

AFTER SCHOOL PROGRAMS

**After School Education and Safety (ASES)
21st Century Community Learning Centers**

**Ceres Unified School District
50-71043**

**PROGRAM PLAN
2011-2014**



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Addendum:

Ceres Unified’s After School Program Work Plan summarizing the District’s compliance with each regulation that governs the ASES program. 17 pages

ASES PROGRAM PLAN

Name of Grantee / Local Educational Agency (LEA):

Ceres Unified School District

LEA Program Administrator (district person with program responsibility)

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Program Administrator for Collaborating Agency (if applicable)

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Name(s) of After School Program Site(s)

Site Name	Grant Required Minimum ADA	Actual ADA average for Jan – May 2011
Adkison Elementary School	83	192
Blaker-Kinser Junior High	55	88
Carroll Fowler Elementary School	88	173
Caswell Elementary School	83	130
Don Pedro Elementary School	83	139
Hidahl Elementary School	83	106
Mae Hensley Elementary School	55	69
Sam Vaughn Elementary School	98	156
Sinclear Elementary School	83	188
Virginia Parks Elementary School	90	210
Walter White Elementary School	83	161
Westport Elementary School	83	101
La Rosa Elementary School	40	40

Program Description:

The vision of Ceres Unified School District is to provide a positive and safe environment for children that will lead to academic achievement and improved school and community safety.

Target Populations served: - All students in kindergarten through eighth grade are eligible to participate in the ASES program.

Recruitment of students from the target population – ASES registration packets are provided as part of the “back-to-school” information folder mailed to each student’s home prior to the start of the school year. Additionally, each school front office and each school site ASES main room maintains a supply of ASES registration packets throughout the year for interested families. Registration for the ASES program is open throughout the year. Enrollment and attendance is not limited to the minimum funded amount of students (daily). Ceres Unified serves all students that walk through the door each day.

Students with academic deficiencies are identified and specifically invited to participate in the academic intervention portion of the program. Parents are sent a letter from the Superintendent indicating the importance of academic intervention and the potential for the child to be retained (based on CST assessment test scores and teacher recommendation).

Each school site also promotes the ASES program in their monthly school site newsletters, on their school site web pages, and through the District’s website.

Given that Ceres Unified serves more students than the minimum funded amount, annual recruitment is not an issue. Most parents are aware of the program and provide peer support at each site to new incoming students and their parents.

School site staff also provide information to new students and families of the benefits of the ASES program and information on how to register and participate.

Youth and parents are involved in the ongoing design and development of programs. Providing a balance of activities that are reflective of the interests and needs of youth has proven to be the most effective recruitment and retention strategy at the middle school level.

Recruitment and other communication materials are translated into Spanish.

The ASES Program is coordinated, managed and facilitated through the Educational Options Department located in the CUSD District Office. All program staff are recruited and hired through the Educational Options Department. All program activities are facilitated through this office and the dedicated program staff and administration.

Program Schedule:

The Ceres Unified School District operates the ASES and 21st Century after school programs in accordance with state and federal guidelines regarding the required number of hours per day and days per week on every regular school day. Specifically, each after school program site begins serving students when the regular school day ends (varies by school site), remaining open until 6:00pm. Refer to Attachment 2, After School Program, Start and End Times, for specific school site information.

Additionally, program services offered during the months of June and July each summer, immediately begin upon the conclusion of Academic Summer School Program (approximately 1:50 pm) and operate until 6:00pm on each designated day.

Attachment 3, After School Program /ASES-AIP Calendar, provides detailed information regarding the days the after school program is provided during the regular school year for elementary sites. Attachment 4, ASP Calendar provides the same information for junior high sites.

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.)

Assessment of the needs of the community, students, parents and each school was conducted through a comprehensive review of multiple sources of school, community and other local data including those summarized in the following pages.

Table 1: Ceres Community and Stanislaus County Data

Community Data Description	2008-2009	2009-2010
Unemployment Rate - Ceres (EDD)	Sep 18, 2009 19.5%	July 2010 21.6% (Note: Census estimate is 30.3%)
Unemployment Rate - Stanislaus (EDD)	Sep 18, 2009 15.8%	March 17, 2010 18.9%
Poverty Rate – Individuals/Ceres	2005-2007, Census Data 17.6%	Sep 2010 26.7%

Table 2: Ceres Unified School District Demographic Data

School District Data Description	2008-2009 Oct 2008	2009-2010 Oct 2009	2010-2011 Oct 2010
Total Enrollment	11,935	12,205	12,070
Free & Reduced Meals Program (Oct 2008)	73.0%	77.4%	80.2%
Limited English Proficient	5069 (42.4%)	5583 (45.7%)	4406 (36.5%)

Low socio-economic status – As can be seen in Table 1 (above), the critical issue of poverty in Ceres can be traced to the lack of employment opportunities in the region. Contributing factors also include; English as a second language, lack of transportation, lack of education and single parent households.

As can be seen in Table 2 (above), the Ceres Unified School District data is a more accurate indicator of the level of poverty that plagues the Ceres community. The fact that 80.2% of students are eligible for the Free and Reduced Priced Meals Program (up from less than 60% in 2005) is evidence of how drastically the economic stability of the community has declined. Also, 36.5% of CUSD students are Limited English Proficient, an indicator of the percent of families in which English is not the primary language spoken in the home.

Table 3: Crime Statistics

Crime Statistics	2008-2009	2009-2010
Gang Activity on CUSD School Campuses - # of incidents	105	105
Gang Related Incidents Responded to by Ceres PD – Reports filed	115	96
Other Gang Related Activities Responded to by Ceres PD – No Reports filed	81	115
Crime Reports filed by Ceres Police Department occurring on school campuses	295	204

School and community safety – Rates of juvenile crime in Ceres increased during the past decade. Given that our ASES program as well as other diversion programs have been offered, there is a slight decline in youth crime activities over the past two years.

It is of great importance that services focus on prevention, increasing resiliency and providing a safe, supervised environment for children and youth. Our ASES program provides a safe haven for students after school during the peek hours of the day when most juvenile crime occurs.

Table 3 (above) shows the crime statistics for the past two years for gang related activity and other criminal activity on and off school campuses in the Ceres community. While the numbers may not appear to be high, these are considered troublesome for a community of just over 42,000 residents.

Service gaps – Given that Ceres Unified provides the ASES program on every elementary and junior high school campus and our charter school campus, we have provided after school care to over 6000 on an annual basis since 2002. Our program provides academic intervention and support, as well as other activities that are developmentally appropriate, interesting and fun for our students.

No other agency or program has the capacity to provide these services to as many children on a daily, weekly, monthly or yearly basis.

Current community programs and activities – City of Ceres Parks and Recreation Department provides activities to small groups of children within the community for a fee.

Ceres Unified's ASES program provides all program services **free of charge** to all students, regardless of socio-economic status or any other factor.

Assessment process – CUSD and the Ceres Community Collaborative conducted a comprehensive needs assessment to determine the educational and enrichment strengths and needs of programs at both the local and community levels. The following methods were used:

- (1) A CUSD and Ceres Community Collaborative coordination and evaluation team conducted a community "strengths and needs inventory". Data from the following sources was collected and analyzed: the *Family Learning Centers annual program evaluations 2000-2001 and 2001-2002*; "Unleashing the Power", *Stanislaus County, Community Health Assessment*; *21st CCLC annual program evaluation 2001-2002* and parent and student focus groups.
- (2) Schools completed individual needs assessments. Data was collected using surveys and questionnaires. In completing surveys, schools looked at existing achievement and assessment data (including parent and youth surveys, California Safe Schools Assessments, and Healthy Start Plan) and also collected data through asset mapping and program planning activities with area community based organizations (CBOs), program staff, parents and youth.

While the assessment noted above was conducted in 2002 to justify the initial pursuit of after school program funding, the needs that were identified have not changed. In fact, these needs have increased as the community and those who live in it, has been drastically affected by the economic depression that plagues our nation, and most specifically California. Stanislaus County has the highest unemployment rates in the entire state. Consequently, Ceres families are greatly affected by the consequences of increased unemployment and increased costs of living. Current data continues to change as more families are seeking assistance with basic needs, resulting in more of our students qualifying for homeless assistance funding more than ever before. From the 2008-2009 school year to the 2010-2011 school year (the past 18 months) there has been a 500% increase in the number of students identified as homeless in our district.

- Program goals developed from the results of the needs assessment.

Selected goals - CUSD and the Ceres Community Collaborative have identified three main goals to provide children with access to quality academic and enrichment activities.

1. To provide students a safe and supervised after school learning environment.
2. To improve students' academic skills through the use of materials that compliment and reinforce the core curriculum.
3. To provide students recreational activities that serve as healthy alternatives to crime, juvenile delinquency, to compliment the Educational Component by weaving academic enrichment into fun activities that entice students to learn; to foster in students a sense of community development and responsibility.

Supporting and extending school goals - The ASES program supports school site goals that include: improving student academic performance; expanding the use of technology as a tool to enhance education; and ensuring safe physical environments for students, staff, parents, and the community.

ASES activities that enhance these goals include tutoring and homework assistance in the areas of mathematics and language arts, and providing students a safe and supervised learning environment during the after school hours.

ASES staff ensure that the appropriate Safe and Civil School strategies set by each site are implemented during the after school hours. These strategies include: daily supervision of road crossing areas at and around 6:00pm when students leave the program; posting of school rules, fire drill procedures, and evacuation routes.

- Student Retention and Attendance Target Maintenance

Given that Ceres Unified serves more students than the minimum funded amount, annual recruitment is not an issue. Ceres Unified works to retain student participation and maintain consistent attendance by creating a program that not only supports academic achievement but also provides a fun and safe environment for students during after school hours.

