

*Vista Unified*



VISTA UNIFIED SCHOOL DISTRICT

AFTER SCHOOL EDUCATION AND  
SAFETY PROGRAM PLAN

2019-2020

Grant Numbers:

21C & Supplemental / ES & MS / AM & PM 37 - 14349 - 1037 - 1A

ASES / ES AM & PM / MS PM 37 - 24239 - 1037 - EZ

Equitable Access 37 - 14765 - 1037 - 1A

County School District Code:

**ES** 376845201

**MS** 376845260

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## School Site Data

Site Name	Projected Daily Attendance	Target Population Percentage of School Population	
		McKinney Vento	English Language Learner
Alamosa Park Elementary	67	2.32%	6.96%
Beaumont Elementary	85	1.65%	33.82%
Bobier Elementary	188	6.56%	47.94%
Casita Center Elementary	82	3.11%	9.17%
Foothill Oak Elementary	142	9.03%	44.22%
Grapevine Elementary	135	3.95%	35.08%
Hannalei Elementary	92	1.81%	31.59%
Maryland Elementary	123	7.30%	46.51%
Monte Vista Elementary	83	2.85%	13.31%
Rancho Minerva Middle School	109	5.40%	30.13%
Roosevelt Middle School	78	4.53%	16.42%
T.H.E. Leadership Academy	101	1.37%	15.11%
Vista Academy (VAVPA)	112	3.36%	39.26%
Vista Innovation and Design Academy (VIDA)	110	2.38%	4.64%

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## 1—Safe and Supportive Environment

1. **If the program will be located off campus, describe how students will travel safely to and from the program site.**
  - 1.1. Not applicable; all programs are operated from the school site campus’.
  
2. **Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.**
  - 2.1. **Redbook:** Program leaders work closely with regular school day staff and leaders to ensure that emergency procedures align with the regular school day. Each year the school site safety plan (RedBook) is collaboratively reviewed and updated with the school site administration. A copy is kept at the school site, with the ASES program, and filed with the district’s Business Services Department.
  - 2.2. **Emergency Drills:** On a monthly basis during the after school program hours one of the following practice drills are conducted; secure campus, lock down, earthquake, fire or bee swarm. Records of these practice drills are logged in the program’s RedBook.
  - 2.3. **Professional Development - Leaders:** Annually program leaders are required to attend an Active Shooter and Trauma Informed Care training provided by the Student Support Services Department. All lead staff also participate in a Supper Meal Training provided by our Child Nutrition Services to ensure that food safety measures are followed when distributing snack items. Additionally, prior to the launch of each school year the school nurses provide a VUSD Health Care Procedures Training covering topics which include; medical administration, first aid basics, anaphylaxis, administering an EpiPen, asthma, diabetes, seizures, and when to call 911. All program leaders are required to have valid CPR and first aid certification.
  - 2.4. **Professional Development - Instructional Assistants:** Prior to the launch of each school year instructional assistants attend ASSETS training which provide trauma-informed tools needed to build safe spaces and extraordinary experiences for students. Additionally, monthly site meetings are held to review the safety procedures of the program, school, and district.
  - 2.5. **School Nurses and Health Clerk Collaboration:** Programs collaborate with the school site nurses to ensure that all student health issues are properly addressed during the after school program hours. If a student enrolled into the ASES program has been diagnosed with a condition which needs attention, a meeting with the program staff and the school nurse is scheduled to create an individualized health care plan for the child. School nurses are also on call for program leaders during program hours in the instance there is a question about a health care concern. Regular communication occurs between the school attendance/health clerk to ensure proper medications are available for students who need to take said medications in the after school portion of the day.

