities.

All programs provide tutoring, homework assistance and supplemental instruction in basic skills through small group or individualized instruction. The ASES staff will maintain a 20:1 ratio. Likewise, the programs will provide academic, enrichment and physical education activities. The ASES Lead and Instructional Aides familiarize themselves with the curriculum used during the regular day, thus providing continuity into the after school program.

Technology-based academic support programs such as: Renaissance Learning's Accelerated Reader, Lexia, ST Math, Prodigy (math application), iReady, SmartyAnts, Razz Kids, Get Epic (reading) and Spelling City, will continue to be incorporated into after school programming.

Educational Enrichment Element

Enrichment activities vary by site and include such offerings as musical theater, art, sign language, chess, choir, film, sewing, sports, photography, spelling bees, coding, research club, public speaking, hip/hop dance, cheerleading, life skills, high school college prep, culinary arts, science and character building.

Field Trips

The district permits field trip during ASES program hours, as they serve as a valuable educational and enrichment experience for students. All field trips must be connected to the academic or enrichment program, and, provide an educational experience from which students can grow both academically and culturally.

All ASES field trips are subject to the district's formal approval process, must be connected to the content standards, and include a pre and post activity.

Region 9: State the Grantee's After School Program mission and vision.

To ensure a seamless alignment, the district's ASES program will support and embrace the same mission and vision as the regular day program.

Following are the district's vision, mission and value statements:

The vision in the Vista Unified School District (VUSD) is to be the model of education excellence and innovation.

The Mission of Vista Unified School District is to inspire each and every student to persevere as critical thinking individuals who collaborate to solve real world problems.

Values:

Respect: Treating all with dignity.

Trust: Having confidence that every decision focuses on the best interests of all students.

Collaboration: Working in a collective partnership with clear two-way dialogue that builds relationships among home, school, and the community.

Equity: Ensuring all students have access to schools, resources and supports to be successful.

Describe how the after school program is aligned with the regular school day. List 3-5 strategies or steps you have taken to achieve this goal.

Collaboration and coordination to develop a strong linkage between the regular school day and the after school programs is an ongoing emphasis.

Strategies include:

1. Recruitment of quality staff to provide instruction with academic, enrichment and literacy activities that align to the regular school day curriculum
2. Establishing a "school within a school" culture that focuses on connecting the regular day and after school goals and activities to provide seamless learning for students
3. Promoting effective articulation between regular day staff and after school program staff
4. Partnering with existing literacy programs
5. Integration with existing student academic goals, special needs and identified site plans

The After School Programs must be seen as an extension or expansion of the school day, where exciting enrichment activities stimulate the exploration, discovery, learning and development of students after the regular school day.

ASES Lead staff meet with their site principal, formally, with a pre-written agenda, on a monthly basis, and informally as program need dictates.

Additionally, the after school ASES Lead know, and communicate frequently with day program teachers (via informal face-to-face meetings, emails, staff meetings and grade level meetings) to ensure a seamless program alignment. After school staff educate themselves on the curriculum, homework assignments, available resources and instructional support materials needed for each grade level to ensure the learning time is truly extended.

Describe how the program identifies and selects nutritious snacks. Give 3-5 examples of nutritious snacks served in the after school program.

The district's Child Nutrition Services Department provides the after school "supper" in accordance with the district's wellness policy, which adheres to all state and federal guidelines. Sites where at least half of the children in the school attendance area are eligible for free and reduced price school meals are eligible to receive supper through the Child and Adult Care Food Program of the USDA Supper Meal Program. The district's CNS department provides all students at the eligible sites a meal which has been deemed nutritionally balanced by USDA's standards. Students are served with foods like milk, meat, vegetables, fruit, and bread. All after school meals are served daily, at no-cost to the child or to the child's parents or guardians.

The two ASES sites (Alamosa and VIDA) that do not qualify for the Child and Adult Care Food Program work with external vendors to procure daily snacks.

III. Collaboration and Partnerships

Describe the collaborative process used to plan, implement and update the after school program.