The average daily attendance of each participating site is reviewed on a monthly basis by the Grants Specialist to ensure that each site is meeting its target attendance goal. Additionally, the ASES Program administrative staff is fully aware of the target totals for each site, reviewing site attendance totals on a daily basis as they are emailed to the District Office for tracking and reporting purposes. Any identified deficiencies are immediately addressed with action plans immediately implemented to increase student daily attendance and participation.

- How will data be collected on student subgroups to address closing the achievement gap? (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 at: http://www.closingtheachievementgap.org/downloads/p16_ctag_report.pdf.)

Ceres Unified School District has made it a priority to close the achievement gap between subgroup populations and total student population data. CUSD's Educational Services Division has staff focused on the collection and analysis of student assessment data that includes annual CST data and standards aligned benchmark data assessments to immediately identify students not meeting standards throughout the year. Ceres Unified has implemented instructional practices such as Direct Instruction, Differentiated Instruction and Student Engagement to promote the effectiveness of the content instruction in each classroom. All teachers are required to assess each student's data and to use that data to drive their instructional decision making to ensure that any identified gaps in learning are met with re-teaching and reinforcement of the skills developed. This reinforcement occurs through the After School Program and Summer School. Regular school day teachers are required to regularly pull assessment data from the District's Student Assessment Database – Measures. All teachers have received training on how to retrieve these reports and then utilize their grade level planning and review meetings in which to review the data and strategies on effective teaching practices. The District also utilizes several instructional coaches who support teachers through a peer coaching model on instructional delivery and effective teaching practices based on Direct Instruction and Student engagement, specifically.

Annual reports are presented to the CUSD Board of Trustees regarding the actual subgroup data over time and progress made toward meeting the District's Strategic Plan goals that focus on student achievement.

II. Program Content/Quality

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

The ASES program is offered Monday through Friday, from the time school is dismissed until 6:00pm, coinciding with each school site's daily schedule and school calendar.

ASES program components will be provided by CUSD in partnership with community-based organizations. Through these partnerships an array of recreational, academic and enrichment activities will be provided to provide our students a safe and fun place to be after school.

Students can choose from many activities, including: art, dance, games, and outdoor recreation activities. Children who come to this program enjoy a snack, work on homework, and then choose an activity to participate in. Each Tuesday, Wednesday and Thursday students will also participate in targeted academic instruction through the Academic Intervention Program, in addition to homework assistance.

Academic Intervention Program

Students attend this program for 1½ hours after school on Tuesdays, Wednesdays, and Thursdays. Students receive 30-45 minutes of homework help, and then work on specific skills in Language Arts and Math. Lessons utilized parallel the regular school day curriculum. Approximately 79 days per year are provided, with exceptions on minimum days and holidays.

Enrichment Activities

Enrichment activities are provided to students not mandated to attend the AIP portion of the after school program. These activities reinforce Language Arts and math skills through fun and interesting activities and games specifically designed by the same publishers of the regular school day curriculum.

ELD (English Language Development)

The ELD class is for students who have scored a 1 or 2 on the CELDT test during regular-day school.

The Academic Intervention Program is available for students who are at risk of, or recommended for, retention and at risk of not passing The California High School Exit Exam. It is an academic program designed to give support to struggling students to bring them closer to grade level.

Process

- Students are assessed using District Multiple Measure Assessments and identified as "at risk" using the retention criteria (Assessments occur during the first three months of school).
- Entry form filled out by teacher enrolling student in AIP.
- Parents are notified by teacher (District Letter).
- Teacher identifies students' needs on Student Profiles.
- Student Profiles are used to maintain database to track progress

On average, students who participate in the AIP programs regularly have shown significantly higher scores on the end of year testing than those who attended irregularly. In addition, teachers report that most students who regularly attend these programs make higher gains on report card grades and on district tests!

Students are enrolled based on academic performance, reflected by report card grades and testing scores in reading, writing, and math. Teachers analyze these scores, consider classroom performance, and determine if a student would benefit from these programs.

Based on California State Law, we are required to offer remediation to students who are recommended for retention, or at risk for not passing the High School Exit Exam. Teachers enroll students, and when adequate progress is made, they can recommend the student be dropped from the program.

- Describe how the after school program is aligned with the regular school day.

Alignment with the regular school days occurs in many ways.

- 75% of the teachers employed in the After School Program (AIP-the academic component of ASES), are certificated regular school day teachers in Ceres Unified. This participation by our regular day teachers to instruct in the After School Program, allows our district to provide continuity of instruction with the state standards and ease in implementing the Academic intervention Program pacing calendar, as it is aligned and parallels the regular school day pacing calendar in English Language Arts and Mathematics.
- The schedule for the ASES program is aligned to the regular school day to ensure the program is offered every school day, including minimum days.
- The benchmark and annual formal assessments, provided as part of the regular school day, are utilized by district administration, site administration, regular school day teachers and others in partnership with the after school program administration to identify and plan the best course of action for instruction in the AIP program.
- Student behavior concerns are immediately communicated between the regular school day staff and the ASES staff to ensure students' needs are properly addressed and to ensure the student does not bring the negative behaviors to the ASES program.

The ASES program is not a stand-alone program; rather it is a program that has been embraced by all sites and one in which regular school staff and ASES staff work together to best serve the needs of all students and their families.

- Describe how the program identifies and selects nutritious snacks.

Snacks are provided by the District's Child Nutrition Department. The Child Nutrition staff ensures that all snacks provided on a daily basis meet the requirements and nutrition standards as established by the U.S. Department of Agriculture. Snacks are also provided in accordance with the guidelines set forth in Senate Bill 19. Daily the school site ASES lead submits an order for snacks for the next day to the Child Nutrition office. Each morning the requisite number of snacks is delivered to each school site for distribution later that day in the after school program. All snacks are maintained in appropriate temperature controlled storage on site. The cost of snacks is reimbursed to the district through the Free and Reduced Priced Meals Program.

- Transportation.

Students who ride the bus to and from school, are provided the same service as part of the after school program. Students attending a school other than their home school, are provided transportation back to their home school each day following the academic component of the program. Bus route information is available in the ASES office.

III. Collaboration and Partnerships

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

The Ceres Community Collaborative was formed in 1994 as a planning group for a Healthy Start project. The Collaborative has grown in size and importance over the past 16 years. Currently, a total of 35 partner organizations, including faith-based organizations, local governmental agencies, independent youth-oriented organizations, Institutions of Higher Education, and grant-funded agencies are involved.

Policy and decision-making - CUSD and the Ceres Community Collaborative model combines site-based management and governance with oversight and support at the district and community levels. Program supervisors integrate program goals and activities with other community development initiatives (e.g., Healthy Start,). There is ongoing articulation and linkages among regular school day and after school program staff. There is shared accountability for outcomes and parents and students are equal partners in program implementation. Proactive communication methods currently implemented at the community and site levels include collaborative meetings and training; email and fax updates; collaborative and program calendars. Community stakeholders, including parents and youth, have contributed to the vision, design and development of programs through participation in site-based, district and collaborative evaluations. CUSD and the Ceres Community Collaborative are committed to ensuring meaningful community involvement at all levels. CUSD in partnership with the City of Ceres hosts the regularly scheduled collaborative meetings for the purpose of bringing together community partners, with after school program staff and youth, to facilitate the ongoing evaluation of the ASES enrichment and educational activities, while leveraging community assets and resources.

The meetings of the Ceres Community Collaborative also serve as the means through which data is reviewed with student, parent, and community input, with input for modifying or updating program services.

- List and describe the collaborative members, including any specific duties/responsibilities or contributions.

A complete list of the members of the Ceres Community Collaborative is maintained by the ASES program administration, lead staff and the District's Grants Specialist.

The following is a list of Collaborative members with responsibilities directly related to the ASES program, with a brief description provided.

- *Center for Human Services*: provides counseling and intervention, needs assessment.
- *Girl Scouts*: provides character education, life skills, and activities for girls.
- *First Southern Baptist Church*: character education and self-esteem building.

- *Ceres Healthy Start*: provides case management, parent referral, and parent education.
 - *Project YES*: provides emotional, educational, and employment support.
 - *Stanislaus Literacy Center*: provides literacy services and materials to children and adults.
 - *Ceres Partnership for Healthy Children*: provides case management and referral to families.
 - *Principals*: provide support of the program, approve site supervisors, and provide over program input.
 - *Teachers*: collaborate with the program staff to best meet the needs of the students.
 - *City of Ceres*: provides community facilities and specialty classes for children.
 - *Ceres Police Department*: provides drug and gang awareness and intervention activities.
 - *Ceres Department of Public Safety*: provides diversion services to the at-risk students.
 - *Stanislaus County Office of Education*: provides technical assistance and staff development.
 - *California State University, Stanislaus*: provides academic assistance tutors to the program
 - *Modesto Junior College*: provides role-modeling and tutoring to the students.
 - *Parent Institute for Quality Education*: provides parent education and literacy to families.
- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

Given that the membership of the Ceres Community Collaborative is wide ranging and representative of a wide variety of agencies and service providers, our program has utilized the services of each over the years and established working relationships that carry the program forward. As our partners identify new potential members, an evaluation of the appropriateness of their services, etc is conducted to determine if formal agreements for services can be established. We are working to expand the number of partners we have in the area of visual and performing arts, seeking to expand on the District's relationship with the Gallo Center for the Arts in Modesto.

- List the projected meeting schedule.
 - Formally, meetings occur on a quarterly basis each year. Meeting minutes are posted on the Ceres Unified School District website at www.ceres.k12.ca.us (Community page).
 - In-formally, sub-committee meetings occur monthly or more frequently, as needed, to coordinate services.