- 2.6. **Student Roster, Contact Information, and Student Database:** Student registration forms are collected from each participant including emergency contact information, medical concerns, and approved pick up designees. Program leaders have access to the school district's student database, Aeries, to ensure that updated information regarding the student can be accessed at any time.
  - 2.7. **Incident Reports:** Student and adult injuries are documented via the school district's Incident Reports. Copies of these forms are shared with the parents, filed at the site, and shared with the school district's Business Services Department.
3. **Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.**
    - 3.1. **Staff intentionally build and maintain trusting, nurturing, and supportive relationships with participants by engaging in the following:** calling students by name, having genuine conversations with students during which staff are actively listening to the students and asking them questions, following up with students when they miss program, planning trust building activities and discussions, following through with said commitments, finding commonalities, engaging in the planned activities with the students, being open and honest with one's own feelings as a model for the students to follow.
    - 3.2. **Staff encourage participants to develop skills related to their strengths and interests by engaging in the following:** learning the individual student needs through collaboration and communication with the student, their teacher(s), and parent(s), building students confidence by focusing on the effort put forth over the outcome, helping students through their failures, modeling desirable behaviors, providing a variety of activities and learning modalities which may help students discover new strengths and interests they may not have otherwise discovered.
    - 3.3. **Staff hold students to high expectations for behavior and achievement by** acknowledging positive behavior and intervening when students are engaging in unsafe or disruptive behaviors, regularly communicating with the student, their teacher(s), and parent(s) when unsafe or disruptive behaviors are observed, having students complete behavior reflection forms (or verbal discussions) when appropriate.

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## 2—Active and Engaged Learning

1. **Provide examples of how your after school program aligns the educational literacy and educational enrichment activities to the regular school day, as well as, opportunities students are given to enhance their academic performance achievement and positive youth development.**
  - 1.1. **Collaboration with Regular School Day Teachers:** Program staff communicate frequently with day program teachers via informal face to face meetings, emails, staff meetings, and grade level meetings to ensure a seamless program alignment. After school staff educate themselves on the curriculum, homework assignments, available resources and instructional support materials needed for each grade level to ensure learning time is productive.
  - 1.2. **Collaboration with School Site Administration:** Program Leaders meet with their school site principals on a monthly basis to discuss program updates, programming plans, common core curriculum based activities, alignment to the regular school day, training opportunities and needs, school safety plans among other topics as needed. These meetings ensure a smooth transition between the regular school day and the after school program.
  - 1.3. **Technology Based Programs:** Computer programs and applications utilized during the core day such as; Prodigy, iReady, Lexia, Myon, Starfall and Accelerated Reader are also used during the after school program hours to support learning and align to the regular school day.
  - 1.4. **Academic Practice:** Tutoring, homework assistance, and supplemental instruction in basic skills through small group or individualized instruction are provided. Programs provide academic, enrichment, and physical education activities.
  - 1.5. **Study Trips:** Off campus trips are permitted during the ASES programming hours as they serve as a valuable educational and enriching experience for students. All study trips must be connected to the academic or enrichment program, and provide an educational experience from which students can grow both academically and culturally. All ASES study trips are subject to the district's formal approval process, must be connected to the content standards, and include a pre and post activity. Study trips must be pre-approved through the Curriculum and Instruction Department via the Study Trip Request process. Trips must directly be tied to specific standards or benchmark goals, must be aligned to instruction, and expected academic outcomes must be outlined.
  - 1.6. **Stanford Harmony:** Each ASES site has been issued Stanford Harmony curriculum for grades 1st-6th. The Harmony program is a social emotional learning program designed to foster communication, connection, and community both inside and outside of the classroom, and develop boys and girls into compassionate and caring adults.

**2. Describe the planned program activities and how they will provide positive youth development, as well as, hands-on, project-based learning that will result in culminating products or events.**

2.1. The after school programs align to the school wide culture and behavioral support expectations outlined within each individual school site's comprehensive school improvement model. Some of the models include:

2.1.1. **Leader in Me:** The leader in me program helps schools create well-rounded learners by developing the whole-person and preparing students to become life-ready leaders. Leader in Me unites students, staff, and families around a common goal to prepare students with college, career, and life-readiness skills that are necessary to thrive in today's ever-changing, fast-paced environment.