A series of meetings among program stakeholders beget the content of the district's ASES Program Plan. Site ASES Leads, regularly, both formally and informally, interface with their site administrator(s) and teachers, parents and students, and these ongoing interactions help to inform overall program design.

ASES Lead staff from all 14 of the district's programs, the ASES Resource Teacher, and the AM/PM Program Manager meet the third Tuesday of each month to network and share best practices in after school programming. The information gleaned from the aforementioned interactions/meetings are incorporated into the overall design of the district's ASES program.

Additionally, ASES "Communities of Practice" (COP) contribute to the collaborative planning process. All ASES Lead are invited to participate in the COP. The COP meets once a month for one hour and has a problem/solution focus. The ASES Resource Teacher selected the topic of the first meeting and topics for subsequent meeting were then selected collaboratively at the close of each meeting.

List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions.

Partnerships/collaborations are an integral part of the district's ASES programming. Partnerships/collaborations that have been established, and will be sustained this school year, are as follows:

The San Diego County Office of Education serves as the LEA and fiscal agent for the regional consortium, creates and maintains MOU's with partnering school districts and oversees the distribution of funds to those local entities. Participation with the county also includes access to the Region 9 Regional Technical Assistance Center (RTAC), which provides training and technical assistance including site visitations, and disseminates California Department of Education Information for after school programs.

The Children's Initiative serves as the regional consortium intermediary and local convener of monthly district contact meetings. The Initiative facilitates region-wide communication between partners via email, meetings, and trainings, and provides resources to after school programs. Additionally, they coordinate the region-wide evaluation bi-annual reporting, compile countywide data, and serve on the Statewide Advisory Committee to represent the San Diego Regional Consortium.

CALSAC provides professional development to ASES staff both on-line and in-person.

XTRAWeekly is an innovative and easy-to-use teaching strategy that helps students develop their information text/nonfiction reading, writing, and critical thinking skills. Grades 3-5 XTRA Weekly educational products help to enrich a student's education with timely and topical weekly current event activities designed to stimulate the mind and expand a students' ability to use critical thinking skills in the learning process.

Utilizing the State Standards, XTRA Weekly publishes 32 weekly lesson plans over the course of the school year.

Vista Unified School District Child Nutrition Services (CNS) is an essential district department that loans an internally-designed "Cooking Cart" and accompanying recipes to the ASES programs, upon request. The ASES program, in collaboration with the CNS department designed a Culinary Arts Curriculum specific to said programming.

The district's Homeless Education and Foster Youth Programs support high-quality educational programs for homeless and foster children respectively, and help ensure they are provided with appropriate educational services (including supportive services) that address their special needs.

Several local STEM-affiliated organizations enhance district programming. The San Diego Audubon's Anstine Adventure program provides students educational field trips to the local Anstine Reserve.

The T. Denny Sanford/National University organization donated staff training and curriculum "kits" for "Harmony", an articulated social-emotional learning program embraced by the district's after school programming.

The "Gear Up" program provides tutors for 8th grade ASES students at Rancho Minerva and VIDA middle schools.

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

The district continues to develop partnerships with external agencies who support after school programming. Each agency enhances programming via enrichment activities, time, materials and their expertise.

List the projected meeting schedule(s).

Meetings with ASES program collaborative partners are set up and conducted, as needed, and appropriate.

IV. Staffing

What are the school districts' minimum requirements for an instructional aide?

The district's Classified Human Relations Department staff work to appropriately screen candidates based on a district-developed and Board approved job description for an Instructional Assistant I-After School Program position.