IV. Staffing

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

The District's job description for Instructional Paraprofessional I, includes the following:

- Title I paraprofessionals whose duties include instructional support must have:
 1. High school diploma or the equivalent, **AND**
 2. Two years of college (48 units), **or**
 3. A. A. degree (or higher), **or**
 4. Pass a local assessment of knowledge and skills in assisting in instruction.

Qualifications include:

Knowledge of:

General classroom procedures; basic English usage and math skills; general office machines; general principles of child development.

Ability to:

Communicate effectively with a wide variety of personalities and maintain cooperative relationships with those contacted in the course of work; pass Proficiency Test; operate office machines; learn the subject areas taught in specific assignment(s); understand and implement oral and written directions in English

Experience

One year experience working with school age students

Education

High School Diploma or equivalent

Supervision

Under general supervision, reports to the site administrator; receives direction and assistance from assigned certificated staff member(s)

Table 4: ASES (site-based) program staff providing *direct* services to students

Job Title	Duties	NCLB Certification Required YES or NO
Lead Recreation Leader	Supervise recreation staff and activities; provide homework assistance to students, coordinate site activities and serve as liaison to the academic lead teachers.	Yes (Instructional Para)
Recreation Leader	Facilitates the recreation and enrichment activities at program sites	No
Academic Intervention Teacher	Provides academic intervention instruction and homework assistance – must hold a valid teaching credential	Yes (Certificated Teacher)
Academic Intervention Tutor	Provides academic intervention tutoring and homework assistance	Yes (Instructional Para)
Lead Academic Teacher	Provides supervision of program teachers to ensure standards based instruction is provided and to deal with any behavior or disciplinary problems.	Yes (Certificated Teacher)

As can be seen in Table 4 (above), the site based staff responsible for administering direct services to participating students must meet NCLB qualify requirements, except for the Recreation Leaders, who do not directly supervise students in an academic setting.

Table 5: ASES program support staff providing *direct* services to students

Job Title	Duties	NCLB Certification Required YES or NO
ASES Administrative Assistant	Supervises all recreation staff and activities; provide direct on-site implementation protocol, assists staff in coordinating site activities and collaborates with academic lead teachers and academic intervention teachers.	Yes (Instructional Para)
ASES Attendance Secretary	Facilitates the creation and dissemination of attendance logs, registers students into the Student Information System.	No
ASES Curriculum Secretary	Coordinates the ordering and dissemination of curriculum materials, supplies and media request from academic intervention teachers.	No
ASES Recreation/Enrichment Secretary	Facilitates the scheduling of substitute staff, processes materials and supplies needs, confirms guest presenters, prepares materials for ASES staff trainings.	Yes (Instructional Para)

As can be seen in Table 5 (above), the ASES staff responsible for administering direct services to participating students must meet NCLB minimum requirements as a paraprofessional. This policy excludes the Recreation Leaders, who do not directly supervise students in an academic setting.

Ceres Unified School District makes every effort to hire adequate certificated and classified staff to maintain a program staff to student ratio of 1 to 20, respectively.

- How will staff be recruited and retained?

ASES program staff (instructional and recreational) is recruited by the Educational Options Department through the District's Personnel Services office. All labor laws and union regulations regarding recruitment and employment of personnel are strictly adhered to for all positions.

Positions that require a formal job posting and open job announcement are facilitated by the Personnel Services Division through the district's Ed Join job announcement website and through the job announcement posting board located in the lobby of the District Office. Candidate applications are screened for meeting the minimum job requirements and experience. Potential candidates are notified for participation in the interview process, with successful candidates offered employment in the program on a year-to-year basis. The Educational Options Department administration in partnership with District administration work diligently to retain those staff members that demonstrate excellence in their job performance and commitment to the program goals.

Ceres Unified's ASES program is fortunate to have many returning staff members. This occurs as a result of the fact, that many relevant trainings and workshops are provided. Most trainings offered are scheduled throughout the school year and are attended on a rotation basis. The ASES Program also retains its staff as a result of the fact that pay is based on a stepped salary schedule for up to five years.

- Provide descriptions of the services provided by sub-contractors, if applicable.

At this time sub-contractors only consist of those we use for the ASES program offered during the summer session. These services include local area experts providing assemblies, special presentations and interactive activities. For example, karate, bicycle safety, reptile road show, science road show, and more.

- An organizational chart is recommended.

The Ceres Unified School District ASES Program Organizational Chart is provided as Attachment 1.

- How will the administrators ensure that all staff who directly supervise pupils, meet the minimum requirements of an instructional aide?

The CUSD Board of Trustees passed a policy that all ASES after school staff that directly supervise pupils in an academic setting must meet the minimum requirements of a paraprofessional as mandated under No Child Left Behind federal legislation. As such, all program staff that conduct any duties related to academics must meet the qualifications of No Child Left Behind prior to being placed in a position at any one of our school campuses. This ensures that no one is in an academic setting without meeting these qualifications. For classified positions in which the staff are directly supervising pupils, each staff person must certify and re-certify (as required) that they meet these requirements. Certification can be obtained by passing the NCLB paraprofessional assessment test. Upon successful certification then staff is allowed to be placed in an academic setting with pupils, in which direct supervision occurs.

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

Given that the ASES program in Ceres is managed through the Educational Options Department, professional development is coordinated and provided to all program staff through the program administrative leads.

Examples of staff development include:

- Academic Intervention teacher -Curriculum and Instruction training prior to program start up each year (early August).
- Academic Intervention teacher training on using student assessment data to inform instruction (each October)
- Academic Intervention teacher training (ELD teachers) – Topic - “Hitting the 4 ELD areas-Reading, Writing, Speaking, & Listening” (October).
- Academic Intervention teacher training –“Teaching Strategic Standards for Math using hands on and multiple representations” – (each January)
- Academic Intervention teacher training - Math-Standards Plus Intervention Training-(each January)
- Lead Recreation Leader and Recreation Leaders– Start-up training, includes classroom management, Sparks, CPS, Lit-Art, emergency situations and public contacts (annually each August).
- Lead Recreation Leader – Summer Institute 3 day training providing hands-on workshops to learn and reinforce a variety of after school program strategies, activities and problem solving techniques (early August, annually) .
- Lead Recreation Leader and Recreation Leaders - Skillastics Training, providing strategies and techniques instrumental in guiding youth behavior (September).
- Lead Recreation Leader - Mandated Reporting, understanding the importance of reporting youth related issues mandated by law, and to develop skills to acquire appropriate information as part of the reporting process (September).
- Lead Recreation Leader and Recreation Leaders - Classroom management training focusing on concrete techniques that allow after school personnel to improve student productivity, while maintaining a positive classroom atmosphere (October).
- Lead Recreation Leader - Great Explorations in Math and Science (GEMS) is a growing national resource for the advancement of activity-based science and mathematics (December).
- Lead Recreation Leader and Recreation Leaders - CPR / First Aid (March)
- All Staff using computers as part of the job duties – technology support training in a variety of areas (ongoing as needed).

Professional development and training activities are determined based on an analysis of the experience of the staff in working in after school programs, an analysis of the educational training of the staff and years of teaching experience, direction of the

program for curriculum and content, and the fact that it is the ASES Program policy to have all staff attend classroom management and mandated reporting each year.

Staff must also attend trainings required by the district of all employees, including sexual harassment, injury and illness prevention, and technology training on attendance tracking.

V. Program Administration

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

Fiscal accounting and reporting for the ASES grant is managed through a primary and secondary method.

The primary method occurs through the CUSD Business Office tracking and maintaining all fiscal records that meet local, state, and federal guidelines for public school district, as well as those guidelines that govern the administration of grant funds. This includes the processing of Purchase Orders for final approval from the Director of Business Services, approval of contracted services agreements by the Assistant Superintendent of Business Services, the maintenance of the General Ledger and all payroll related information by the Business Services accounting staff, etc. Budget report responses related to actual expenditure calculations and figures are generated by the Business Office Budget Analyst.

The secondary method occurs through the Educational Options, Grants Specialist who is responsible for creating and revising all program budgets, reviewing and approving all program expenditures (with additional approval requested by the Assistant Superintendent of Student Support Services) to ensure with grant spending allowances and guidelines. All requests for expenditures must follow a comprehensive request process before any formal documentation is filled out and submitted – including PO's, Warehouse Supply Order Forms, Media Request Forms, Cal Card purchases, etc. The Grants Specialist maintains grant budget expense tracking records to ensure that spending is with the guidelines and with in the budget amounts per object code. Upon receipt of the Budget report responses related to actual expenditure calculations and figures from the Business Office Budget Analyst, the Grants Specialist provides the budget expenditure narrative explanation of each type of expense as required by the report.

Additionally, the Grants Specialist is required for submitting all attendance reports accurately and timely on the ASSIST web based reporting system for ASES programs in California. The Budget Analyst and Grants Specialist work together to ensure all reports are completed and submitted within the due dates and ensure the district is in compliance in all areas of spending.

Due dates of all reports are calendared at the beginning of each year to provide ample time for report preparation and submission. Attendance report information is maintained

through a monthly report created and maintained by the Educational Options Secretary II responsible for attendance gathering from sites on a daily basis, auditing for accuracy and determining if all attendance has been entered into the District's Infinite Campus Student Information System. The Grants Secretary verifies the monthly summary and then reviews it with the Grants Specialist to ensure the required ADA is being met.

- 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.

Each year the Grants Specialist requests members of the Ceres Community Collaborative to review their program services provided to Ceres Unified's ASES program and calculate the value of those services. This value is then translated into a formal letter from the agency and sent to the Grants Specialist for maintenance in the ASES grant file for audit and grant compliance verification. The total of the in-kind contribution is calculated to ensure compliance to the 1/3 requirement, as well as to meet the restriction of 25% for facility usage.

