

Atlas Valley Unified School District - 21st CCLC Grant Narrative

The Atlas Valley Unified School District (AVUSD) is located in the town of Atlas Valley in San Bernardino County. AVUSD has an enrollment of 15,716 and is comprised of two comprehensive high schools, one continuation school, three middle schools, one K-8 magnet school, one K-12 charter school and nine elementary schools. This 21st Century Community Learning Center Grant (hereafter referred to as the “CCLC”) will serve 440 students daily and 150 students on thirty supplemental days at two schools, (1) K-5th grade, Yuma Loma Elementary School (YLES) and (2) 6 – 8th grade Atlas Valley Middle School (AVMS).

A. Description of Required Programmatic Elements

1. Program Components

This proposal will provide the following components: ► **After School Programs** – Three hours per day at the end of each regular school day. ► **Before School Programs** – One and a half hours before each regular school day. ► **Supplemental** - Intersession and summer programs – Thirty days total, fifteen in summer and five each during three separate inter-sessions. ► **Family Literacy Programs** – A variety of programs for parents and young children coordinated through an existing Family Center at Yuma Loma. ► **Equitable Access** – Bussing program for Atlas Valley Middle School students in after school, before school and supplemental programs and for Yuma Loma elementary students before school and supplemental programs.

Both schools served by this proposal enroll large percentages of students from impoverished, ethnically and linguistically diverse backgrounds with high educational needs that require supplemental programs to support achievement of State standards. Table 1 below displays the demographics of the students targeted by this proposal.

Table 1		
Demographic	<u>Yuma Loma Elementary</u>	<u>Atlas Valley Middle</u>
Student Demographics (2006 CBEDS)	American Indian or Alaska Native – 3; Asian – 2; Pacific Islander – 7; Filipino – 3; Hispanic or Latino – 335; African American 103; White (not Hispanic) – 301; No Response – 99; Total Enrollment – 853	American Indian or Alaska Native – 2; Asian – 13; Pacific Islander – 11; Filipino – 7; Hispanic or Latino – 449; African American 153; White (not Hispanic) – 389; No Response – 4; Total Enrollment – 1,028
Free/Reduced Lunch %	86.5% (district = 48.4%)	75.0%
Attendance Rate	93.4%	95%
Truancy Rate (2006 Data Quest)	33.53%	34.85%
Suspensions ‘05-‘06	86	535
Expulsions ‘05-‘06	0	37
English Learners	156 (18.3% [district = 6.8%])	113 (11%)

Low academic performance of students at the two target schools supports the need for academic interventions provided for through this CCLC proposal. The vast majority of students at each of the target schools are performing academically below grade level as demonstrated by the California Standards Test (CST) scores in Table 2 for English Language Arts (ELA) and Mathematics. The table shows percentages of students at each grade level who are scoring below a Proficient level on the CST. These students are the targets of academic interventions provided through this grant. As the data demonstrates, English Learners (EL) are failing to reach proficiency in higher percentages than the All Students group.

Table 2		Percentages of Students Scoring Below Proficient on CST						
Students	Subject	Yuma Loma Elementary				AVMS		
		2nd	3rd	4th	5th	6th	7th	8th
All	ELA	69%	64%	75%	75%	67%	68%	67%
EL	ELA	77%	68%	85%	86%	100%	94%	94%
All	Math	77%	68%	85%	86%	69%	69%	72%
EL	Math	69%	68%	70%	86%	94%	89%	*

*fewer than 10 EL students attempted the Algebra Content Standards Test

Academic Performance Index (API) Scores - The API scores for each school also support the need for the academic interventions provided through this CCLC proposal. **Atlas Valley Middle School** scored an API of 697 in 2006 meeting neither the target growth overall or the target growth for the student sub-groupings. **Yuma Loma Elementary School** scored an API of 716 in 2006 meeting neither the target growth overall or the target growth for the student sub-groupings.

Expected attendance – The expected attendance for each school is detailed in the table below by program component. Each component represents expected daily attendance with the exception of Family Literacy that represents expected average weekly attendance.

Component	Yuma Loma Attendance	AVMS Attendance
After School	160	150
Before School	80	50
Supplemental	150	50
Family Literacy	20 adults; 30 children	20 adults; 30 children*

Estimate of unmet need for before and/or after school programs – The two target sites are currently offering after school programs through the Before and After School Learning and Safe Neighborhoods Program. The needs for expansion of these programs are documented in three ways; 1) by waiting lists at each site, 2) an Advisory Board Needs Assessment, and 3) parent and student surveys. Yuma Loma currently serves 120 students per day in after school programs. There is a waiting list of 100 students for placement and 42 parents on the parent survey that they would be interested in sending their child to a Before School program. Additionally more than 100 parents indicated interest in sending their children to an expanded intersession or summer session that are currently limited to the lowest achieving students. AVMS currently serves 111 students per day in an after school program. There is a waiting list of forty students and a student survey indicated that as many as 50 students would come early to school to participate in a morning program. More than 50 parents at AVMS indicated in the parent survey that they would send their child to a Saturday or summer session.

