

**AFTER SCHOOL EDUCATION AND SAFETY  
(ASES)**

**PROGRAM PLAN**

Grantee

**Fontana Unified School District**



**BOARD OF EDUCATION**

**Kathy Binks**

**Barbara L. Chavez**

**Gus Hawthorn**

**Laura Abernathy Mancha**

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**SUPERINTENDENT**

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# **AFTER SCHOOL EDUCATION AND SAFETY (ASES)**

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# Agency / Community Based Organizations (CBO)



**BOYS & GIRLS CLUB**  
OF FONTANA

## Boys and Girls Club - Project Learn

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## City of Fontana - Fontana After School Programs

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## **Names of After School Program Sites**

<b>Site Name</b>	<b>Projected Daily Attendance</b>
Alder Middle	112
Almeria Middle	65
Almond Elementary	64
Beech Avenue Elementary	75
Canyon Crest Elementary	84
Chaparral Elementary	84
Citrus Elementary	84
Cypress Elementary	84
Date Elementary	84
Dorothy Grant Elementary	84
Fontana Middle	112
Harry S. Truman Middle	112
Hemlock Elementary	80
Juniper Elementary	84
Kathy Binks Elementary	75
Live Oak Elementary	71
Locust Elementary	84
Mango Elementary	84
Maple Elementary	84
North Tamarind Elementary	84
Oak Park Elementary	84
Oleander Elementary	84
Palmetto Elementary	80
Poplar Elementary	84
Randall Pepper Elementary	84
Redwood Elementary	84
Sequoia Middle	112
Shadow Hills Elementary	84
Sierra Lakes Elementary	69
South Tamarind Elementary	72
Southridge Middle	53
Ted Porter Elementary	84
Tokay Elementary	74
Virginia Primrose Elementary	84
Wayne Ruble Middle	112
West Randall Elementary	84

### **What target populations are served by this program?**

- Over 50% of the school population receives free or reduced lunch
- Significant number of the school population is identified as English Language Learners and/or Socio-Economically Disadvantaged
- Student selection is based on first come, first served

### **What steps are taken to recruit and select students from the target population(s)?**

Promotion starts from the top down, at the district level to the front line teachers. Many different recruitment techniques are used such as fliers, banners, school electronic signs, PTA, Parent Nights, Talent Shows, Web advertising, word of mouth. Teachers are one of our best resources. Parents are good resources, as they are receiving notices from the school that their children need additional afterschool assistance. Many of our sites have intervention teams, which we collaborate with to recruit students.

### **Program Goals and Requirements**

The After School Education and Safety Program (ASES) is a result of the 2002 voter approved initiative. Proposition 49 amended California Education Code 8482.3. The goal of this program is to promote local partnerships between schools and local community resources to provide an after-school program, and to close the achievement gap of at risk students.

The Fontana Unified School District joined forces with the Boys and Girls Club, the City of Fontana and the YMCA to work towards the improvement of student achievement through ASES. The schools and students eligible to participate met the following criteria:

- Over 50 % of the students are eligible for free or reduced lunch
- A significant number of the students are English Language Learners and or Socio-Economically Disadvantaged.

Fontana Unified School District (FUSD) uses the California Academic Performance Index scores (please refer to Page 3), number of students of families participating in Free/Reduced Lunch program, and students who need academic and enrichment support until 6:00 p.m. or (3) hours after school.

Fontana Unified School District sends out letters to the parent/guardian of any student that has three or more absences to inform them of the consequences. FUSD also has Child Welfare and Attendance liaisons that make home visits to students with excessive absences and/or trancies to provide counseling regarding the importance of attending school daily.

Each school is required to develop a Safe School Action Plan to ensure that all FUSD students and staff members are provided a safe teaching and learning environment, are safe and secure while at school, when traveling to and from school, when traveling to

and from school related activities, that District programs and approved community resources are made available to students and parents, and that schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Included in the assessment were students, parents, principals, instructional day teachers, counselors, and the community based organizations' staff.