The 2010-2011 and 2011-2012 match contributions to Ceres Unified School District's ASES Program are listed below in Table 5. The contributions exceed the minimum required amount of \$ 482,397 based on 1/3 of the grant award amount of \$1,447,335.

Table 5: In-Kind Contributions to Ceres Unified's ASES Program

Agency Name	In-Kind Value 2009-2010	In-Kind Value 2010-2011
Ceres Adult School	\$37,637	\$42,466
Ceres Healthy Start	\$48,696	\$57,344
Ceres Unified School District Custodial and Maintenance	\$62,400	\$62,400
Ceres Unified School District Facilities	\$120,599	\$120,599
Project YES	\$16,500	\$8,500
Ceres Partnership for Healthy Children	\$26,000	\$18,000
Creative Learning Children's Program	\$8,677	0
Ceres Unified School District Administrative Oversight	\$55,688	\$63,104
Ceres Unified School District AA Support	0	\$48,609
Indian Education	\$52,542	\$47,770
Ceres Unified Technology Dept – Security Cameras	\$17,167	0
Sinclear Elementary – Computer Lab	\$36,491	0
Virginia Parks Elementary – Technology	\$24,827	0
Homeless Education and Support	0	\$13,877
Total In-Kind Contribution	\$507,224	\$482,669

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

Ceres Unified takes attendance tracking very seriously. Policies and procedures have been developed for each school site Recreation Leader to ensure attendance is properly taken and recorded in the Infinite Campus Student Information System, on a daily basis.

- The Lead Recreation Leader picks up prepared ASES attendance sheets from the ASES office each Friday for the next week.
- Each Monday the Lead Recreation Leader drops off the previous week's attendance to the ASES office for reviewing and tracking.
- Each Monday the recreation-enrichment secretary delivers all ASES attendance sheets to the Educational Options Department for reviewing and tracking.
- The Lead Recreation Leader takes attendance every day as the students enter the cafeteria for snack.
- Manual attendance forms are completed neatly and accurately – students are organized by grade level while obtaining snack, to make attendance taking a more efficient process, as the attendance sheets are pre-printed (based on registration submission) by grade level and alpha order.
- If a student's name does not appear on the attendance sheet the Lead Recreation Leader prints the student's first and last name in a blank row at the end of the report. The Lead Recreation Leader follows up with the parent when the child is picked up to ensure a proper ASES registration form is completed and returned so the child can continue to attend. All Lead Recreation Leaders have access to Infinite Campus to obtain emergency contact information on all students in the event of an emergency.

Early Release:

- Every student who attends ASES Program is signed-out by their parent/guardian as stated in the ASES Sign-Out Policy (refer to below). The Early Release Policy has been Board approved by the CUSD Board of Trustees.
- Parents/guardians are required to enter the school campus and physically sign-out their child from the program.
- In some cases, students are allowed to sign themselves out of the program. This is indicated in their registration form by the parent. Lead Recreation Leaders keep note of these students. All walkers are released at 4:30 p.m.

Late Release:

- Students who are picked-up after 6:00p.m. are signed-out on the Late Release Sign-Out Sheet. This assists the Lead Recreation Leaders track repeat offenders. On the third offense (for any one student) a Late Release Counsel Letter is given to the parent/guardian before the child is signed out. The parent is counseled on the consequences of late pick up (e.g., student removed from program, law enforcement contacted regarding abandoned child, etc.)



Ceres Unified School District

ADMINISTRATION
Scott Siegel, Ed. D.,
District Superintendent

STUDENT SUPPORT SERVICES DIVISION
Jay Simmonds
Assistant Superintendent

Early Release Sign Out Policy and Late Pick-Up Procedure 2011-2012

- Participating students ***will*** be allowed to sign themselves “in” and “out” to go home on their own, ***ONLY*** if parent/guardian designates this authorization on the ASES Enrollment Form. Parent/guardian will indicate a specific time for the student to exit the program each day. Students authorized to walk home by themselves will follow the “Sign Out” procedure as described below.
- Parents/Guardians (designated on enrollment form) shall physically walk into the facility to pick up participating child. Daily, parent/guardian must sign the Sign “Out” form prior to the child exiting the program each day. Failure to sign child “out” may jeopardize child’s eligibility to continue to participate.
- Brothers and sisters a participating child will be allowed to sign “out” enrolled sibling ***ONLY*** if their name is listed on enrollment form as an authorized individual.
- Adults other than parents/guardians will ***ONLY*** be allowed to sign “in” and sign “out” participating children if they are designated on the enrollment form as an authorized individual.
- Parents/Guardians may update enrollment form at any time to change the names of the individuals authorized to sign “out” the participating child.
- Participating students will be picked up by 6:00 p.m. If a student is picked up after 6:00 p.m. more than three times, the student will be removed from the program for the remainder of the semester. Parents will receive a Late Release Counsel on the third offense informing them of the circumstances.

“Committed to Excellence, Responsive to Every Student”

2503 Lawrence Street • P.O. Box 307 • Ceres, California 95307 • Telephone (209) 556-1550 • Fax (209) 541-0947

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

This Program Plan is formally reviewed on an annual basis to ensure that the plan continues to meet the needs of the program participants, academically, socially and physically. As assessment data is reviewed for the ASES program, the Coordinator of Educational Options will also review other district data available, as well as local health related data, etc. to determine if additional services are needed, if activities need to be modified to meet the needs, if curriculum needs to be adjusted, pacing calendars adjusted etc. While this process formally occurs on an annual basis, there continues to be on-going formative assessment of the program in order to make mid-year adjustments as needed, rather than waiting until the next year to implement needed changes and updates. The formal review (summative) is conducted by the Ceres Community Collaborative. The formative review is conducted by District and site staff, with parent and student input.

VI. Outcome Measures and Evaluation

- How will you evaluate the program's effectiveness?

CUSD and Ceres Community Collaborative have worked to develop an evaluation process that meets the needs of all partners: state, county, school sites, program staff, parents and youth. The system is streamlined to be implemented efficiently by program staff and is integrated to show results in key priority areas such as improved academic scores in literacy and math and improved student, school, and community safety. Results will be used to enhance program operations and ensure sustainability.

The evaluation plan includes the following:

1. Identifying appropriate outcome measures for each level for which data will be collected.
2. Utilizing the District's Student Information System and Student Assessment Database that captures result indicators.
3. Analyzing and producing reports for each level.
4. Reviewing and modifying program and evaluation procedures with all levels, including parents and students, and providing feedback for future planning and program improvement.
5. Modifying or supplementing program activities to address findings.

Resources have been allocated for ongoing training and technical assistance through the evaluation team and CUSD. This effort includes the area of program and evaluation systems implementation. The following table summarizes the measurement of results and the collection and reporting of the data.

Table 6: Evaluation Data Indicators

Level of Data Collection	Indicators	How Collected
Individual Level Data (including student, parents, staff, and administration).	<ul style="list-style-type: none"> - Student program attendance - Student intake data - Behavior problems/improvements - Program satisfaction 	<ul style="list-style-type: none"> - Program attendance records (biannual) - Student intake forms (biannual) - Discipline records (biannual) - Student, parent, staff, principal surveys (annual)
Program Level Data	<ul style="list-style-type: none"> - Program enrollment and attendance information - Staffing - Program content/curriculum - Staff training and retention 	<ul style="list-style-type: none"> - Attendance records (biannual) - Employment records (annual) - Staff development logs (biannual)
School/District Level Data	<ul style="list-style-type: none"> - School attendance data - STAR scores (reading, English & math) - School discipline data 	<ul style="list-style-type: none"> - School attendance records (biannual) - District assessment database (annual) - District California Safe Schools Assessment (CSSA) data (annual)
Other Agencies &/or Regional Collaborative	<ul style="list-style-type: none"> - Regional crime data 	<ul style="list-style-type: none"> - CSSA data &/or police records (annual)

The ASES Evaluation Team has extensive experience as independent evaluators. The evaluation team assumes primary responsibility for the evaluation design, developing materials and procedures, providing training and monitoring data collection. The evaluation team will be responsible for analyzing and reporting outcome results.

- What required outcome measure(s) pursuant to *EC 8484(a)(2)* have been selected to demonstrate program success?

As noted in Table 6 (above), STAR testing data (CST assessments in English Language Arts and Math) will be used to measure academic goal attainment pursuant to Ed Code 8484(a)(2).

- Describe the results of the selected outcome measures.

Over the past seven years Ceres Unified schools have maintained a steady growth in the Academic Performance Index scores and Similar Schools rankings. An analysis of the CST scores submitted for each participating ASES student over the same period shows that individual student scores have increased, of course resulting in the overall API increasing over time.

Additionally, of the students that attended the Academic Intervention portion of the ASES Program 90% or more of the days offered, 45% **increased** a level on the California Standards Test (CST) English/Language Arts test from the Spring of 2010 to the Spring of 2011. Also noteworthy is the fact that 84% increased or maintained their level on the ELA CST for the same period.

Lastly, of the students that attended the Academic Intervention portion of the ASES Program 90% or more of the days offered, 48% **increased** a level on the California Standards Test (CST) Math test from the Spring of 2010 to the Spring of 2011. Also noteworthy is the fact that 81% increased or maintained their level on the Math CST for the same period.

Table 7 (below) summarizes the API scores for the participating ASES school sites since 2008, as well as the most current Similar Schools ranking for each school. Six schools have scores above 800, with an additional two sites just under the 800 mark. Ten sites have rankings of 8 and above for Similar Schools (8 is the minimum target).