2.1.2. **Character Counts:** Character Counts is a framework built on the foundation of Six Pillars of Character. The program provides practical strategies to positively impact your school system, community, youth serving organization.

2.1.3. **Positive Behavior Interventions and Supports (PBIS):** The goal of PBIS is to provide all students with a safe and effective school environment where they experience academic and social-emotional success.

2.2. **Enrichment Opportunities:** The program provides a variety of activities that are hands-on, project-based, and result in a culminating product. Enrichment activities are designed and implemented based on student interest and staff strengths. Site program plans will include enrichment activities specific to each site.

2.3. **District Wide Intramural League:** A district wide intramural league program has been developed to allow students to learn important team building, collaboration and effective communication. Students are surveyed at the middle school level and at the elementary school level annually to determine what leagues they would like to participate in. For the 2019-20 school year the middle school students selected Super Smash Bros and Dodgeball. The elementary students selected soccer. Students participate in practices at their home school site, weekly matches that are hosted at participating school sites, and finally a culminating championship is organized.

**3. If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.**

3.1. Due to the COVID pandemic, summer supplemental programs were not held this year.

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### 3—Skill Building

**1. Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.**

- 1.1. As stated in "Active and Engaged Learning," due to the collaboration with the regular school day, the educational literacy and educational enrichment are planned to build upon the school day learning, provide additional practice of the same school day topics, and present the same information in a different manner, which in turn all help improve the academic achievement and success of the students.
  - 1.1.1. Implementation of the literacy component and educational enrichment supports Common Core Content standards and aligns with district and site approved curriculum. After school student participants will receive literacy programs which combine skill development with language-rich activities and opportunities to practice language skills.
  - 1.1.2. All programs provide tutoring, homework assistance, and supplemental instruction. Likewise, all programs provide academic, enrichment, and physical education activities. The ASES Program Leader and Instructional Assistants familiarize themselves with the curriculum used during the regular day, thus providing continuity into the after school program.
  - 1.1.3. Technology-based academic support programs such as MyOn, RazzKids, Imagine Learning, Lexia, Accelerated Reader, Zern, and Prodigy will continue to be incorporated into the after school programming.

**2. Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.**

- 2.1. Monthly meetings are held with the After School Program Leader and the school site's administrator to ensure that program activities are standards based, aligned to the core school day, and meet the individual needs of the school site and the community.
- 2.2. Enrichment activities vary by site depending on student needs and interests along with staff talents. Some offerings include; outdoor sports, gardening, culinary arts, yoga, arts, dance, jewelry-making, strategic games, and more. Students are surveyed on a bi-monthly bases through means of formal and informal means. This could be done by means of a google form, paper survey, and/or classroom conversation. Instructional Assistants monitor student engagement and are able to modify enrichment based on student participation.

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## 4—Youth Voice and Leadership

- 1. Describe how student feedback, surveys, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.**
  - 1.1. Students are surveyed on a regular basis through means of formal and informal means. This could be done by means of a google form, paper survey, and/or classroom conversation. Student feedback then directly influences the program offerings, practices, and trainings.
  - 1.2. Program staff communicate frequently with day program teachers via informal face to face meetings, emails, staff meetings, and grade level meetings to ensure a seamless program alignment. After school staff educate themselves on the curriculum, homework assignments, available resources and instructional support materials needed for each grade level to ensure learning time is productive.
  - 1.3. Program Leaders meet with their school site principals on a monthly basis to discuss program updates, programming plans, common core curriculum based activities, alignment to the regular school day, training opportunities and needs, school safety plans among other topics as needed. These meetings ensure a smooth transition between the regular school day and the after school program.
  - 1.4. Depending on the feedback from students (their interests) and from the regular school day (students' needs), leader meeting feedback, Instructional Assistant requests, recommendations by the Curriculum & Instruction department, and what is available from various other departments, training is sought out and provided to the staff.
  