The comprehensive and thorough application process is as follows:

1. Candidate applications are screened to see if minimum qualifications are met. There are two (2) ways in which candidates may meet the minimum educational requirements - candidates may show graduation from high school, supplemented by 48 units of continued education from a college/ university, or, candidates may show graduation from high school and then pass a para-educator examination.
2. The examination is a 100 multiple choice test, 50 questions in Mathematics and 50 questions in English Language Comprehension.
3. The candidate must score a 70%, on each section, to be determined as competent.
4. Once the candidates have provided information that meets the minimum qualification on education and experience they are then invited to participate in a Qualifying Interview Session.
5. The interview session is structured so that each candidate is asked the same questions as the other candidates. A panel of raters, consisting of no less than two (2), rate the candidate based on responses from the structured questions.
6. The candidates are scored on three (3) categories; job knowledge (education), job preparation (experience), and interpersonal skills (communication).
7. Candidates that receive a score of 65 or below will not move to the next step of the hiring process. Candidates who receive a score above 65 are placed onto an eligibility list. The top three (3) ranks of candidates on the eligibility list are then invited to a Final Interview session.
8. The panel for the Final Interview Session includes the ASES Resource Teacher and AM/PM Program Manager (who serves as the hiring administrator of record).
9. The selected candidate is then contacted by staff from the Human Relations Department and a job offer is made. If the candidate accepts the job offer they must submit to a drug test and fingerprint screen before the candidate can begin working with students.

How will staff be recruited and retained?

A variety of recruitment strategies are used to secure potential candidates for the Instructional Assistant I - After School Program position. The VUSD contracts with EdJoln, an educational applicant tracking system that advertises opportunities to work in educational organizations. E-mail blasts go out to all school sites, within the district, promoting the opportunity to staff members. To reach the general public, e-mail blasts also go to local libraries, city halls and Employment Development Department Career Centers. Notifications and Job board postings are displayed at local junior colleges and universities. Job Fairs, held within the community, are attended by representatives of the Human Relations Department who disseminate information about the position and the particulars on how to apply.

Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended. How will the administrators ensure that all staff who directly supervises pupils meets the minimum requirements of an instructional aide?

The Vista Unified School District does not patronize any external agencies to operate their ASES programs - all programs utilize "in-house" staff, procedures and protocols.

What professional development activities will be provided to staff and how will those activities be determined?

Throughout San Diego County regional professional development opportunities are provided to after school program staff, program directors and district administrators. The Professional Development trainings are provided by three major providers as a regional team: the San Diego County Office of Education Regional Technical Assistance Center (RTAC), San Diego County Office of Education Before and After School Administrative Support Center and the Children's Initiative.

The regional team periodically surveys after school staff to determine the quality of training provided, topic areas, identified program needs and focus training for the upcoming training calendar. Regular notices of all RTAC/SDCOE offerings are provided to the district's ASES Leads at their monthly group meetings.

The district conducts an all staff professional development day (this is a non-student day) annually, in mid-January. District-level ASES staff are empowered to design workshop sessions for ASES staff, predicated on current needs, for the aforementioned day.

An ASES Staff Training Video Series is also being developed - a parent orientation and a safety/ supervision video have already been created and disseminated to sites to be used as need dictates. Other topics planned for the video series include: efficient/effective snack dissemination procedures, professionalism in the work place and behavior management.

V. Program Administration

Describe the system in place to address the fiscal accounting and reporting requirements of the grant.

The San Diego County Office of Education (SDCOE) is the fiscal lead for the San Diego Consortium and has a current operating budget, a fiscal management team of qualified and experienced professionals and strong track record of demonstrated fiscal accountability. SDCOE's Internal Business and the Before and After School Administrative Support Center are responsible for distributing awarded funds to participating districts, subcontractors and ensuring alignment with the California Department of Education (COE) funding guidelines. County and district fiscal staff ensure ASES funds supplement, and do not supplant other funding sources.