Title 1 School wide program – Both Yuma Loma and AVMS qualify as Title I School wide programs.

Juvenile Crime – The Vista Loma community experiences high rates of crime. Juvenile crime in the Atlas Valley Unified School District as a whole has been on the rise over the past three years. Juvenile arrests at Atlas Valley Middle School rose 15% during the same three year period. Local law enforcement data shows that San Bernardino County is identified among four California counties with 120,000 gang members (*Inland News*, 3/5/07). The Vista Loma neighborhood where the majority of the students served by this proposal live is the center of

gang activity in Atlas Valley. Keeping students off the street and supervised at times when their parents are at work is vital to keeping them out of gangs.

Process Used for Assessing Community Needs – YLES and AVMS are both located within the community known as Vista Loma. The Vista Loma Neighborhood Network (VLNN) Advisory Board was organized in 2004 to focus community support, to gather input on important issues, to disseminate information, and to ensure that the needs of the community are understood and considered in decision-making by elected officials and agency leaders. The Advisory Board is comprised of 10 individuals, including parents of students at one or both of the target schools, and community leaders. The Advisory Board meets monthly at YLES and has been successful in generating support for community improvements by the city and county. The Advisory Board conducted a community-wide survey in fall of 2006 to assess community needs. The survey return was impressive with over 75% of households responding. The top three needs that emerged from the survey were: 1. Drugs and Gangs; 2. Community Safety; 3. After School Programs for Children.

All of the priorities are addressed wholly or partially by this CCLC proposal and this is why the VLNN Advisory Board has signed an MOU to work with the project to ensure its success. Safety of the community is of course connected to the safety of the community's children which will be greatly enhanced by an expanded after school program. The expansion of the current program will enable all children on the waiting list a place in the program and addresses the third need identified in the survey.

2. Description of Activities

Yuma Loma Elementary and Atlas Valley Middle School both currently offer limited after school programs of academic support and enrichment with funding from the Before and After School Learning and Safe Neighborhoods Program. This CCLC grant supplements and does not supplant the district's obligations to the current program and will more than double the size of the current programs allowing students waiting for placement to receive services. The district has met all regulatory and statutory requirements including submission of reports in a timely manner and the program results have consistently met or exceeded the goals and objectives described in the grant proposal.

Program Design

Project Goal – The 21st Century Community Learning Program will provide a highly engaging environment where student can enrich their learning experience in a safe, supervised environment.

Project Objectives

- 1.0 – Students who attend thirty days or more of academic support classes will increase their reading and mathematics achievement as measured by an annual increase of 5% of students achieving scores indicating “Proficient” or “Advanced” on the California Standards Test among students meeting the attendance criteria and by increasing scores on district reading and mathematics assessments.
- 2.0 – Students attending thirty days or more of the CCLC will achieve higher average school attendance rates than the school wide average attendance rate.
- 3.0 - Students attending thirty days or more will demonstrate a lower suspension rate than the school wide average suspension rate.
- 4.0 – 100% of students and parents completing satisfaction surveys will rate the program as satisfactory or better on all project measures.

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5.0 – 100% of adults participating in a minimum of 100 hours of adult education instruction will demonstrate a 3 point scaled score gain as measured by the CASAS Reading assessment.

6.0 - 100% of grant costs will be funded through district and community resources by year 5 to fully sustain grant activities beyond federal funding.

There will be four components to the CCLC program; 1) After School, 2) Before School, 3) Supplemental, 4) Family Literacy. Components 1-3 are supported by the Access Grant application.

Table 3 below shows the current program and the expansion that is being proposed by this CCLC grant.

Table 3						
	Current Program			CCLC Expansion		
	Days Open	Hours Open	Enroll.	Days Open	Hours Open	Enroll.
Yuma Loma	180	Before – 7:30 – 9:00 AM	0	210	Before - 7:30 – 9:00 AM	80
		After - 3:15 – 6:15 PM	120		After - 3:15 – 6:15 PM	160
		Supp.- 8:30 – 1:00 PM	0		Supp. - 8:30 – 1:00 PM	150
AVMS	180	Before – 7:30 – 9:00 AM	0	210	Before – 6:30 – 8:00 AM	50
		After - 2:51 – 6:00 PM	111		After – 2:51 – 6:00 PM	150
		Supp.- 8:30 – 1:00PM	0		Supp. - 8:30 – 1:00 PM	50