Program goals developed include, but are not limited to, the following:

- Students will improve academic skills and confidence.
- Students will be engaged in diverse and enrichment learning opportunities.
- Students will be connected to caring adults.
- Students will be physically and emotionally safe.
- Students will increase their proficiency in Math on the STAR by one level if not proficient.
- Students will increase their proficiency in English Language Arts on the STAR by one level if not proficient.
- EL students will increase their language proficiency one level as measured by the CELDT.
- Students will maintain attendance of five (5) days a week for elementary school students and three (3) days a week for middle school students.

Recruitment and retention of students in the ASES program will be accomplished through written and oral communication that reaches all families in the Fontana Unified School District via the digital phone communication system Tell-a-Parent. Information for registration and program activities is maintained on the District and CBO websites, program brochures placed in public places, and advertisement through the local papers and publicly placed banners. Of course, the best source of advertisement is word-of-mouth. Administrators and staff recognize that a high quality program that young people want to attend is the best way to maintain attendance levels.

The second factor in maintaining attendance rates is effective communication. Parents who enroll their students must attend a Parent Orientation prior to mid-year. When expectations and policies are clearly communicated to all parties involved, understanding is gained from the parents and the students who will make a commitment to program participation. In addition, site and district administrators communicate special events, changes and results of surveys to instructional staff through monthly principal meetings, attendance at PTA, School Site Council and staff meetings. All information is published in the home language of students.

The U.S. Department of Education describes the achievement gap as the difference in academic performance between different ethnic groups. In California, the gap is defined as the disparity between white students and other ethnic groups and between English learners and native English speakers, socioeconomically disadvantaged and non-disadvantaged, and students with disabilities as compared to students without disabilities. ASES students are "flagged" in FUSD's Zangle program. Queries will be completed to obtain student data for the above areas.

# 2008-09 Accountability Progress Reporting (APR)



**Local Educational Agency (LEA) Report**  
**Growth API**  
 2009 Growth  
 Academic Performance Index (API) Report

California Department of Education  
 Academic Accountability and Awards Division  
 9/14/2009

## 2009 Growth API Links:

LEA: Fontana Unified  
 LEA: Unified  
 Type: (An LEA is a school district or county office of education.)  
 County: San Bernardino  
 CD Code: 36-67710

<u>Number of Students Included in the 2009 Growth API</u>	API		
	<u>2009 Growth</u>	<u>2008 Base</u>	<u>2008-09 Growth</u>
28,732	712	694	18

Growth API target information is not applicable to LEAs or to schools in the Alternative Schools Accountability Model (ASAM).

<u>Subgroups</u>	Subgroup API				
	<u>Number of Students Included in 2008 API</u>	<u>Numerically Significant in Both Years</u>	<u>2009 Growth</u>	<u>2008 Base</u>	<u>2008-09 Growth</u>
African American (not of Hispanic origin)	1,950	Yes	696	670	26
American Indian or Alaska Native	118	Yes	722	690	
Asian	368	Yes	820	808	12
Filipino	359	Yes	851	842	9
Hispanic or Latino	23,979	Yes	706	689	17
Pacific Islander	112	Yes	728	732	-4
White (not of Hispanic origin)	1,806	Yes	756	732	24
Socioeconomically Disadvantaged	23,484	Yes	709	693	16
English Learners	15,113	Yes	682	664	18
Students with Disabilities	3,407	Yes	534	512	22

## **Program Content/Quality**

The Fontana After School Program will operate for a maximum of 180 school days until 6:00 p.m. and for a minimum of 15 hours per week. Services are provided directly after the end of the regular school day.

After school snacks provide children with nutrition during after school care and enhance their learning abilities by contributing to their physical and mental well-being. Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems and are more attentive to learning. In order to best serve the youth of Fontana, the snacks provided for the ASES Program meet the SB 12 Food standards outlined below:

- SB 12 (Escutia): School Nutrition Standards - Summary
- Food Standards for All Schools K-12
- Strengthens and implements the competitive food standards originally described in SB 19 (Escutia, 2001).
- An individual snack may have no more than:
  - 35% of its calories from fat (excluding legumes, nuts, nut butters, seeds, eggs, non-fried vegetables, and cheese packaged for individual sale).
  - 10% of its calories from saturated fat (excluding eggs and cheese packaged for individual sale).
  - 35% sugar by weight (excluding fruits and vegetables).
  - 175 calories (elementary schools)
  - 250 calories (middle and high schools)

The ASES program has three distinctive components supported with resources and materials aligned to California State Standards. Students rotate through the components of Literacy, Homework Assistance and Social and Educational Enrichment.