- 2. Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.**
  - 2.1. Opportunities are provided to the students during group discussions to provide their ideas about what they would like to see in the program. Not only what they would like to do but how they would like to contribute to the program.
  - 2.2. Staff work to recognize the leadership potential in all young people and provide opportunities for them to develop their leadership skills by providing authentic leadership roles within their after school program. Not only do these leadership roles include classroom jobs, but they include larger program roles such as mentoring younger grades, planning their own enrichment to carry out with their classmates, critically thinking about how to improve the program and the school and more.
  
- 3. Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).**

- 3.1. Students in lower grades express choice by directly influencing the activities that are offered and planned. Students are also given choice in the moment between a few different activities being carried out at the same time. Older grade levels also have the opportunity to recommend the enrichment categories. As mentioned above, older students in particular, will be challenged to critically think about how to improve the program and school, demonstrating their leadership skills and choice. All students express their opinions and feedback in surveys or group discussions regarding what they want to learn about and what they want to be able to do.

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## 5—Healthy Choices and Behaviors

1. **Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.**
  - 1.1. The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle.
  
2. **Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.**
  - 2.1. Culinary Arts programs that are established within the After School Programs must follow the district wellness policy. An internally designed “Cooking Cart” recipe book has been provided with the goal to expand nutritional education, take personal responsibility for one's own health, and provide students with hands-on opportunities to develop skills to lead a healthy lifestyle. In participation of After School Culinary Arts programs students prepare and eat healthy meals during the educational experience, be inspired to plan, prepare, and eat healthy meals at home, enjoy learning and increase their confidence about food preparation and increase food safety skills and knowledge.
  - 2.2. Physical activity options are available for students and physical activity is built into the schedule daily. Additionally, partnerships have been made with various contracted providers in order to offer students with a variety of physical and outdoor options. Vendors include; Cal Athletics, Fit Kids America, Anstine Adventures, and Super Soccer Stars.
  
3. **Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.**
  - 3.1. The district's Child Nutrition Services Department provides the after school "supper" in accordance with the district's wellness policy, which adheres to all state and federal guidelines. Sites where at least half of the children in the school attendance area are eligible for free and reduced price school meals are eligible to receive supper through the Child and Adult Care Food Program of the USDA Supper Meal Program. The district's CNS department provides all students at the eligible sites a meal which has been deemed nutritionally balanced by USDA's standards. Students are served with foods like milk, protein, vegetables, fruit, and bread. All after school meals are served daily, at no-cost to the child or to the child's parents or guardians.

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## 6—Diversity, Access, and Equity

### 1. Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

- 1.1. Activities are developed intentionally to allow students to better understand, appreciate, and accept diverse cultures and values. Cultures from around the world are exposed through art, cuisine, history, cultural games, and research projects. Staff work to link activities to students' background, experiences and knowledge. Program planning is also done through a culturally sensitive lense. There is special attention to ensure activities are inclusive of all student's of staff member's beliefs without offense.
- 1.2. Given the population of the distinct, information is always provided in English and in Spanish to ensure Spanish speaking families have access to program information.
- 1.3. All programs have received Stanford Harmony curriculum for grades 1-5. Harmony is a Social Emotional Learning program with a focus on connection and communication. The curriculum provides researched based activities to promote diversity, inclusion, empathy, critical thinking, communication, problem solving, and peer relationships. Students are given the opportunity to share personal memories, traditions, and practices in partners or small groups. Students are encouraged to to appreciate one another's similarities and differences.
- 1.4. Harmony, Leader In Me and ASSET training provide the staff with the skills to be culturally aware and to implement equitable access to each activity.