The **After School** program will operate daily at each site from 3:15 PM to 6:15 PM at Yuma Loma and from 2:51 - 6:00 PM at AVMS. There are fourteen minimum days per year when school releases early for teacher training or for parent teacher conferences. The students on those days are given a snack when they are released at 12:35 PM and then they attend an enrichment activity. The program operates as normal after the activity until 6:15 PM. **Daily Routine** - The program routine will be very similar at both YLES and at AVMS. Students in after school program line up at the cafeteria at the end of their school day to be signed in and to receive a snack which they eat inside and have an opportunity to socialize with students and staff. Students leave the cafeteria supervised by staff and move to their assigned classrooms where roll is taken on ScanTron® sheets to be fed into the district’s attendance accounting program Aeries. Students participate in an hour of academic support according to their identified needs. Academic classes are provided by certificated teachers and supported by paraprofessional and volunteer staff. Academic classes are maintained at a ratio of 15:1 or below at all times. Students have daily access to the school library that is staffed until the end of the program each day.

The final two hours at Yuma Loma and the final three hours at AVMS are scheduled for other academic support such as homework help and academic enrichment classes. Students have opportunities to participate in a variety of enrichment activities such as Gardening Club, Meteorology Club, Geology Club, Newspaper Club, Band, Chorus, Mentoring, and Rocket Club. Students are released from their classrooms to attend these enrichments. Students sign up for their choice of activities and a new schedule of activities is offered twice a year. Academic enrichment classes are maintained at a 20:1 ratio or below at all times. Students are allowed to switch between choices by making a request to staff. Requests to change programs are approved according to the enrollment and appropriateness on an individual basis. Students are released at AVMS to participate in after school sports when they are team members.

At Yuma Loma Elementary all students must be signed out by an adult at the end of the program day. No bussing is offered for the after school program to ensure that all students are

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picked up by a responsible adult. AVMS students are released to walk home unless they take a bus in which case they are escorted to the bus by project staff that ensures all students safely board the appropriate bus.

The site Yuma Loma Principal and the AVMS Principal are on duty daily until approximately 7 PM when all students are safely delivered home. After school programs are staffed by the Project Coordinator, certificated teachers, instructional aides, high school workers, volunteers, mentors, and peer mentors. All paid and volunteer adults who work in the program must be processed by the AVUSD Personnel department before contact with students.

Academic support is provided using district approved, standards based and research-supported curriculum. Table 4 shows the variety of programs that teachers employ with students according to their needs.

Table 4	Component Abbreviation Key		
	B=Before School; A=After School; S=Supplemental		
Academic Support Programs	CCLC Expansion	Yuma Loma	AVMS
Accelerated Reader	X	BAS	BAS
Accelerated Math	X	BAS	BAS
Turning Points Mentoring Program	X	BAS	
Math Facts in a Flash	X	BAS	BAS
Homework Help	X	BAS	BAS
Accelerated Grammar and Spelling	X	BAS	BAS
STAR Reading	X	BAS	BAS
STAR Early Literacy	X	BAS	
Standards Master Reading	X	BAS	
Standards Master Language Arts	X	BAS	
English in a Flash	X	BAS	BAS
Mad Minute	X	BAS	BAS
STAR Math	X	BAS	BAS
Standards Master Math	X	BAS	
Evening Library Hours	X	A	AS
Project LEAP	X	BAS	
Preschool Support	X	BAS	
Houghton Mifflin Supplemental Materials	X	BAS	BAS
Read Naturally	X	BAS	BAS
Forensic Science	X	AS	AS
0/7 Period Intervention Classes	X		BA

Table 5 below outlines the academic enrichment programs that are being offered and will be expanded at both sites. Creation of additional classes will be encouraged as the program develops.

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Table 5 Academic Enrichment Programs	CCLC Expansion	Yuma Loma	AVMS
Gardening Club	X	AS	AS
Agriculture - Community Garden	X	AS	
Meteorology Club	X	AS	
Geology Club	X	AS	
Newspaper Club	X	BAS	AS
Yearbook Club	X	AS	AS
Rocket Club	X	AS	
Technology Club	X	BAS	AS
Music Program	X	A	A
Arts of the Masters	X	AS	
Peace Leader Program	X	AS	
Student Council	X	BAS	AS
Chess Club	X	AS	AS
Video Production	X	AS	AS
Intramural Sports	X	AS	AS
Field Trips	X	AS	AS
Leadership	X	AS	AS
Health Occupations Students of America	X		AS
Trade/Job Skills	X		AS
Character Education	X	AS	AS
Atlas Valley Community Activities League	X	AS	AS
Marine Biology	X		AS
Foreign Language and Culture Club	X		AS

The **Before School Program** will operate from 7:30 – 9:00 AM at Yuma Loma and from 6:30 – 8:00 AM at AVMS. **Daily Routine** - Morning activities will commence as students finish their breakfast. Early morning activities will focus on reading with instructional aides, peer tutors and community volunteers reading with small groups. Materials used for these activities will be the same as in the After School Program. Individual students may also read within the Accelerated Reader program or participate in homework help. Students are released from the program to line up or report to their classes ten minutes before the bell rings. The before school program is staffed by the Project Coordinator, Instructional Aides and Volunteers. The program will be held in the school library, classrooms and computer lab, where materials and computers are available to support the research-based literacy programs.