- Homework assistance is provided daily to all students for 60 minutes. The staff collaborates with teachers in regards to progress made on student's homework completion.
- Literacy is part of the daily schedule and rotation. Students visit the library where reading strategies are modeled by the staff or students have opportunities for silent reading. Students read and comment on their reading through oral communication or journal writing. The staff records reading progress in the students' reading logs. Reading is based on a monthly theme and celebrations of success in writing and art are displayed on the ASES site bulletin board. Students receive monthly awards in celebration of their success. This program is technology based and students rotate through the computer lab to access the program. The program assists students in core areas of language arts and mathematics and monitors student progress.

- The ASES program utilizes the Healthy Fontana program, a partnership between the City of Fontana and the County of San Bernardino. This program provides lesson plans and materials, which are implemented in the Social and Educational Enrichment component of the ASES program. This component provides recreation, physical fitness, health and wellness, fine arts and career education. Students are provided daily with a nutritional snack based on the nutrition standards in Education Code 49430.
- Youth will receive help with homework and activities in the areas of language arts, math, history, science and social science for a minimum of one hour each day. Called Power Hour, this comprehensive homework and tutoring program helps students complete their daily school assignments. Power Hour consists of components that include homework help, enabling members to develop the daily habit of completing homework, high yield learning activities to help members apply what they learn in the classroom, and incentives to reward students for positive academic development. Additionally, the program uses Great Source curriculum, which serves the learning needs of students in grades Pre-K through grade 12, Great Source Education Group publishes standards-based resources for the core curriculum areas of reading, writing, language arts, math, and science. Recognizing the diverse demands of today's classrooms, Great Source provides materials to reach a wide variety of learning styles, from on-level students to striving learners and Graffiti Wall, a standards based program, which offers interactive skill building games and activities for youth that participate in the program offered five (5) days per week x 180 days based on a traditional school calendar year.
- Additional programming for the middle school students may include "Goals for Graduation," which introduces students to academic goal setting and creating action plans for attaining their educational goals. Goals for Graduation introduces Students to academic goal setting by linking their future aspirations with concrete action today. The program provides Students with practical support and encouragement to stay in school, improve their performance and graduate from high school.
- Youth will receive computer training depending on participants needs. Skill Tech teaches valuable computer skills in processing, spreadsheets and an understanding of basic software, hardware and network skills. Youth also participate in a variety of educational games on the computers. Offered five (5) days per week x 180 days based on a traditional school calendar year.
- The YMCA incorporates a variety of tools such as Kidzlit, KidzMath, KidzScience, SRA, Internet resources, and other well-known curriculum/enrichment programs.
- Sports, fitness and Recreation activities include fitness and training activities, playground games, sports tournaments, Skillastics, a series of standards-based fitness games that allow participants of varying ages and fitness levels to participate in and enjoy being active at one time, and Hopsports, a standards based program, promoting the physical activity of students, daily challenges, etc. This is a part of the Triple Play program, which is to encourage members to

increase their participation in physical activities. Offered five (5) days per week x 180 days based on a traditional school calendar year.

- Field trips and special events including local museums, zoos, and local festivals and cultural events are offered. Additional programming includes Character and Leadership programs that help youth become responsible and caring citizens and develop leadership skills. Youth ages 11-14 are able to join the Leaders In Training program in which they focus on education, communication and career exploration, as well as unity, social recreation and service projects for the community.
- Money Matters is a program designed for preteens. The program guides them in building their basic money management skills. A program offered for all age groups is Drama Matters, which is designed to raise awareness about the benefits of drama education. Drama builds self-confidence, sparks creativity and boosts academic achievement.
- All youth will participate in the Project Learn program (Boys and Girls Club), which includes educational enhancement, games and high yield learning activities (HYLA's) each day. HYLA's that reinforces and enhances the skills and knowledge youth learn at school might include Scrabble, Pictionary, or supervised computer games. Offered five (5) days per week x 180 days based on a traditional school calendar year.
- Parents/guardians of students in the Fontana After School Program provide input via annual satisfaction surveys. They have an opportunity to discuss any issues or concerns on a daily basis at check out time with the after school staff.

