

AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN



Vallejo City Unified School District



Expanded Learning Programs



Prepared by

Vallejo City Unified Expanded Learning Program

Vallejo City Unified School District
665 Walnut Avenue
Vallejo, CA 94592

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Vallejo City Unified Expanded Learning Sites

Site Name	Projected Daily Attendance
1. Annie Pennycook Elementary	85
2. Dan Mini Elementary	85
3. Federal Terrace Elementary	85
4. Glen Cove Elementary	85
5. Grace Patterson Elementary	85
6. Highland Elementary	90
7. Hogan Middle School	118
8. Johnston Cooper Elementary	85
9. Lincoln Elementary	85
10. Loma Vista Environmental Science Academy	85
11. Mare Island Health and Fitness Academy	111
12. Solano-Widenmann Leadership Academy	111
13. Steffan Manor Elementary	85

Site Name	Percentage of School Population		
	Homeless	Foster	Standard Not Met-Math
1. Annie Pennycook Elementary	1.0	0.2	41.7
2. Dan Mini Elementary	4.7	0.42	35.6
3. Federal Terrace Elementary	2.3	0.28	41.8
4. Glen Cove Elementary	0.44	.89	36.0
5. Grace Patterson Elementary	1.0	0	38.6

Site Name	Percentage of School Population		
	Homeless	Foster	Standard Not Met-Math
6. Highland Elementary	0.41	0.0	49.6
7. Hogan Middle School	1.5	0.2	54.5
8. Johnston Cooper Elementary	1.7	0.65	34.6
9. Lincoln Elementary	0	0.53	54.2
10. Loma Vista Environmental Science Academy	.76	0.76	73.2
11. Mare Island Health and Fitness Academy	2.1	0.0	51.4
12. Solano-Widenmann Leadership Academy	1.3	0.73	58.3
13. Steffan Manor Elementary	0.38	0.38	41.9

Vallejo City Unified School District Expanded Learning Program Mission, Vision and Goals

What We Do/Mission

We close the opportunity gap for Vallejo youth through high quality academic and enrichment learning in a youth-focused, safe and nurturing space.

Why We Do It/Vision

All students need and deserve inspiration and support to reach their greatest potential today and in the future.

Overall Program Goals

1. Create safe, supportive and engaging learning environments for participants and staff.
2. Prepare youth academically and socially-emotionally to ensure their success and the success of their community.
3. Expand student horizons through high-quality enrichment programming that helps youth master 21st century skills and develop their interests and talents.

How We Achieve It/The Program Plan

Purpose of the Plan

This program plan serves as the operational design of Vallejo City Unified School District Expanded Learning Program within the framework of the requirements defined in California *Education Code (EC)* sections 8482 et seq and as a communication tool for stakeholders.

Introduction

In late 2018, the Expanded Learning Program (ExLP) district coordinator met with stakeholders to begin a process of a major revision to the District's After School Education and Safety Grant Program Plan. The revision would align the plan with the Quality Standards for Expanded Learning and alter the old plan to reflect changes implemented over the previous years. Additionally this input would help guide the drafting of mission and vision statements and selection of goals. Stakeholders included principals, ASES site coordinators, and an Expanded Learning Advisory Group, composed of parents, students, community members, police department staff, City of Vallejo staff, and ASES coordinators, and other district staff. Content for a mission and vision statement, goals and an outline for the plan was mined from the stakeholder input. The following year the documents were refined and feedback was solicited. Our intent is to convene yearly to make updates to the Program Plan, to review program data, to provide input to the program design. The most recent review was done in December 2020 by site and district staff.

This plan is both a descriptive and an aspirational document. Daily challenges often make actual implementation less than what we aspire to, but we commit to this aspiration and work hard to overcome

challenges as they come our way. In the plan, we address each Quality Standard for Expanded Learning (Attachment 1) and this serves as the organizing principle for this document.

Quality Standards for Expanded Learning

1–Safe and Supportive Environment

Funded by the California Department of Education’s After School Education and Safety Grant (ASES), programs are located at 13 district school sites. By locating them at schools, we create a seamless experience with the school day community and ensure the safety of our students. Our programs serve approximately 1,600 students through after school and summer programs. Across the district, the program seeks to create a safe and nurturing environment that supports the developmental, social-emotional, educational and physical needs of participants.