Working in close collaboration with the COE Region 9 analyst, consultants and fiscal representatives; the Administrative Support Center ensures that all required reports are submitted. Within the memorandum of understanding the Children's Initiative annually seeks the support of in-kind resources from local business, private agencies and community organization which provide support to after school programs. SDCOE Administrative Support Center has contracted with an automated web based attendance system (CitySpan) to optimize the ability of districts and schools in submitting accurate attendance and fiscal management. The use of this system allows for the disaggregation of attendance data and ease for reporting state accountability measures. The after school site Leads and/or staff input daily attendance and submit monthly attendance to the ASES Resource Teacher who then shares the data with the COE. The attendance for 27 districts is submitted to the COE. The Administrative Support Center Coordinator and CitySpan staff provide ongoing training for the use of the web base attendance system for all after school program staff. The district maintains archives of attendance records for a minimum of five years.

Early release and late arrival policies are outlined in all trainings. Upon site visitations to after school programs, the sign-in and out procedures are reviewed and commented on by SDCOE Administrative Support Center, RTAC and Children's Initiative staff.

Describe the process of obtaining in-kind local matching funds (at least one-third of the total grant amount) for After School Education and Safety (ASES) grants, and list those entities and the value of the contributions.

Annually, the District ASES Coordinator, ensures the district's funding match. Entities that contribute to the one-third match are as follows:

1. District General Fund - supports site facilities and program support staff (principal, office manager, custodian and health/attendance technician)
2. US Department of Agriculture, Child and Adult Care Food Program - supports daily "supper meals to students at 12 of the district's 14 ASES program sites
3. Anstine Audubon Society - partially funds field trips to the local Anstine Reserve

Describe how attendance is recorded, including the sign-in and sign-out procedures. Attach the early release (if applicable) and late arrival policies.

Upon arrival to the program, students scan their individualized barcoded card into the CitySpan system. At student pick-up parents again scan the student's card - this time out, and, provide their signature and time of departure on a hard copy of a CitySpan daily attendance sheet. ASES staff closely monitors the CitySpan attendance system to ensure correctness.

A standardized district monthly attendance reporting process and template are used when sites report their monthly attendance to the district.

District wide, the ASES Leads are knowledgeable about and trained in the use of the program's early release/late arrival policies and protocols, along with other attendance-related issues. ASES Leads use a standardized Early Release/Late Arrival form.

Describe the process and identified time frames for periodic review of the program plan.

Annually, ASES District-Level Staff will gather all input, review and update the ASES Program Plan.

If the program has implemented SB 429 of 2011, which allows 6 hours supplemental grant programs (prior approval required by CDE), include the following:

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the Education Code);
2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the Education Code).
3. If the grant recipient changed the program location to an alternate location or school site during implementation of SB 429, the revised program plan must also contain a plan to provide safe transportation pursuant to Section 8484.6 EC.

VI. Outcome Measures and Evaluation

How will you evaluate the program’s effectiveness? What criteria will you use?

Program effectiveness is determined through a mixed methods evaluation design. Data is collected on student achievement to meet required outcome measures. Annual perception data is collected from principals, parents, students, staff and after school program district contacts. These multiple perspectives are collected, reported and discussed with program staff annually in order to make program course corrections and improvements.

Additionally, as part of the Continuous Quality Improvement process, each site's ASES Lead annually creates a Site Improvement Plan (action plan) predicated on the Quality Standards for Extended Learning. The Leads are to address a Quality Standard in need to improvement in their site plan.

What required outcome measure(s) pursuant to EC 8484(a) (2) have been selected to demonstrate program success? (Positive behavioral changes, pupil standardized testing, homework completion rates, skill development, additional measures by CDE)

Selected Outcome Measure: Average Daily Attendance

Outcome Measures

Outcome Measure	Results
Regular School Day Attendance for ASES Students	In general, students enrolled in ASES programs attend the regular school day on a more frequent basis.

List 3-5 methods you will use to correct or improve the program based on the results of the outcome measures?

1. focus on meaningful activities that actively engage students in the learning process
2. strive to address the social/emotional needs of participating students
- 3 ensure a safe/secure enviroment for students during the critical after school hours
4. maintain a standardized attendance policy/system that ensures students attend the program each regular school day (frequent unexcused absences jeopardizes a students eligibility for program participation)
5. continued emphasis on student voice/leadership (students have a say in program design)