In our 2008/2009 parent surveys:

- 98% of our parents agreed/strongly agreed that they felt they had a clear understanding of the Fontana After School Programs goals and objectives.
- 99% of our parents agreed/strongly agreed that the program is a safe place for my child to work, learn and have fun.
- 93% of our parents agreed/strongly agreed that the program has helped their child do better in the regular school day.
- 96% of our parents agreed/strongly agreed that the program has helped their child develop social skills.

Input from site observations by Site Coordinators and after school program administrators is documented for adherence to curriculum fidelity, youth development, program design and program environment for professional development and program improvement needs.

## **Collaboration and Partnerships**

The Fontana Unified School District believes there is a need for high quality, affordable after school enrichment programs.

Fontana Unified School District joined forces with the Boys and Girls Club, the City of Fontana, and the Rancho Cucamonga Fontana YMCA to work towards the goal of closing the achievement gap of students that meet the program criteria. Collaborative members include, but are not limited to, the Fontana Unified School District Superintendent, the Associate Superintendent of Instructional Services, the Executive Assistant of Instructional Services, school principals, the City of Fontana Community Services Supervisor, Community Services Coordinators, the Boys and Girls Club Executive Director, Director of Operations, Program Specialists, and the YMCA Executive Director, Coordinator and site providers. The three Community Based Organizations' leaders meet regularly to review and discuss program quality and suggestions for improvement. All meetings are documented with agendas, sign in sheets, and minutes. Appropriate personnel are identified for follow up on suggested changes or additions to the program. Records of all site visits and collaboration meetings are kept in the appropriate files at district office. Site leaders meet monthly with the school principal for collaboration and instructional planning.

ASES staff collaborate with students' regular education teacher(s) regarding their academic needs. Site coordinators have established monthly schedules to communicate with site staff and principals regarding student progress and program services.

Collaboration with the community, county, and state agencies is selected based on the identified program needs. The need for materials in both Spanish and English, resources to enhance student access to hands-on, interactive activities that parallel the state standards in English Language Arts, math, health and enrichment dictate the nature of collaboration. Collaboration with various agencies such as Power Play, the National Dairy Council, community guest speakers such as the Police and Fire Departments, Kaiser Permanente, Fontana Boys and Girls Club, YMCA and various City programs all provide additional resources for nutrition, substance abuse, art, drama and fun clubs that are not only recreational, but teach students through fun activities to sustain healthy life choices. Nutritional and healthy lifestyle information published in Spanish and English by the National Dairy Council through Power Play, Kaiser Permanente and Healthy Fontana provides learning through games, cooking and multi-cultural activities. Nutritional information is published in Spanish and English and distributed to parents.

## **Staffing**

### **What are the school district's minimum requirements for an instructional aide?**

- High School Diploma or Equivalent
- Completed two years of higher education study (48 semester units or 72 quarter units), or possess an Associate's or higher Degree

### **City of Fontana:**

Each school site is comprised of one Site Supervisor (After School Community Services Assistant III), two assistants (After School Community Services Assistant II) and three front line staff (After School Community Assistant I) for a total of six on site employees during program hours. The ratio of students to employee is a minimum of 20 to 1.

Each Site is supervised directly by a Community Services Coordinator who oversees 9 – 10 school sites each both ASES and non-funded school sites. The overall program administration is supervised by the Community Services Supervisor in coordination with the Fontana Unified School District Instructional Services liaison.

All Fontana After School Program Staff meet the No Child Left Behind (NCLB) two year college requirement. Staff recruitment is facilitated by the City of Fontana. Trainings are provided by the City of Fontana, Fontana Unified School District, San Bernardino County Superintendent of Schools, and various other professional agencies like California Park and Recreation Society and California School Aged Consortium based on staff needs.