### 2. Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.

- 2.1. Programs consistently strive to provide additional support to enhance educational experiences for all students. Based on the community data for Vista schools, we know we have a large English Language Learner population. To better support our ELLs efforts are made to research and apply instructional strategies that are best for English language learners. When available reading materials are provided in dual language. Additionally, the use of visuals, manipulatives, hands on experiences, and frequent opportunities to practice speaking out loud are provided to students.
- 2.2. If there is a student enrolled in the program that has any type of disability and/or other barriers, program staff and leaders will first connect with the regular school day teachers and/or the Special Education Department. This link helps to provide consistency for the student within the regular school day and the after school program. If the student has an IEP, it is common for the program leader to participate in the accommodations meetings to best serve the student. It is understood that students learn differently and that some students require

additional modified learning plans; therefore, programs try to integrate students with barriers as best as they can.

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## 7—Quality Staff

1. **Describe how the program’s administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.**
  - 1.1. The district’s Classified Human Relations Department staff work to appropriately screen candidates based on a district-developed and Board approved job description for an Instructional Assistant I - After School Program position.
  
2. **Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.**
  - 2.1. A variety of recruitment strategies are used to secure potential candidates for the Instructional Assistant I - After School Program position. The VUSD contracts with EdJoin, an educational applicant tracking system that advertises opportunities to work in educational organizations. Email blasts go out to all school sites, within the district, promoting the opportunity to staff members. To reach the general public, email blasts also go to local libraries, city halls and Employment Development Department Career Centers. Notifications and Job board postings are displayed at local junior colleges and universities. Job Fairs, held within the community, are attended by representatives of the Human Relations Department who disseminate information about the position and the particulars on how to apply.
  - 2.2. The comprehensive and thorough application process is as follows:
    - 2.2.1. Candidate applications are screened to see if minimum qualifications are met. There are two ways in which candidates may meet the minimum educational requirements - candidates may show graduation from high school, supplemental by 48 units of continued education from a college/university, or, candidates may show graduation from high school and then pass a paraeducator examination. The examination option is a 100 multiple choice test, 50 questions in Mathematics and 50 questions in English Language Comprehension. The candidate must score a 70%, on each section, to be determined as competent.
    - 2.2.2. Once the candidates have provided information that meets the minimum qualification on education and experience they are then invited to participate in a Qualifying Interview Session. The interview session is structured so that each candidate is asked the same questions as the other candidates. A panel of raters, consisting of no less than two (2), rate the candidate based on responses from the structured questions. The candidates are scored on three (3) categories; job knowledge (education), job preparation (experience), and interpersonal skills (communication). Candidates that receive a score of 65 or below will not move to the next step of the hiring process. Candidates who receive a score above 65 are placed onto an eligibility list. The top three (3) ranks of candidates on the eligibility list are then invited to a Final Interview session.

2.2.3. The panel for the Final Interview Session includes the After School TOSA and AM/PM Program Manager (who serves as the hiring administrator of record). The selected candidate is then contacted by staff from the Human Relations Department and a job offer is made. If the candidate accepts the job offer they must submit to a drug test and fingerprint screen before the candidate can begin working with students.

**3. Describe the type and schedule for the continuous professional development that will be provided to staff.**

- 3.1. Throughout San Diego County regional professional development opportunities are provided to after school program staff, program directors and district administrators. The Professional Development training is provided by three major providers as a regional team: the San Diego County Office of Education Regional Technical Assistance Center (RTAC), San Diego County Office of Education Before and After School Administrative Support Center and the Children's Initiative.
- 3.2. The regional team periodically surveys after school staff to determine the quality of training provided, topic areas, identified program needs and focus training for the upcoming training calendar. Regular notices of all RTAC/SDCOE offerings are provided to the district's ASES Leads at their monthly group meetings.
- 3.3. The district conducts an all staff professional development day (this is a non-student day) annually, in mid-January. District-level ASES staff are empowered to design workshop sessions for ASES staff, predicated on current needs, for the aforementioned day.
- 3.4. During the 2019-20 school year Vista ASES joined in the After School Unlimited, Inc. Consortium. After School Unlimited is a San Diego based company dedicated to improving after school programs in and around the community by empowering leaders with the necessary tools to build enriching environments that promote knowledge, culture, health, creativity, character, and equality. As members of this consortium staff had full access to all ASSETS training opportunities throughout the school year. All staff were required to attend the After School Staff Essential Training which is a four-part professional development series designed to give after school leaders the hands-on training they need to establish their professional presence, manage behavior in a positive way, create procedures that work, and implement cooperative games that promote health and build cohesion.
- 3.5. An ASES Staff Training Video Series is also being developed - a parent orientation, a safety/ supervision, a snack, and professionalism in the workplace videos have already been created and disseminated to sites to be used as needs dictate.