Supplemental Programs operate during inter-session (Yuma Loma only), Saturday (AVMS only) and summer periods when there is no regular school. The CCLC program will expand the daily time of this program from the current three hour program to four and a half hours. The year round schedule provides two week breaks in October and March/April, and a three week break during December/January. Yuma Loma students will be offered a one week program during the two week breaks and a fifteen day program during the summer session. Atlas Valley Middle School students will be offered a two week program during the breaks and a fifteen day program during the summer. AVMS students will be offered fifteen Saturday programs and fifteen days in summer. Students will attend for four and a half hours from 8:30

AM – 1:00 PM on those days and are served a breakfast and lunch. The program schedule includes reading, math, writing and an enrichment activity using the same research based district materials used during the core program. Intercession classes are staffed by the Project Coordinator, Certified Teachers, Instructional Aides, High School Student Workers and Volunteers. The school library is staffed for student access. The emphasis is on improving basic skills that are keys to achieving grade level standards. Daily enrichment activities will be planned for all students to participate. The typical schedule for a supplemental program will be: Breakfast 8:30 – 9:00 - Academic Support – 9:00 – 11:00; Break – 11:00 – 11:30; Academic Enrichment – 11:30 – 12:30; Lunch - 12:30 – 1:00.

Motivation – Our experience and research that the program design is based upon tells us how important it is to make the extended day programs highly engaging for the children or they lose interest and they stop attending and parent support will erode. We work hard at encouraging excellence in all aspects of the program and regularly offer motivational programs for students. The program structure is intended to be motivational with the snack and a brief opportunity to socialize as they come together in the first part of the schedule each day.

Staff members are encouraged to bring their personal interests to the program and to connect these to standards based instruction. This has produced some outstanding opportunities for students as is evident in Table 5 below that shows a rich menu of enrichment activities being offered.

Awards for attendance are given each grading period; award parties for excellent achievement are given regularly. Highly motivating enrichment opportunities, mentoring relationships, special presentations, movies, and other methods are used to motivate students and make the extended day as enjoyable as possible.

Attendance – AVUSD uses the Aeries attendance system that enables the CCLC to utilize ScanTron® sheets for attendance and to track attendance electronically. It also enables us to link attendance to assessment performance and to closely keep track of emerging attendance problems. Students are entered in the system by class thereby easing the placement of students for the project coordinator.

Family Literacy Program

Table 6 Family Literacy Programs	CCLC Expansion	Yuma Loma	AVMS
Job Skills	X	X	X
English as a Second Language (ESL)	X	X	X
General Equivalency Diploma (GED)	X	X	X
Love and Logic Parenting Class	X	X	X
Parents As Teachers Program	X	X	X
40 Developmental Assets Program	X	X	X

The Family Center at Yuma Loma will expand services to include parents with children at AVMS. The close proximity of the two schools and the fact that families from both schools live in the Vista Loma neighborhood make the Family Center a convenient location for parents to participate.

3. AVUSD Experience in providing educational and related activities

AVUSD has successfully provided after school programs for the past eight years at Yuma Loma Elementary School and has begun to provide programs this year at AVMS. We consider

our district proactive and forward-thinking in seeking solutions to difficult educational issues. AVUSD has aggressively sought supplemental grants and innovative programs to address identified needs. The district has an established process and chain of command for grant programs, budgeting for grant programs. A good example of district support for grant programs is the integration of the attendance accounting for after school programs with the district attendance accounting software. This enables district administration to correlate attendance in the program with standards-based achievement measures and with regular school attendance. The district also ensures that supplemental programs such as the CCLC receive adequate curriculum and instruction support. The district ensures that standards-based materials are made available to the CCLC program and through cross training of regular school and project staff in curriculum and instruction wherever appropriate.

The district has established a management structure that supports and facilitates effective implementation of supplemental programs. This structure includes recruitment, supervision and training of staff, effective recruitment of staff that reflects the cultural and linguistic backgrounds of our students, effective communication with the community about program implementation, including identification of program need for refinement, enhancement, or revision of programs on an ongoing basis, transportation, communication between regular day school staff and the after school staff, and inclusion of the priorities of the After School Program in the decision-making and budgeting processes of the school district.

4. Description of the effectiveness of the selected activities

AVUSD uses a process for selection of programs and curriculum materials that ensures all materials purchased with district funds support the core program, are scientifically based according to valid research, are appropriate to the grade level and the needs and characteristics of the students targeted and support student achievement of district content and performance standards. The process is supervised by the Assistant Superintendent for Curriculum and Instruction who chairs the district Curriculum Committee. All programs and curriculum materials to be used in the CCLC program have been reviewed and approved by the Curriculum Committee.