Table 7: Ceres Unified ASES Sites API Scores 2008-2011 & Similar Schools Rank

Ceres Unified School District Academic Performance Index (API) Report					
School	2008	2009	2010	2011	2010 Similar Schools Ranking
Elementary Schools					
Adkison, M. Robert Elementary	731	775	777	788	9
Caswell Elementary	677	712	720	772	7
Don Pedro Elementary	768	779	799	769	10
Fowler, Carroll Elementary	771	777	805	814	9
Hidahl, Joel J. Elementary	731	768	785	819	9
La Rosa Elementary	745	798	798	821	8
Parks, Virginia Elementary	805	805	805	796	8
Sinclear Elementary	768	795	804	804	9
Vaughn, Samuel Elementary	769	796	814	816	8
Westport Elementary	798	852	858	862	10
White, Walter Elementary	689	720	708	725	6
Junior High Schools					
Blaker-Kinser Junior High	710	705	698	714	6
Hensley, Mae Junior High	721	761	743	767	8

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

The monitoring of student academic progress is facilitated by the ASES administrative lead (Coordinator of Educational Options) in collaboration with the regular day teachers and the ASES Academic Intervention teachers. This collaboration assists the ASES teacher in tailoring the instruction to meet the identified needs of the students. Standardized benchmark assessments are reviewed with adjustments made to the AIP pacing calendar to ensure students are on track to meet the state standards in the core subject areas.

Addendum:

Included as an addendum is the Ceres Unified School District After School Program Work Plan summarizing the district's compliance with each regulation that governs the ASES program. This document presents the information in a table format that includes:

- a brief explanation of the requirement based on current law, etc.
- a description of the ASES activity that fulfills the requirement
- target dates of when the activity occurs
- evidence in the form of a document or data that verifies the activity occurred
- a description of the benefit or outcome of the activity

The Work Plan is valid for the same three year period as this Program Plan. Both documents are reviewed for accuracy, completeness and compliance. Any deficiencies are immediately addressed, with changes and modifications implemented in a timely manner.

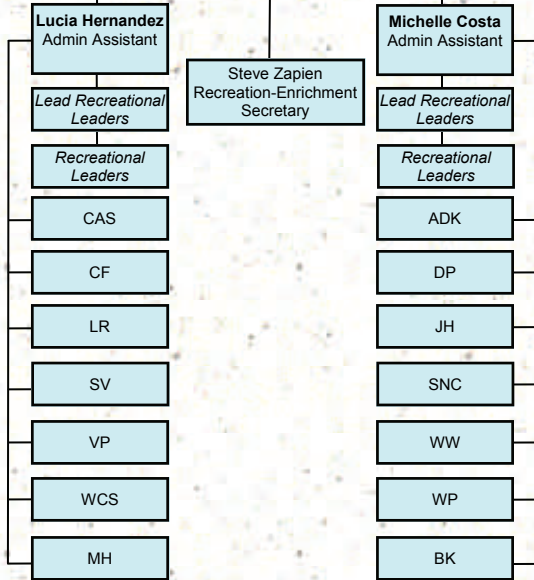
Ceres Unified School District
Scott Siegel, Ed.D., Superintendent

Jay Simmonds
Assistant Superintendent,
Student Support Services Division

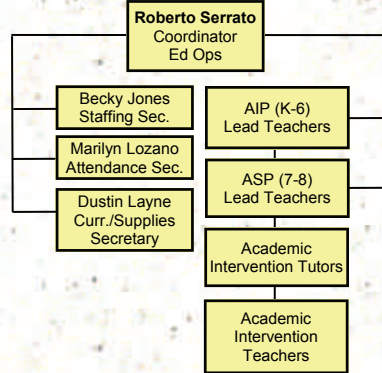
Addie Sargent
Admin. Secretary IV

After School Programs

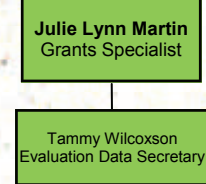
ASES/21st Century



AIP/ASP



Program Evaluation and Grants



After School Program Start and End Times

2011-2012

Adkison Elementary	2:35 pm - 6:00 pm
Whitmore Charter School (Berryhill Campus)	3:25 pm - 6:00 pm 1:42 pm - 6:00 pm (Wed)
Blaker-Kinser Junior High	2:15 pm - 6:00 pm
Carroll Fowler Elementary	2:45 pm - 6:00 pm
Caswell Elementary	2:25 pm - 6:00 pm
Don Pedro Elementary	2:40 pm - 6:00 pm
Hidahl Elementary	2:35 pm - 6:00 pm
La Rosa Elementary	2:35 pm - 6:00 pm
Mae Hensley Junior High	2:25 pm - 6:00 pm
Sam Vaughn Elementary	2:25 pm - 6:00 pm
Sinclear Elementary	2:25 pm - 6:00 pm
Virginia Parks Elementary	2:45 pm - 6:00 pm
Walter White Elementary	2:55 pm - 6:00 pm
Westport Elementary	3:25 pm - 6:00 pm

After School Program-ASES-AIP

AIP- 556-1550
ASES- 556-1548

Elementary Schools Only
2011-2012

AUGUST

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8/10 = 1st Day of School
8/31 = Elementary Minimum Day

SEPTEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9/5 = Schools/District Closed - Labor Day
9/13 = 1st Day of AIP
9/28 = Minimum Day Elementary Only

OCTOBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10/31 = Schools Closed/District Open

NOVEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11/11 = Schools/District Closed - Veteran's Day
11/14-18 = Parent/Teacher Conferences - Elementary/Min Day
11/24 - 11/25 = Schools/District Closed - Thanksgiving
11/28 = Schools Closed/District Open

DECEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12/22 = Schools Closed/District Open
12/23, 26, 30 = Schools/District Closed - Winter Break
12/27 - 12/29 = Schools Closed/District Open - Winter Break

JANUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1/2 = Schools/District Closed
1/3-1/6 = Schools Closed/District Open- Winter Break
1/16 = Schools/District Closed - Martin Luther King Day

FEBRUARY

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

2/13 = Schools/District Closed
2/14-17 = Schools Closed/District Open
2/20 = Schools/District Closed

MARCH

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

3/15-16 = Parent/Teacher Conferences - Elementary/Min Day

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

4/5 = Last day of AIP
4/6 = Schools/District Closed - Spring Break
4/9 - 4/13 = Schools Closed/District Open - Spring Break

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

5/17 = Minimum Day - Elementary
5/28 = Schools/District Closed - Memorial Day
5/31 = Last Student Day - Minimum Day

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30




6/1 = Schools Closed/District Open
6/4 = First Day of Summer School Session I / ASES 1:55-6:00
6/29 = Last Day of Summer Session I




JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

7/4 = Schools and District Closed- Independence Day
7/16 = First Day of Summer School Session II
7/27 = Last Day of Summer Session II

Key

-  First and Last Days of School – ASES Running
-  ASES Running – Elementary & Junior High
-  Schools & District Closed

-  Elementary Minimum Day – ASES Running
-  First & Last Day of AIP– Academic Intervention Program
-  AIP– Academic Intervention Program

-  Schools Closed — District Open
-  Junior High School Minimum Day
-  Summer Sessions

Ceres Unified School District

Junior High ASP Calendar 2011-2012



AUGUST

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8/8, 9 - Furlough Day
8/23 - First Day of ASP

- First and Last Days of Quarters/Semesters—GRADES DUE
- Parent/Teacher Conferences - Junior High
- Progress Reports Due
- Schools and District Closed
- Schools Closed, District Open
- Furlough Day
- Minimum Day

SEPTEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9/5 - Schools and District Closed - Labor Day
9/8 - Progress Reports Due

OCTOBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10/14 - End of 1st Quarter - Grades Due
10/18, 19, 20 - Parent Teacher Conferences - NO ASP
10/21 - Minimum Day
10/25 - First Day of 2nd Quarter
10/31 - Furlough Day

NOVEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11/11 - Schools and District Closed - Veteran's Day
11/17 - Progress Reports Due
11/24, 25 - Schools and District Closed - Thanksgiving Break
11/28 - Schools Closed, District Open

DECEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12/14 - End of 2nd Quarter/ 1st Semester - Grades Due
12/22 - Furlough Day
12/23, 26 - Schools and District Closed—Winter Break
12/27, 28, 29 - Schools Closed, District Open
12/30 - Schools and District Closed—Winter Break

JANUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1/2 - Schools and District Closed—New Year's Day
1/3, 4, 5, 6 - Schools Closed, District Open—Winter Break
1/10 - First Day of 3rd Quarter
1/16 - Schools and District Closed—M.L. King Day
1/26 - Progress Reports Due

FEBRUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

2/3 - Schools and District Closed—Lincoln's Birthday
2/14, 15, 16, 17 - Schools Closed, District Open
2/20 - Schools and District Closed—Presidents' Day
2/22, 23 - Parent Teacher Conferences - NO ASP

March

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

3/8 - End of 3rd Quarter
3/20 - First Day of 4th Quarter

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

4/6 - Schools and District Closed—Spring Break
4/9, 10, 11, 12, 13 - Schools Closed, District Open
4/19 - Progress Reports Due

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

5/10 - Last Day of ASP
5/28 - Schools and District Closed—Memorial Day

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

6/1 - Furlough Day



**California After School Education & Safety (ASES) Program
AFTER SCHOOL PROGRAM WORKPLAN
2011-2014**

Ceres Unified School District Grant ID # 50-23939-7104-EZ

ASES 1 Direct Funded Sites:

Elementary Sites: Adkison, Caswell, Don Pedro, Fowler, Hidahl, La Rosa, Parks, Sinclear, Vaughn, Westport, and White.