**4. Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.**

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

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## 8—Clear Vision, Mission, and Purpose

- 1. Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.**
  - 1.1. Program needs are determined through a mixed methods evaluation design. Data is collected on student achievement to meet required outcome measures. Annual perception data is collected from principals, parents, students, staff and after school program district contacts. These multiple perspectives are collected, reported and discussed with program staff annually in order to make program course corrections and improvements.
  - 1.2. Within the After School Program resources that are made available have a direct link to student achievement scores and bridging the gap. Common resources available amongst all programs are homework help, tutoring services, social emotional education, provide engaging enrichment activities to increase student participation and attendance, and partner with outside vendors to offer additional programs to meet students needs.
  - 1.3. If families demonstrate or voice a need for additional resources that can not be addressed within the after school program, then they can be and are referred to resources made available by our school district. Such resources include: school site parent liaison, McKinney Vento Program, migrant education program, Project Outreach for homeless families, school nurse, and the weekend food distribution program.
  
- 2. Describe three to five program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.**
  - 2.1. After the Continuous Quality Improvement assessment phase is completed, data is collected at each individual school site. Data collected is evidence which provides reason for the improvement. Results and summary of results of surveys, observations, interviews are maintained on record.
  
- 3. Describe how the program has engaged or will engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.**
  - 3.1. One main component in engaging stakeholders is being open and transparent in sharing what we do in the program. Site Leaders provide newsletters to parents, teachers, and other district personnel. Newsletters include upcoming events, program activity calendars, along with other program updates. Monthly meetings with the school site principal, regular communication with the regular school day

staff, monthly leader meetings and site meetings all help to maintain stakeholder engagement. A district level parent letter series was established to communicate and remind parents of important program policies. Families are always encouraged to communicate with their program site leader to make any suggestions, comments or ask questions. This helps parents and community members contribute to program improvement.

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## 9—Collaborative Partnerships

**1. Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.**

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

**2. List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.)**

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

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

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

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

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

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

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

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## 10—Continuous Quality Improvement

1. **Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the Quality Standards for Expanded Learning in California. Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.**
  - 1.1. A variety of measures of student success are monitored including school attendance, student achievement data, and perception survey data which is collected from site principles, participating students, parents, instructional day teachers, and program staff. Measures are coherent with the school day and align with the goals of the program due to the ongoing collaboration and communication the regular school day.
  - 1.2. Each site's ASES Lead annually creates a Site Improvement Plan (action plan) predicated on the Quality Standards for Extended Learning. The Leads are to address a Quality Standard in need of improvement in their site plan. The process begins with gathering student and perception data. The data is then analyzed by program leaders and stakeholders. A Quality Standard of focus is selected and then an action plan created. The action plan is frequently revisited throughout the school year.