A key to the effectiveness of the CCLC program is the connection between what is done in the classroom and what is being done in the after school program. A strength of this proposal is that we will employ a certificated coordinator who understands the curriculum and the need to correctly target interventions after school. This involved effective communication with the regular teaching staff about the program needs and about the needs of individual students on an ongoing basis. The following curricular programs are used during regular classroom instruction and will be continued in the CCLC delivered by certificated teaching staff. **English Language Arts:** Accelerated Reader, Accelerated Grammar & Spelling, English in a Flash, Read Naturally, Houghton Mifflin Series materials. **Mathematics:** Accelerated Math, Math Facts in a Flash, Mad Minutes, and Harcourt Brace Mathematics. All of these curriculum programs were approved through the district's curriculum selection process.

a. Performance Measures

AVUSD will use the California Standards Test (CST) results in reading and mathematics to assess the effectiveness of the academic support and enrichment programs. This assessment is given annually to all students beginning in grade two.

Students are assessed in English Language Arts (ELA) using the STAR Reading or STAR Early Literacy assessments, Standards Master Reading, Standards Master Language Arts, District Criterion Reference Tests, and Running Records. Growth is also recorded using

Accelerated Reader and Accelerated Grammar & Spelling records. Students not scoring at or above grade level on these interim measures are noted by their teachers as “at risk” of not meeting grade level standards. Administration, classroom teachers, and school support staff develop individual learning plans for at risk students to implement intervention strategies designed to accelerate student progress toward meeting state standards. These plans may include referral to the CCLC program, when they do; the plans are shared with the CCLC Project Coordinator so that supplemental instruction is appropriate to the needs of each student. Students are provided extra opportunities to practice skills, receive tutoring, and to complete homework with support moving them more quickly toward achievement of grade level standards. Students not identified at risk are also enrolled in the after school program and are encouraged to accelerate their levels of achievement through the self-paced programs such as Accelerated Reader, Mathematics, Grammar & Spelling.

In Mathematics students are assessed using STAR Math, Standards Master Mathematics and District Criterion reference Tests. Growth is also noted using Accelerated Mathematics records and Math Facts in a Flash records. As with ELA, students not scoring at or above grade level are noted as “at risk” of not meeting grade level standards and an Individual Learning Plan is developed to design interventions that will enhance the child’s chances of attaining grade level standards. These Plans are often supported by the child’s participation in the CCLC program.

b. Scientifically Based Research

District-provided standards and research-based curriculum materials and instructional strategies are being used by all staff members of the CCLC. The program design is based on scientific research about why extended day programs are effective at promoting learning, “we know that there are many children who are struggling to meet school standards because of their own academic challenges or language barriers. In all of these situations, an afterschool program can provide structure, offer connections with others, provide more academic help, and create occasions for participants of any age to develop new skills”. We also know that extended day programs help with reducing delinquency “Multiple reports confirm that children are most likely to experience violence or participate in risky behaviors like using drugs or alcohol during the afterschool hours of 3 p.m. to 6 p.m. (Newman, Fox, Flynn, & Christeson, 2000)” (retrieved March 7, 2007 from NCREL: http://www.beyondthebell.org/page_research.php)

Our program is designed to promote student and parent satisfaction. Research shows that parents are most satisfied when the cost is low, when the program is convenient to participate in, and when their children are happy to go (America After 3PM: A Household Survey on Afterschool in America). This CCLC is designed to ensure that there is no cost, that enrolling and attending is convenient, and that children will be offered a rich schedule of interesting classes and activities.

The needs of English Learners and their families are being accommodated in our program design through employment of bilingual staff, modification of instruction to enable maximum access to materials that includes differentiated instructional strategies, student grouping by language ability when appropriate to maximize comprehensible input, peer mentors and High School workers, and translated materials for parents.

Family Literacy is an effective model for improving the literacy levels of parents and their children and thereby increasing the economic level of the family. The program proposed for this CCLC implements a four-component model of Family Literacy in alignment with NCLB. An additional focus is on increasing intensity of services that research shows results in increased

outcomes in adult learners. (Kassab, C., Askov, E. N., Weirauch, D., Grinder, E., & Van Horn, B. (2004, spring). Adult participation related to outcomes in family literacy programs. *Family Literacy Forum*, 3(1), 23-29.)

5. Family Literacy Needs Assessment

The need for Family Literacy was established through the work of the Vista Loma Network Advisory Board that meets monthly at the Peter Smith Family Center at Yuma Loma Elementary school. The Advisory Board recommended the expansion of family literacy services according to the program detailed in the attached Family Literacy grant narrative. Additionally, the Family Center Director confers with parents on an ongoing basis about their needs. She helps parents find safe and effective early childhood education placements. In her work she meets with many of the low income families and reports that there is a high need to expand family literacy services due to low literacy among many of the adults.