Staff retention is accomplished by effective and timely evaluation process, ongoing staff development that includes in-service in the areas of classroom management, effective teaching strategies, enrichment delivery models, school bullying, communication styles and annual sexual harassment training. Staff development activities are developed by ongoing communication with program administration and site facilitators who determine need areas jointly based on the identified needs of students, site observations and input from instructional day staff. Data from STAR, CELDT and district Benchmark Assessments is reviewed each fall to provide information for program planning, and professional development needs.

Pay range is also a retention strategy for the City of Fontana and offers a competitive pay range, which allows for quality entry pay and opportunities for pay increase based on years of experience and field related trainings.

### **Rancho Cucamonga Fontana Family YMCA:**

- All staff meet the NCLB as required by FUSD.
- Each site will have a lead staff member who is able to direct the site in the coordinator's absence.
- Each staff member will have a minimum of one-hour prep time per week.

- Each program will operate at a maximum of 1:20 adult/child ratio. The program goal is to get to a 1:15 maximum ratio – consistent with our value for asset development.
- There will be a minimum of two staff on duty at all times.
- All staff will have a TB test, Live Scan fingerprints and Drug Test.
- Training time will be budgeted at a minimum of 20 hours per year to include at least one conference.

### **Project Learn (Boys and Girls Club):**

During the hiring process, applicants must provide a resume with school history, reference contact information, etc. Once hired, proof of education must be provided, transcripts, diploma, certificate of completion, and any applicable documentation and meets the NCLB requirement of FUSD.

### **Program Administration**

All fiscal reports are maintained by the Fontana Unified School District Business Department, Fiscal Services. Reports are provided to the California Department of Education by the Fiscal Services Department following the fiscal reporting calendar.

The Fontana Unified School District provides in-kind support to the ASES program through the use of site facilities (i.e. classrooms, computer lab, libraries, multipurpose room, and custodial support). Fiscally prudent grant budgets are followed, which includes the 15 percent limit for administrative costs and at least one-third requirement of matching funds/in-direct costs.

All sites have designated areas where students must report when arriving. Upon arrival, staff records each child's name and arrival time on a sign in sheet. Participants must attend all five days per week. At the conclusion of the program, parent or guardian must sign out/pick up their student from the initial meeting area promptly at 6:00 p.m. Before a student is released from the program, the parent or guardian must present personal identification, which is verified with student's registration records.

The program operates for a maximum of 180 school days, and at least 15 hours per week. Early release procedures are established at all schools which accounts for all students needing to leave prior to the conclusion of the full program and parent signatures or releases are closely monitored and maintained by site level leads.

Staff will attend trainings offered by the Region 10 Lead Office. Additional trainings will be offered by the contracted providers and FUSD. Trainings will help staff better implement programs while helping to better serve the youth.

## **Outcome Measures and Evaluation**

Program effectiveness will be monitored by district administrators based on data collection, parent surveys and feedback from regular school day teachers and administration.

Pursuant to EC 8484(1)(2) Formal data for semi-annual and annual reporting will include attendance in the ASES program and instructional day, proficiency on the STAR and identification of English Learner status. Data collection will also include the California English Language Development Test (CELDT), rates of homework completion, and instances of behavior incidents for monitoring on-program effectiveness.

The State Evaluation Data Report is compiled once a year and submitted to the California Department of Education. Data Analysis of the report serves as the foundation for the improvement of the program. Yearly Entrance and Exit Surveys will be used to monitor student and parent opinion of the program. The parent and principal survey will also be analyzed to evaluate the success of the program as well as the services provided through the ASES Program.

Monthly collaboration meetings to discuss attendance concerns and program design will ensure the program maintains expectations towards meeting set goals. Contracted providers participate in the ***California After School Program Quality Self-Assessment Tool***, which is designed to provide an on-going process to evaluate the internal assessment of programs. Specifically, quality indicators linked to reflecting current after school research provides feedback on both short and long-term plans and goals. This information also guides any ongoing training and/or technical assistance needed.