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## 11—Program Management

### 1. Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.

- 1.1. To ensure a seamless alignment, the district's ASES program will support and embrace the same mission and vision as the regular day program. Following are the district's vision, mission and value statements:
  - 1.1.1. The Vision in the Vista Unified School District (VUSD) is to be the model of education excellence and innovation.
  - 1.1.2. The Mission of Vista Unified School District is to inspire each and every student to persevere as critical thinking individuals who collaborate to solve real world problems.
  - 1.1.3. Values:
    - 1.1.3.1. Respect: Treating all with dignity.
    - 1.1.3.2. Trust: Having confidence that every decision focuses on the best interests of all students.
    - 1.1.3.3. Collaboration: Working in a collective partnership with clear two-way dialogue that builds relationships among home, school, and the community.
    - 1.1.3.4. Equity: Ensuring all students have access to schools, resources and supports to be successful.
- 1.2. Program funding relates to the vision, mission, and values by ensuring to purchase instructional items and programs that advance and enhance a student's educational experience academically and promote critical thinking skills. Additionally, program funding is used to bring in community partners and solve community needs. Funding is also used to hire and maintain quality staff who embody the values of respect, trust, collaboration and equity.

### 2. Provide the program organizational structure including succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

- 2.1. Although we recognize that our programs are influenced and supported by several members of the community and district employees the key ASES program staff include the following;
  - 2.1.1. Instructional Assistant I - After School Program: Assist students with homework, implement daily academic and enrichment activities, serve as a role model, develop positive/reinforce social behaviors of students, assure student's health and safety
  - 2.1.2. School Age Child Care Leader: Plans and organizes after school program activities in accordance to district and grant guidelines, supports and trains fellow program staff, ensures the safety of program staff and students, maintains electronic files and records, maintains inventory,

- requests orders from stores, and prepares a variety of correspondence, reports, and other materials.
- 2.1.3. Student Support Service Director: Provides oversight for after school programming, supervises program staff, approves contracts, field trips, selects new staff, and attends the monthly cabinet meetings to discuss after school program updates.
  - 2.1.4. Principal and/or site administration: Provides leadership to program staff, assists in the development and planning of the program, ensures proper space is provided for program functions, enforces a fair and consistent student discipline policy.
  - 2.1.5. After School Education and Safety Teacher on Special Assignment: ensures compliance with the after school program grant requirements, informs program staff and district personnel of grant updates, promote activities that align to the district's vision, mission, and values, oversee staff assignments, coordinate and conduct monthly Leader Meetings, collaborate with various partners, maintain required reports including program plan, attendance tracking, archived files, etc.
  - 2.1.6. Student Support Service, Secretary I: Oversees the payroll, absences, substitutes for all program staff, enters orders for district funded accounts and supplemental programming, monitors budgets including the 85/15 report, performs budget transfers, assists with the evaluation paperwork and inventory.
- 2.2. Formal meetings occur on a monthly basis between, the Student Support Director and After School TOSA, School Age Child Care Leaders and the After School TOSA, School Aged Child Care Leaders with the respective site administration and with the site Instructional Assistants. Outside of in person meetings other methods of communication include informal discussions, email, and phone calls.

**3. Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.**

- 3.1. A series of meetings among program stakeholders beget the content of the district's ASES Program Plan. Site ASES Leads, regularly, both formally and informally, interface with their site administrator(s) and teachers, parents and students, and these ongoing interactions help to inform overall program plan design.
- 3.2. ASES Lead staff from all 14 of the district's programs, the After School TOSA, and the AM/PM Program Manager meet the third Tuesday of each month to network and share best practices in after school programming. The information gleaned from the aforementioned interactions/meetings are incorporated into the overall design of the district's ASES program plan. Additionally, at each of the monthly leader meetings, the Quality Standards are visited and reviewed as to how each site performs within each standard.

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

**4. Describe the system in place to address the following program administration requirements:**

**4.1. Fiscal accounting and reporting requirements.**

- 4.1.1. The San Diego County Office of Education (SDCOE) is the fiscal lead for the San Diego Consortium and has a current operating budget, a fiscal management team of qualified and experienced professionals and a strong track record of demonstrated fiscal accountability. SDCOE's Internal Business and the Before and After School Administrative Support Center are responsible for distributing awarded funds to participating districts, subcontractors and ensuring alignment with the California Department of Education (COE) funding guidelines. County and district fiscal staff ensure ASES funds supplement, and do not supplant other funding sources.
- 4.1.2. Working in close collaboration with the COE Region 9 analyst, consultants and fiscal representatives; the Administrative Support Center ensures that all required reports are submitted.