Many of the parents who participate at the Family Center have a limited education and low English proficiency. Over fifty percent of these parents have no transportation to leave the neighborhood to attend adult education classes offered elsewhere. The parents are concerned about their children's success in school and welcome the opportunity to become involved in programs that enhance their ability to be effective in supporting their children's academic success. Typically English is the first barrier to the parents becoming involved at school and this barrier grows between the parents and their children as their child becomes increasingly English proficient. One mother said (with a big grin) when she began to learn English, "My son can't change to speaking English on the phone when he doesn't want me to know what he is doing anymore!"

B. Description of Collaboration and Partnerships

Description of collaborative partnerships and partners relative to implementing and sustaining the CCLC program.

1. Federal, state, and local programs that will support the program.

A variety of funds support the implementation of this CCLC proposal. The goals of the current after school program have been adapted into the school wide plan and the categorical budgets of both schools. As previously mentioned, both schools are implementing limited programs with existing Before and After School Learning and Safe Neighborhoods grants. Other categorical budgets contribute to this proposal including federal Title I, Title II, and Title III funding, state funds that provide support include School Improvement funding and EIA/LEP. The Family Literacy program is also supported with a variety of local partnerships that provide both cash and in kind contributions. This CCLC grant will supplement, not supplant existing programs and commitments. The Title I coordinator at Yuma Loma Elementary has managed title I programs for fifteen years and he works closely with the Principal to ensure that all compensatory education funding is spent on effective, research-based programs that support student achievement of high standards. He oversees the current after school program and will help the Project Coordinator implement the CCLC program.

2. Development of partnerships and plans for ongoing collaboration.

The Vista Loma Advisory Board will advise implementation of the CCLC project and will include the evaluation consultant and both principals as members of the Board. A monthly report to the Board will be made by the Project Coordinator and Project Evaluation consultant. This report will highlight the progress being made in achieving the project goals and objectives and implementing all project activities according to related timelines. Additional partnerships

are continuously sought by the Peter Smith Family Center and Advisory Board. Additional agreements are secured that enrich the program activities and build long-term sustainability.

3. Collaborative plan for carrying on the activities beyond the five year grant cycle.

Describe the investments of each partner and time frames for these investments.

Local funding and in kind contributions from partners are detailed in the budget section and provide substantial and growing support for program implementation. The key partners in the project implementation and their key contributions are identified in Table 7 below.

Partner Name	Description of Contributions	Annual Value of Contribution
After School Education and Safety	After school program grant	\$390,000
Academic Tutoring Partnership Program	After school tutoring for students, clerical support for the program	\$34,048 \$8,400
St. Joseph Health System Foundation	Vista Loma Neighborhood Network, Neighborhood Revitalization	\$48,000
Atlas Valley Fire Dept.	Firefighters to read with students weekly	\$1,900
Atlas Valley Police Dept.	Jr. D.A.R.E. Program – 2 officers twice per week to read with students	\$7,600
Volunteer Academic Mentoring	30 Community Mentors Weekly	\$28,500
Peter Smith Family Center	Family services	\$20,000
National School Lunch Program	Daily Snack, Breakfast and Lunch for supplemental program	\$65,000

We recognize that sustainability is not something that is built overnight but rather over a prolonged period of sustained effort so we will continue efforts already underway commencing on day one of the CCLC implementation. The Advisory Board will agendaize sustainability in its monthly meetings to keep it in the forefront of our efforts to build programs that will outlast the grant funding.

In order to fully sustain all project activities beyond the project period the project activities must be successful and be viewed by the school staff and the school community as indispensable. It is indispensable programs and staff that become priorities within existing budgets. Competing interests for this priority always exist within a school and within a school district therefore it is incumbent on the staff of the CCLC, the school and community leadership to find the means to support the program to the greatest extent possible thereby minimizing the impact on school discretionary budgets when the grant cycle ends. It is equally important for the CCLC to be highly successful and for this success to be well-documented through evaluation and that the evaluation results are made known to all stakeholders. The Coordinator will make presentations about the project results to community groups and service clubs, to school staff and parent groups, and annually at a School Board meeting. Success and recognition is the key to opening the budgetary checkbook of community and school decision-makers so a concerted, ongoing effort to inform the entire community about results will be made.

4. CCLC/Regular Program Staff Communication Plan

The CCLC provides significant improvement in communication between the regular day program and the enhanced after school program. The coordinator of the CCLC will be a certificated teacher with classroom experience and expertise in reading and mathematics

instruction. The coordinator will provide a more effective connection between the two programs, provide expertise to design effective interventions based on identified needs, and provide more knowledgeable feedback to teachers about the specific strengths and needs of the students referred.