Jr. High Sites: Blaker Kinser and Hensley

PROGRAM SUPPORT OBJECTIVE: To provide a comprehensive after school program for students that includes an educational/literacy component or a tutoring/homework assistance component as well as an educational enrichment component which meets the needs of the student population being served at each school.

CA Self-Assessment Program Area #1: Program Design

Quality after school programs are intentionally designed to include clearly defined and measurable goals and provide program activities and content implemented specifically to achieve the goals. Quality program design is data-driven and acknowledges the need for continuous program review, based on data, to assess, refine, edit, and improve program structure and components to ensure ongoing program improvement.

CPM: Dimension VII: Teaching and Learning

Participants receive core and categorical program services that meet their assessed needs.

VII-BASP 19. The LEA/grantee agency provides opportunities for:

- a. Academic enrichment, to help students to meet state and local student academic achievement standards in core academic subjects such as reading and mathematics;
- b. Educational enrichment services, programs and activities that are designed to reinforce and complement the regular academic program of participating students.

Certified Assurance (Requirement)	Activity <i>What activities do you plan to implement that will meet above objective?</i>	Target Date <i>List realistic completion dates</i>	Evaluation (Evidence/Documentation) <i>How do you know your activity/strategy is successful or working?</i>	Benefit or Outcome <i>How will the activities meet the assessed needs of students?</i>
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.	<p>Activity #1 Homework assistance provided by NCLB qualified staff</p> <p>Activity #2 Academic intervention instruction provided by NCLB qualified, credentialed instructors</p>	<p>On-going assistance Monday through Friday</p> <p>On-going Tuesday through Thursday</p>	<ul style="list-style-type: none"> • STAR (CST) results • Student Designation Form • Feedback from parent/teacher/student 	<ul style="list-style-type: none"> • Increased homework completion • Improvement in academic performance at school

<p>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.</p>	<p>Activity #1 Recreational activities include daily athletic games, sports, physical fitness, and sports tournaments. Reader's Theater allows students to perform in skits and plays, while increasing academic skills in language and reading. Field trips to the local opera house provides music and career awareness. Contests such as "Student American Idol" provide recreation and music activities.</p> <p>Activity #2 Guest speakers from the local Police and Fire Department, Girl Scouts, and Python Ron's Reptile Discovery, provide career awareness as well as providing community service-learning. Students engage in community service activities such as the annual canned food drive.</p>	<p>On-going Monday through Friday</p> <p>Activities scheduled throughout the school year</p>	<ul style="list-style-type: none"> • Parent/Teacher/Student Surveys • Feedback from parent/teacher/student • ASES Activity calendar 	<ul style="list-style-type: none"> • Students will develop a connectiveness to school • Students will develop talents and increase self-confidence. Disadvantaged students will be exposed to culture and arts. • Students will become more well-rounded individuals, and learn respect for those in community service.

PROGRAM SUPPORT OBJECTIVE: To provide a safe and healthy environment during programming which encourages equitable access for all participants.

CA Self-Assessment Program Area #2: Program Environment

A quality program provides a safe and healthy environment for all participants and staff.

CPM Dimension VI: Opportunity and Equal Educational Access

Participants have equitable access to all programs provided by the local educational agency, as required by law.

VI- BASP 17. The LEA/grantee agency provides services in a safe and easily accessible facility that allows students to travel safely to and from the program site and home.

VI- BASP 18. The LEA/grantee agency makes services equally accessible to all students and families of students targeted for services regardless of their ability to pay.

Certified Assurance (Requirement)	Activity <i>What activities do you plan to implement that will meet above objective?</i>	Target Date <i>List realistic completion dates</i>	Evaluation (Evidence/Documentation) <i>How do you know your activity/strategy is successful or working?</i>	Benefit or Outcome <i>How will the activities meet the assessed needs of students?</i>
<p>That all staff and volunteers will fulfill health screening and fingerprint clearance requirements in current law according to district policy.</p>	<p>Activity #1 CUSD maintains a strict hiring policy. All employees must pass a TB test and have a fingerprint clearance from the Department of Justice and FBI. New employees are given a list of accepted government sites for fingerprinting. New employees may utilize the CUSD TB testing provided once a month, or visit the local provider (Sutter Gould.) Existing employees are TB screened every 3 years by CUSD nurses.</p>	<p>No employee is allowed on the school premises until their fingerprints have cleared and they have passed a current TB test</p>	<ul style="list-style-type: none"> • CUSD Personnel Department maintains a Certificate of Clearance on each employee. DOJ and FBI inform CUSD if there are any changes to the employees' record on file. (Refer to CUSD Personnel Department) 	<ul style="list-style-type: none"> • Staff meet current law according to district policy
<p>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.</p>	<p>Activity #1 After School Programs are held on site. Fields trips occur off-site.</p>	<p>As scheduled</p>	<ul style="list-style-type: none"> • Transportation provided as needed 	<ul style="list-style-type: none"> • Safe transportation is provided making the program accessible to students

<p>To provide a safe physical and emotional environment and opportunities for relationship-building and to promote active pupil engagement.</p>	<p>Activity #1 Students interact with each other by engaging in games, skits, and other related activities.</p> <p>Activity #2 Students are rewarded with “good behavior tickets” which can be redeemed at the student store and are chosen as staff “helpers” or monitors</p>	<p>On-going (every program day)</p>	<ul style="list-style-type: none"> • Good behavior tickets • Feedback from parent/teacher/student 	<ul style="list-style-type: none"> • Students will develop a positive relationship with someone in the program and learn the benefits and rewards of good behavior • Students will be engaged in program offerings
<p>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 (a) 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.</p>	<p>Activity #1 The After School Program is open to all students regardless of race, color, national origin, sex or handicap, and this is acknowledged on the registration form parents sign to enroll their child(ren) in the program.</p> <p>Activity # 2 Instructors and Administrators collaborate on providing activities and curriculum for Learning Handicapped and Severely Handicapped students that attend the After School Program.</p> <p>Activity #3 Staff attend CPR and First Aid classes on a regular basis; maintain knowledge of medicines that are to be administered;</p>	<p>On-going (every program day)</p> <p>Curriculum is in place at time of start-up of program</p> <p>CPR and First Aid certificates must be completed by the beginning of the</p>	<ul style="list-style-type: none"> • Open enrollment process/procedures • ASES Frequently Asked Questions Sheet • Concise guidelines/expectations of program listed on registration form • On-going CPR and First Aid classes 	<ul style="list-style-type: none"> • The program will provide equal access to all students

	converse with parents regarding any issue that may be pertinent to student's and staff's safety	program. New staff are provided training upon employment		
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PROGRAM SUPPORT OBJECTIVE: To ensure that all funded programs meet state and federal statutory requirements.

CA Self-Assessment Program Area #3: Program Leadership and Administration

A quality program has an effective management structure that develops and implements policies, procedures, and practices to ensure the successful operation of the after school program design. Effective program leadership and administration should follow policies that provide sound program management to ensure sustainability of the program.

CPM Dimension II: Governance and Administration

Policies, plans, and administration of categorical programs meet statutory requirements.

II- BASP 2. The LEA/grantee agency serves pupils in appropriate grade levels at participating schools.

2.1 (ASES) The LEA/grantee agency serves students in kindergarten and grades 1-9, inclusive, at participating public schools.
(Raises issues of student eligibility and target populations.)

II- BASP 3. The LEA/grantee agency operates its program according to the required number of hours per day and days per week on every regular school day.

II- BASP 4. The LEA/grantee agency has established policies for reasonable early release of pupils in the after school program and Reasonable late daily arrival of pupils in the before school program.

II- BASP 5. The program provides a daily nutritious snack/meal for attending students.

II- BASP 7. The LEA/grantee agency submits data and reports and maintains records as required.

Certified Assurance (Requirement)	Activity <i>What activities do you plan to implement that will meet above objective?</i>	Target Date <i>List realistic completion dates</i>	Evaluation (Evidence/Documentation) <i>How do you know your activity/strategy is successful or working?</i>	Benefit or Outcome <i>How will the activities meet the assessed needs of students?</i>
To show proof that the application has been approved by the school district and the principal of each participating school for each school site.	Activity #1: CUSD maintains a copy of the signature/approval page signed by the Superintendent of the district and each Site Administrator.	Completed as of the original application and again on the award documentation acceptance	<ul style="list-style-type: none"> Signature/approval page 	<ul style="list-style-type: none"> Documentation of district/site approval of project plan Copy on file

<p>That each partner in the application will share responsibility for the quality of the program.</p>	<p>Activity #1: CUSD will provide each partner with a MOU to be signed.</p>	<p>Annually</p>	<ul style="list-style-type: none"> Contract for Services with each partner providing contracted services. 	<ul style="list-style-type: none"> Documentation of partner responsibilities Copies of agreements on file
<p>That the after school program will begin operation immediately upon the end of the regular school day and operate for a minimum of 15 hours per week and until at least 6:00 p.m., on every regular school day.</p>	<p>Activity #1 The After School Program begins operation upon the end of the regular school day until 6:00 p.m. On minimum days the After School Program begins operation immediately upon early release.</p>	<p>On-going (every instructional day)</p>	<ul style="list-style-type: none"> Refer to Registration Forms ASES Frequently Asked Question Sheet 	<ul style="list-style-type: none"> Programs will operate as described in Ed Code
<p>To provide a snack daily that meets nutrition standards as established by the U.S. Department of Agriculture.</p>	<p>Activity #1 Nutritious snacks will be provided on a daily basis following the guidelines set forth by California SB19</p>	<p>On-going (every program day)</p>	<ul style="list-style-type: none"> Activity calendar with snack description noted 	<ul style="list-style-type: none"> The program will provide nutritious snacks daily
<p>To complete bi-annual attendance forms and submit to CDE through the ASSIST database.</p>	<p>Activity #1: Each site staff leader tracks daily attendance on an attendance hardcopy and early release sign out sheets, then enters attendance in CUSD's attendance database program, Infinite Campus. Hardcopy attendance is forwarded to the Educational Options office where it is double checked for accuracy and filed. Activity #2: The Educational Options Office completes bi-annual attendance forms and submits to CDE through the ASSIST database.</p>	<p>On-going – attendance is taken on a daily basis at site level and forwarded to the Educational Options office every Monday Reports are sent to CDE bi-annually in January and July each year</p>	<ul style="list-style-type: none"> Hardcopy attendance is maintained in a filing system housed at CUSD District Office Infinite Campus (student information system) database attendance records Bi-Annual ASES attendance tracking report Attendance audits 	<ul style="list-style-type: none"> The program will maintain accurate attendance records

CA Self-Assessment Program Area #4: Alignment and Linkages with the Regular School Day

A quality program establishes effective working linkages with the regular school day to ensure that the academic and enrichment activities of the after school program are aligned with standards and curricula of the regular school day. Doing so ensures the after school environment allows students to access the content and standards targeted during the regular day through complementary research-based or evidence-based after school activities.