**4.2. Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).**

- 4.2.1. Within the memorandum of understanding the Children's Initiative annually seeks the support of in-kind resources from local business, private agencies and community organizations which provide support to after school programs.
- 4.2.2. Annually, the After School TOSA, ensures the district's funding match. Entities that contribute to the one-third match are as follows:
  - 4.2.2.1. District General Fund - supports site facilities and program support staff (principal, office manager, custodian and health/attendance technician)
  - 4.2.2.2. US Department of Agriculture, Child and Adult Care Food Program - supports daily "supper meals to students at 12 of the district's 14 ASES program sites
  - 4.2.2.3. Local Control and Accountability Plan - LCAP funds are received at Grapevine Elementary to expand the program
  - 4.2.2.4. Anstine Audubon Society - partially funds field trips to the local Anstine Reserve

**4.3. Attendance tracking, including sign-in and sign-out procedures.**

- 4.3.1. SDCOE Administrative Support Center has contracted with an automated web based attendance system (CitySpan) to optimize the ability of districts and schools in submitting accurate attendance and fiscal management. The use of this system allows for the disaggregation of attendance data and ease for reporting state accountability measures. The after school site Leads and/or staff input daily attendance and submit

monthly attendance to the After School TOSA who then shares the data with the COE. The attendance for 27 districts is submitted to the COE. The Administrative Support Center Coordinator and CitySpan staff provide ongoing training for the use of the web based attendance system for all after school program staff. The district maintains archives of attendance records for a minimum of five years.

- 4.3.2. Upon arrival to the program, students scan their individualized barcoded card into the CitySpan system. At student pick-up parents again scan the student's card - this time out, and, provide their signature and time of departure on a hard copy of a CitySpan daily attendance sheet. ASES staff closely monitors the CitySpan attendance system to ensure correctness.
- 4.3.3. A standardized district monthly attendance reporting process and template are used when sites report their monthly attendance to the district.
- 4.3.4. District wide, the ASES Program Leads are knowledgeable about and trained in the use of the program's early release/late arrival policies and protocols, along with other attendance-related issues. ASES Leads use a standardized Early Release/Late Arrival form.

**4.4. Early release and late arrival policies and procedures (EC Section 8483[a][1]).**

- 4.4.1. Early release and late arrival policies are outlined through trainings. Upon site visitations to after school programs, the sign-in and out procedures are reviewed and commented on by SDCOE Administrative Support Center, RTAC and Children's Initiative staff.
- 4.4.2. In accordance with the California Education Code Section 8483(a)(1)(2)(3), the following attendance and early release regulations for the After School Education and Safety Program (ASES) are required:
  - 4.4.2.1. It is the intent of the California Legislature that elementary school students participate in the full duration of the before or after school program every regularly scheduled school day. If a student is unable to attend the program for the full duration, every day, the parent/guardian must complete and submit for approval a request for late arrival or early release specifying the days and hours the student will attend, and the reason(s) for requesting the late arrival or early release.
  - 4.4.2.2. First priority shall go to pupils who are identified by the program as homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), at the time that they apply for enrollment or at any time during the school year, and to pupils who are identified by the program as being in foster care. Second priority for enrollment will be given to students who can attend the full day every day. Non-compliance with the

attendance and late arrival/ early release policy may result in disenrollment from the before/after school program.

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## 12—Sustainability

1. **Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.**
  - 1.1. The district continues to develop partnerships with external agencies who support after school programming. Each agency enhances programming via enrichment activities, time, materials and their expertise.
  - 1.2. Meetings with ASES program collaborative partners are set up and conducted, as needed, and appropriate.
  - 1.3. The After School Teacher on Assignment is responsible for developing relationships with community partners and resources. Recommendations are received from program instructional assistant staff, program leaders, site administrators, and department directors.

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