There is a high priority on ensuring that the CCLC program meshes and supports the regular school program. Much effort is made to keep both the regular school staff and the CCLC staff informed on all issues that affect the students. Communication between the after school program staff and regular teaching staff occurs systematically as part of the current after school program implementation. Teachers use a Student Need Referral Form to refer students to the program for academic support on which they indicate the specific academic areas that the student needs to be supported in. After parental permission is received for the student to begin attending the program, the Project Coordinator uses the referral forms to establish tutorial grouping and/or to offer individual assistance. The form includes a section where the after school staff writes a brief description of the interventions being given according to the needs identified and this is returned to the classroom teacher. Ongoing communication between the regular day and after school staff is facilitated by the Project Coordinator attending the school staff meetings, the cross training of staff by inclusion of regular and after school staff in regularly scheduled staff training events, and the inclusion of CCLC program information in the regular teacher bulletins.

a. Plan to ensure alignment of the CCLC program with content standards.

Key processes described earlier in this proposal ensure that the CCLC program will be aligned with state content standards. These processes include utilization of standards-based curriculum and assessments, involvement of CCLC staff in the Individual Learning Plans for students at risk of not achieving grade level standards, collegial relationships between the CCLC staff and the regular classroom teachers. Alignment to standards is further supported by employment of a full time certificated Project Coordinator who oversees implementation of the instructional program and provides guidance, assistance and access to training for staff.

AVUSD requires that all programs and curriculum materials purchased with district funding are aligned with content standards. The process for approval of curriculum purchases applies to materials to be used in the implementation of this CCLC program. All of the programs and materials to be implemented have already been reviewed by the district Curriculum Committee and have been approved for district use including after school programs therefore there will be no delay in the implementation of this CCLC grant when funded.

5. Description of consultation with private schools.

All private schools identified within the attendance boundaries of the two targeted schools have been notified by the site principals of the district's intent to apply for this CCLC. These schools have been invited to participate in the development of the proposal and in the project activities of the CCLC. No schools have responded to this invitation to date however we remain open to their participation at any time during the grant cycle. Evidence of these efforts is being maintained at the school site with other grant documentation.

C. Program Administration

1. Program sites

2. Will all activities be offered on site?

All project activities and services will be delivered at Yuma Loma Elementary School and Atlas Valley Middle School. Family Literacy will be delivered for both sites at the Peter Smith Family Center located on the Yuma Loma campus. No satellite or remote sites are

necessary to provide excellent access to all students. Transportation funds are being requested through the Equitable Access application to ensure all students may attend.

3. How will information be disseminated to the community?

The community will be informed about the expanded project in a number of ways including flyers carried home by students in English and in the family's home language. Posters will be posted in the community giving key information about the program. These *posters will be posted* (must be a song there) in multiple languages within the community where families visit or gather such as church, agency offices, shopping centers, etc. Public service announcements will be requested on television and radio in the home languages of the students being served. Presentations will be made to community groups, school committees, and at school events such as Back-to-School Night and Open House by the Project Coordinator. The Principals will provide information to parents and community through school newsletters and on the school web sites.

4. How will staff development needs be determined and how will staff training be planned based on these assessments?

The Principals and the Project Coordinator will meet regularly (weekly at first and then bi-weekly after the program is fully operational) to plan program implementation, to resolve issues and overcome barriers, to discuss budget issues, to review schedules, to plan for sustainability and to assess staff needs including training. The Principals shall be responsible for supervision of staff and for provision of training to ensure that instruction aligns closely with the intent and scope of the research-based programs selected for use. We recognize that teachers and staff members must maintain fidelity of implementation of programs according to the research-based models; therefore, all staff will receive professional development according to their needs and roles in implementing the research-based curricula.

5. Proposed staffing, minimum qualifications and student-to-staff ratios.

All staff employed for the CCLC will be fully qualified to deliver the instructional program. All teachers will be certified and approved as instructors according to District Policy and the guidelines of the California Commission on Teacher Credentialing. Paraprofessionals will meet district requirements for employment under NCLB. High school workers must qualify for a work permit and pass all health and fingerprint requirements of the school district. Volunteers must complete personnel screening before beginning service with students. Student-to-staff ratios will be 15:1 or less for academic support and 20:1 or less for academic enrichment components.

6. Plan for involvement and communication with the regular school day teaching staff.

It is our goal that all regular classroom teachers will participate in the CCLC as either an academic support teacher or as an academic enrichment teacher. Teacher involvement provides the best level of direct communication between the regular day staff and the CCLC. Communication will also be facilitated as the Project Coordinator who attends weekly staff meetings. The Project Coordinator will provide a weekly bulletin to staff giving details about the project such as schedules, special events, needs, and successes. Teachers will provide at risk student referrals based on Individual Learning Plans that prescribe appropriate interventions giving assistance to the Project Coordinator in placement. Communication is also enhanced by regular communication between the Principals and the Coordinator and by the Principals' direct involvement in the CCLC on a daily basis. This topic is also discussed in Section B.4.