CPM Dimension I: Involvement

I- BASP 1. The LEA/grantee agency actively collaborates, during both initial program development and ongoing program implementation, with the schools the students attend.

CPM: Dimension VII: Teaching and Learning

Participants receive core and categorical program services that meet their assessed needs.

VII-BASP 19. The LEA/grantee agency provides opportunities for:

- a. Academic enrichment, to help students to meet state and local student academic achievement standards in core academic subjects such as reading and mathematics;
- b. Educational enrichment services, programs and activities that are designed to reinforce and complement the regular academic program of participating students.

Certified Assurance (Requirement)	Activity <i>What activities do you plan to implement that will meet above objective?</i>	Target Date <i>List realistic completion dates</i>	Evaluation (Evidence/Documentation) <i>How do you know your activity/strategy is successful or working?</i>	Benefit or Outcome <i>How will the activities meet the assessed needs of students?</i>
To collaborate and coordinate with the regular school day program.	<p>Activity #1 75% of instructors for the Academic Intervention portion of the After School Program are CUSD regular day teachers; 5% work regularly as CUSD substitutes; 5% are classified CUSD staff. Curriculum for the After School Program is curriculum utilized in the regular day classroom.</p> <p>Activity #2 Lead teachers responsible for specific sites maintain communication with the Assistant</p>	<p>On-going (Monday through Thursday)</p> <p>Formal weekly meetings are held the first month of program, monthly meetings</p>	<ul style="list-style-type: none"> • Academic Intervention Curriculum Pacing Calendar • School presentations/ flyers/AIP teacher handbook • Master Calendar 	<ul style="list-style-type: none"> • Consistent communication between the school and program • Students benefit by being taught by their regular day teachers; all staff are familiar with district/site policies and procedures • Program remains consistent with district procedures and practices

<p>Director of Educational Options. Activity #3 After School Program Administrative Assistants meet with regular school day Administrators to assess the programs vision and direction.</p>	<p>thereafter</p> <p>Formal monthly scheduled meetings Informal meetings on a daily/weekly basis</p>	<ul style="list-style-type: none"> • Master Calendar 	
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PROGRAM SUPPORT OBJECTIVE: To ensure that program staff is provided professional development opportunities which prepare them to facilitate quality programs and is assigned appropriate student to staff ratios.

CA Self-Assessment Program Area #5: Staff Development

The quality of an effective after school program is directly related to the recruitment, training, and ongoing professional development of qualified and motivated full- and part-time instructional aides and volunteers.

CPM Dimension V: Staffing and Professional Development

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

V- BASP 14. The LEA/grantee agency provides staff training and development.

V- BASP 15. The LEA/grantee agency ensures that programs maintain a student-to-staff ratio of no more than 20 to 1.

V- BASP 16. The LEA/grantee agency ensures that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide according to the policies of the district.

<p>Certified Assurance (Requirement)</p>	<p>Activity <i>What activities do you plan to implement that will meet above objective?</i></p>	<p>Target Date <i>List realistic completion dates</i></p>	<p>Evaluation (Evidence/Documentation) <i>How do you know your activity/strategy is successful or working?</i></p>	<p>Benefit or Outcome <i>How will the activities meet the assessed needs of students?</i></p>
<p>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.</p>	<p>Activity #1: CUSD has set requirements for each job description, all requiring that employees must be NCLB Compliant.</p> <p>Activity #2 CUSD provides professional development opportunities and testing opportunities throughout the year</p>	<p>On-going (every program day)</p> <p>On-going</p>	<ul style="list-style-type: none"> • Job descriptions for: - Teachers K-8 - After School Tutors - Lead Rec Leaders - Rec Leaders • Professional Development Matrix 	<ul style="list-style-type: none"> • Highly qualified staff working with students

	<p>Activity #3</p> <p>CUSD provides professional development through the Ceres Summer Institute (CSI)</p>	Each Summer	<ul style="list-style-type: none"> • Testing Schedules (NCLB Para test) • Ceres Summer Institute Schedule 	
That the program will maintain a pupil-to-staff member ratio of no more than 20:1.	<p>Activity #1</p> <p>Daily attendance for ASES reported and staff is adjusted per numbers</p> <p>Activity #2</p> <p>Daily attendance is reported for AIP (Tue-Thurs) and students are assigned per class with a maximum # of students of 19. If number exceeds 19, the class is assigned a tutor to provide homework rotation and teacher assistance</p>	On-going (every program day)	<ul style="list-style-type: none"> • List of all staff employed in the program, per site • Attendance records • AIP schedule noting staff that are assigned to each program at each site with attendance numbers noted 	<ul style="list-style-type: none"> • Students and staff are more engaged due to small group size • Program disruptions are minimized
That all staff and volunteers will fulfill health screening and fingerprint clearance requirements in current law according to district policy.	<p>Activity #1</p> <p>CUSD maintains strict hiring guidelines. Refer to <u>CA Self-Assessment Program Area #2: Program Environment</u>. CUSD policy states volunteers must follow the same guidelines as regular employees for health screening and fingerprint clearance</p> <p>Activity #2</p> <p>CUSD notifies employees in an adequate timely manner when TB clearance is expiring. CUSD provides employees with a monthly TB clinic at the district office.</p>	<p>Staff is not allowed on site without health and fingerprint clearance.</p> <p>Staff are notified when renewals/screening are required to be updated</p>	<ul style="list-style-type: none"> • CUSD Personnel Department maintains a Certificate of Clearance on each employee. (Refer to CUSD Personnel Department) • CUSD Personnel email reminder re: TB clinic 	<ul style="list-style-type: none"> • Staff will provide safe environments for students

PROGRAM SUPPORT OBJECTIVE: To provide a youth development component of programming that meets the needs of the student population being served at each school.

CA Self-Assessment Program Area #6: Youth Development

A quality program employs research-based youth development strategies that reflect a complementary, holistic approach, not limited to risk prevention and repairing deficits, and are built on youths' strengths and capacity.

CPM -- None

Certified Assurance (Requirement)	Activity <i>What activities do you plan to implement that will meet above objective?</i>	Target Date <i>List realistic completion dates</i>	Evaluation (Evidence/Documentation) <i>How do you know your activity/strategy is successful or working?</i>	Benefit or Outcome <i>How will the activities meet the assessed needs of students?</i>
<p>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.</p>	<p>Activity #1 Refer to <u>CA Self-Assessment Program Area #1: Program Design</u> Additional activities include SPARKS (Sports, Play, & Active Recreation for Kids) that teach students about teamwork and confidence as regards to physical fitness.</p> <p>Activity #2 Students participate in Junior Achievement that teaches the basic concepts of business and economics as related to the workplace.</p> <p>Activity #3 Students participate in recycling and canned food drives to teach community service-learning; a field trip to Red River Bluff to learn about preservation of water fowl</p>	<p>On-going (every instructional day)</p> <p>Mondays</p> <p>Annually</p> <p>Annually</p>	<ul style="list-style-type: none"> • Activities calendar 	<ul style="list-style-type: none"> • Increased participation in leadership roles • Decrease in behavior referrals at school • Increase in participation in service learning projects

PROGRAM SUPPORT OBJECTIVE: To ensure that the program design and implementation was created and modified based on the feedback of a collaborative from partners within the program’s community.

CA Self-Assessment Program Area #7: Community Partnerships, Collaboration, and Family Involvement

A quality program has developed, maintained, and strengthened school-community collaborations that engage diverse community members, school administrations, parents, business leaders, and community-based organizations in the development, implementation, and support of after school programs.

CPM Dimension I: Involvement

Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical program. I- BASP 1. The LEA/grantee agency actively collaborates, during both initial program development and ongoing program implementation, with the schools the students attend.

CPM Dimension VI: Opportunity and Equal Educational Access

Participants have equitable access to all programs provided by the local educational agency, as required by law.

VI- BASP 18. The LEA/grantee agency makes services equally accessible to all students and families of students targeted for services regardless of their ability to pay.

Certified Assurance (Requirement)	Activity <i>What activities do you plan to implement that will meet above objective?</i>	Target Date <i>List realistic completion dates</i>	Evaluation (Evidence/Documentation) <i>How do you know your activity/strategy is successful or working?</i>	Benefit or Outcome <i>How will the activities meet the assessed needs of students?</i>
Each partner in the application will share responsibility for the quality of the program.	Activity #1 Site Visits by CUSD administrative Team Activity #2 Review of program by Collaborative partners	On-going each year	<ul style="list-style-type: none"> Partner MOU’s Site Visit Reports AIP Site visit guide 	<ul style="list-style-type: none"> Partnerships will ensure successful program delivery and assist with sustainability
Information regarding the after school program will be available in a form and language that is easily understandable to all parents. (NOTE: This includes communication from CBOs and local agencies as well as schools.)	Activity #1: CUSD employs a translator and forms are printed in English and Spanish. Bi-lingual staff is available on each site. Activity #2: ASES information is maintained on the District’s website in English and Spanish.	On-going (every program day) Quarterly	<ul style="list-style-type: none"> Forms/flyers/schedules/calendars CUSD Website 	<ul style="list-style-type: none"> All community stakeholders are able to communicate effectively with programs.

<p>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.</p>	<p>Activity #1: CUSD is a partner in the Ceres Community Collaborative</p>	<p>Regular meetings held each year</p>	<ul style="list-style-type: none"> • Meeting agendas • Meeting minutes 	<ul style="list-style-type: none"> • Partnerships are established, maintained and pursued to support all program components and students
<p>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.</p>	<p>Activity #1: CUSD and its partners provide the 33% match requirement for sites that includes a 25% facility usage match.</p>	<p>Match secured by July 1, 2008 in every funded year</p>	<ul style="list-style-type: none"> • Letters of In-Kind match from CUSD and partners 	<ul style="list-style-type: none"> • Partnership support is documented to ensure community collaboration.

PROGRAM SUPPORT OBJECTIVE: To ensure that all funded programs meet all state and federal statutory fiscal, accounting, record-keeping, and audit requirements.

CA Self-Assessment Program Area #8: Program Finance
A quality after school program demonstrates sound fiscal planning and management, oversight and coordination of fiscal management, and accounting procedures across multiple program sites. Program financing operations should meet all statutory fiscal, accounting, record-keeping, and audit requirements. A quality program should demonstrate the ability to manage and account for multiple funding streams. It should also demonstrate effective planning that ensures fiscal support to meet the full costs of program operations and ensures program sustainability.

CPM Dimension III: Funding
Allocation and use of funds meet statutory requirements for allowable expenditures.
III- BASP 9. The LEA/grantee agency spends no less than 15 percent of the amount of the grant for administrative costs, which includes any indirect costs.

III- BASP 10. The LEA/grantee agency follows all fiscal and auditing standards required by the CDE.				
Certified Assurance (Requirement)	Activity <i>What activities do you plan to implement that will meet above objective?</i>	Target Date <i>List realistic completion dates</i>	Evaluation (Evidence/Documentation) <i>How do you know your activity/strategy is successful or working?</i>	Benefit or Outcome <i>How will the activities meet the assessed needs of students?</i>
That the public agency or LEA partner will act as the fiscal agent.	<p>Activity #1: CUSD is the LEA for our ASES 1 sites. CUSD will submit all federal and state fiscal reports on behalf of all ASES 1 sites.</p> <p>Activity #2: CUSD will enter all necessary fiscal information in the state-wide database (ASSIST) on behalf of all ASES 1 sites.</p>	Follow State and Federal Timelines for reporting	<ul style="list-style-type: none"> • State and Federal Reports • ASSIST System 	<ul style="list-style-type: none"> • Programs and LEA will meet all fiscal compliance requirements
To follow all fiscal reporting and auditing standards required by the CDE.	<p>Activity #1: CUSD creates and maintains program budget and narrative explanation.</p> <p>Activity #2: CUSD conducts quarterly reviews of budgets and submits budget revision reports to the CUSD Business Office each quarter period.</p>	<p>Annually</p> <p>Quarterly</p>	<ul style="list-style-type: none"> • Budget/Budget Narrative • Quarterly expenditure reports 	<ul style="list-style-type: none"> • Programs and LEA will follow all fiscal reporting and audit standards to ensure that programs are being operated in accordance to law.
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 for direct services for students.	<p>Activity #1: At each quarterly budget revision, calculations are conducted of expenses to ensure compliance with the 15% administrative cost allowance maximum.</p> <p>Activity #2: Payroll and in-direct cost expenses are budgeted to ensure compliance with the 15% administrative cost allowance.</p>	<p>Quarterly</p> <p>Quarterly</p>	<ul style="list-style-type: none"> • Budget/Budget Narrative • Quarterly expenditure reports 	<ul style="list-style-type: none"> • Programs and LEA will follow all fiscal reporting and audit standards to ensure that programs are being operated in accordance to law.

<p>To supplement, but not supplant, existing funding for after school programs with ASES grant funds.</p>	<p>Activity #1: CUSD reviews all activities and expenditures to ensure funds supplement other existing programs.</p>	<p>Annually</p>	<ul style="list-style-type: none"> • Program Calendar • ASES Calendar/Schedule 	<ul style="list-style-type: none"> • Programs and LEA will ensure that supplanting is not occurring
<p>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.</p>	<p>Activity #1: The CUSD Business Office reviews all budgets and narratives for program compliance.</p>	<p>Annually</p>	<ul style="list-style-type: none"> • Budget/Budget Narrative • Quarterly expenditure reports 	<ul style="list-style-type: none"> • Programs and LEA will follow all fiscal reporting and audit standards to ensure that programs are being operated in accordance to law.
<p>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</p>	<p>Activity #1: CUSD maintains all applicable records including attendance, personnel, and payroll records in accordance with State and Federal guidelines for, at minimum, the five year requirement. These records are maintained in District approved storage locations for anything over 1 year old. Current year and 1 year prior, are stored within the District Office building in secure storage cabinets. All required documentation for CPM compliance is maintained in the Educational Options Office.</p> <p>Items are not discarded or destroyed without the prior approval of the Assistant Superintendent of Student Support Services.</p>	<p>Annually</p>	<ul style="list-style-type: none"> • Records in storage inventory report 	<ul style="list-style-type: none"> • Programs and LEA will ensure that all program documentation is kept for five years

years after the completion of the activities for which the funds are used.				
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PROGRAM SUPPORT OBJECTIVE: To ensure that funded programs meet all state and federal reporting requirements and that the needs of the students being served are assessed to determine overall program effectiveness.

CA Self-Assessment Program Area #9: Program Accountability, Evaluation, and Research

Quality after school programs conduct continuous improvement and outcome evaluations, using strong research design, to determine the level of achievement of program goals and objectives and to determine overall program effectiveness. There should be effective processes in place for program review and refinement on the basis of the multiple data collected. Quality programs must meet requirements for reporting their effectiveness to external funding sources as well as reporting internally to school administrations, parents, collaborative partners, and the community.

CPM Dimension IV: Standards, Assessment and Accountability

Categorical programs meet state standards, are based on assessed needs of program participants, and achieve the intended outcomes of the categorical program.

IV- BASP 13. The LEA/grantee agency submits required annual outcome based data for evaluation.

Certified Assurance (Requirement)	Activity <i>What activities do you plan to implement that will meet above objective?</i>	Target Date <i>List realistic completion dates</i>	Evaluation (Evidence/Documentation) <i>How do you know your activity/strategy is successful or working?</i>	Benefit or Outcome <i>How will the activities meet the assessed needs of students?</i>
To keep accurate attendance records and report actual attendance to the CDE twice per fiscal year.	<p>Activity #1: CUSD will submit all federal and state attendance reports for ASES 1 sites.</p> <p>Activity #2: CUSD will enter all necessary attendance information in the state-wide database (ASSIST) on behalf of ASES 1 sites.</p> <p>Activity #3: Sites will submit weekly attendance reports to the Educational Options Department for tracking and reporting purposes.</p>	<ul style="list-style-type: none"> CUSD reports are due twice per year to CDE. Site attendance reports are due weekly to the Ed Options Dept. 	<ul style="list-style-type: none"> State Reports ASSIST System Monthly ASES Attendance Tracking Progress Report for sites 	<ul style="list-style-type: none"> Programs and LEA will meet all attendance compliance requirements

<p>To participate in a statewide evaluation process as determined by the CDE and provide all required information on a timely basis.</p>	<p>Activity #1: CUSD collects student demographic data annually.</p> <p>Activity #2: CUSD will enter all necessary evaluation information in the state-wide database (ASSIST) on behalf of all funded sites.</p>	<p>Annually</p>	<ul style="list-style-type: none"> • State Reports • ASSIST System • Site Evaluation Summary Reports 	<ul style="list-style-type: none"> • Programs and LEA will meet all evaluation compliance requirements
<p>To provide information for the statewide independent evaluation.</p>	<p>Activity #1: CUSD will collect student demographic data annually.</p> <p>Activity #2: CUSD will enter all necessary evaluation information in the state-wide database (ASSIST) on behalf of all funded consortium sites.</p>	<p>Annually</p>	<ul style="list-style-type: none"> • State Reports • ASSIST System • Site Evaluation Summary Reports 	<ul style="list-style-type: none"> • Programs and LEA will meet all evaluation compliance requirements
<p>To respond to any additional surveys or other methods of data collection that may be required throughout the life of the program.</p>	<p>Activity #1: Programs will submit pre and post student surveys and teacher/parent surveys to the Educational Options Department.</p>	<p>Annually</p>	<ul style="list-style-type: none"> • Site Evaluation Summary Reports 	<ul style="list-style-type: none"> • Programs and LEA will meet all evaluation compliance requirements
<p>To annually provide participating pupil's regular school day and program attendance and STAR test results.</p>	<p>Activity #1: CUSD will collect attendance and STAR data annually.</p> <p>Activity #2: CUSD will enter all necessary evaluation information in the state-wide database (ASSIST) on behalf of all funded sites.</p>	<p>Annually</p>	<ul style="list-style-type: none"> • State Reports • ASSIST System • Site Evaluation Summary Reports 	<ul style="list-style-type: none"> • Programs and LEA will meet all evaluation compliance requirements