7. Equitable access and participation including students, teachers, parents, and program participants with special needs.

A key to ensuring equitable access is the involvement of the Vista Loma Network Advisory Board. This Board is comprised of members who represent the diversity of the neighborhood and who bring that diversity of perspective to the table. These Board members are leaders in the community and actively communicate with members of the community. Their involvement ensures that accurate information about the CCLC will reach out into the community on a regular basis.

In accordance with State and Federal laws, the Atlas Valley Unified School District does not discriminate on the basis of age, race, religion, color, sex, national origin, marital status, physical or mental handicap. AVUSD actively advertises in a variety of periodicals in English and in languages representative of the student population. Employment of staff for this CCLC will follow all district procedures and policies to ensure that equal access to employment is provided.

Student enrollment will be open-ended and timely. Appropriate notification will be provided to all students and their families in multiple languages to ensure that all students have an equal opportunity to participate. Students with special needs will be accommodated according to their IEP requirements.

D. Capacity for Effective Evaluation

AVUSD uses valid and reliable assessment instruments to accurately assess student achievement. District staff uses assessment results to plan and deliver instructional programs that meet the needs of individual students according to their needs. The district utilizes a centralized system for collection and analysis of assessment results that ensures timely and accurate record keeping, analysis of results, and reporting. An external evaluation consultant will be employed to coordinate data collection and to provide analysis. The consultant will provide regular feedback to the project staff that facilitates timely decision-making. The consultant will work with the Project Coordinator to write the local evaluation report and to assist with state and federal reporting requirements. The consultant will serve as a member of the Vista Loma Advisory Board throughout the grant period.

1. Data Collection Plan

Data to be used in the evaluation of this CCLC is already being collected by AVUSD staff so there will be no expense to the project. Table 8 below outlines the instruments to be used and the timelines for data collection and analysis.

Table 8 Assessment Instruments	Person(s) Responsible	Objective Assessed	Benchmarks
California Standards Test	Classroom Teachers	1.0	Annually in spring
STAR Reading Test	Classroom Teachers	1.0	fall and spring
STAR Early Literacy Test	Classroom Teachers	1.0	Trimesters
STAR Math Test	Classroom Teachers	1.0	fall and spring
Standards Master Reading	Classroom Teachers	1.0	Fall and Spring
Standards Master Math	Classroom Teachers	1.0	Fall and Spring
Attendance Records	Project Coordinator	2.0	Daily
Discipline Records	Principals	3.0	Annually
CASAS Reading	Adult Educator	5.0	Pre-Post Annually

GED Test results	Adult Educator	5.0	Ongoing
Training Evaluations	Project Coordinator	1.0 – 5.0	Ongoing
Student and Parent Satisfaction Survey	Project Coordinator	4.0	Quarterly
Evidence of Sustainability Funding	Principals, Project Coordinator	6.0	Reviewed Annually

2. Program Evaluation Design

The program design relies on assessments and methods that are rigorous, valid and fair. Both qualitative for formative evaluation and quantitative data for summative evaluation will be analyzed and reported in the local evaluation report annually.

Summative Evaluation – Quantitative data will be used to assess the success of the program in meeting stated objectives. Data to be used for evaluating the success of the CCLC are the California Standards Test, attendance data, discipline data, satisfaction surveys, and CASAS reading assessments. These assessments are valid and reliable assessments of student and adult achievement of the project objectives.

Formative Evaluation - Qualitative data will inform project implementation. Implementation will be evaluated by reviewing implementation of each component and the associated timelines as they are specified within the approved management plan (Appendix 2). Program management will be assessed by the Project Coordinator, by the Project Evaluator, the Principals, and Advisory Board according to implementation of activities according to the specified timelines. The Advisory Board will participate in the process evaluation by meeting monthly to review implementation progress. The Advisory Board’s role is to give review qualitative data and anecdotal input to provide feedback that influences program modifications. The Advisory Board will also offer assistance to the project in terms of resources and expertise.

Informal assessments of activities will support the formative evaluation process including attendance records and written evaluations of training by staff, student surveys pre and post, student attendance data, quarterly student and parent satisfaction surveys, and through anecdotal feedback given by administration, staff, students, and parents.

3. Use of Data to refine, improve, and strengthen the program.

The evaluation design is dependent on a team approach to evaluation. This team approach involves ongoing feedback and input from multiple stakeholders representing the diversity of the Vista Loma neighborhood comprising the schools’ community. The external evaluation consultant works collaboratively with the Project Coordinator and all stakeholders to provide expert analysis of data and to develop plans for program improvements. Changes, revisions or adaptations based on qualitative and quantitative data will be reviewed at Advisory Board meetings on a monthly basis to ensure that program improvements are having the expected and desired impact on program effectiveness.

E. Core Grant Budget (Form F1)

F. Core Grant Budget Narrative/Justification