Site principals create safety procedures and practices aligned with school-day procedures. It is the responsibility of the principal to train program site coordinators in all site safety procedures and provide training on procedures and reporting requirements for incidents related to student welfare. Expanded Learning Program staff schedule emergency response drills to align with the school day practice schedule. A written emergency procedure manual is kept in the ExLP office. Procedures are reviewed with front line staff at regular staff meetings, and when a new employee is orientated to the site. The principal and site coordinator updates this procedure as conditions at the site change. First aid and CPR training is provided to all staff.

A positive, nurturing program climate is an essential aspect of the Expanded Learning Program. Sites implement and align with culture and climate initiatives adopted by the school day. ExLPs implement restorative practices and Positive Behavior Intervention System (PBIS) using the structures and practices and strategies used during the school day. Community building activities, restorative conversations, four positive comments to every corrective comment, and incentives for reaching behavior expectations are some of the strategies used. The program intentionally hires, trains and has high expectations that staff build and maintain positive and nurturing relationships with participants. Participants and staff are treated with respect and acknowledgement that they all are part of the program community. Additionally, ExLPs implement Social-Emotional Learning activities to systematically teach and develop students’ social-emotional skills needed for school and life. This initiative is currently part of the quality improvement work done at sites. The program measures student progress on specific social-emotional skills and outcomes. The current focus is on emotional regulation and social awareness.

2–Active and Engaged Learning, 3-Skill Building, 4-Youth Voice and Leadership

Program design is the responsibility of the district coordinator and site coordinators with collaboration from district and site level staff. The program has done extensive work and professional development on program

design and strives to create programming that meets the standards for high quality youth development activities that embody active and engaged learning, intentional skill building of 21st Century capacities and seeks to provide meaningful youth engagement in the program design.

Each site's program design reflects staff and student talents, interests and needs. Information about and input from participants' guides programming choices. Data from the school day on student academic progress helps program staff determine levels and types of academic support to provide. Collaboration with teachers and the site coordinator's access to the district grading system help us fine tune these efforts. A Social-Emotional Learning survey is used across all ExLP sites and the pre-test results indicate that participants' self-regulation and social skills are lower than other students that have taken the survey nationwide. These results are now driving the search for and use of SEL strategies and curriculum.

Academic Growth

A certificated administrator (district coordinator) guides the ExLP at the highest level. As a member of the district's Academic Achievement and Accountability Division, this person keeps current on pedagogical best practices in English language arts and math development. This expertise allows the district coordinator to support staff in choosing academic activities and projects that align with state academic standards. Additionally, site principals and certificated school day staff support the program in designing supports specific to the ExLP that aligns with school day standards. Staff supervise weekly-dedicated homework time. Certificated staff tutor and build upon school day curriculum, extending the number of instructional minutes for participants. Additionally, certificated staff perform ELA and math interventions in small groups and individually. Participants' use of tutoring software such as Footsteps to Brilliance, Imagine Learning and Odysseyware reinforces and builds on school day learning. Mathematics is a particular focus because line staff feel most comfortable teaching tangible concepts and research demonstrates that high quality after school programs improve student math performance, making this an effective focus.

Meaningful Enrichment

Expanded Learning Program staff design and chose programming that is hands-on, active, and engaging for participants. Staff use feedback from participants to design activities that meet the participants' needs and interests, as well as promote critical thinking, collaboration with fellow participants, and engagement with their communities. ExLP staff ensure that programming builds participants' skills over time and has concrete goals for mastery of 21st century skills. The activities and projects selected by the staff, with participant input, provide authentic, in context learning with the aim of producing a culminating event or product that serves as evidence of student learning.

Culminating products and events are a central part of the ExLP. Staff oversee many types of activities that enhance students learning. Arts and crafts, STEAM, and even physical education activities incorporate skills gradually with a concrete end goal. Quilting Club participants designed and sewed a quilt with the purpose of donating it to a local nursing home. The Martial Arts club practices for many weeks until participants earn obi belts awarded to designate the level of competency. When Solano County Courts sponsored a video competition for its "Kindness Campaign", the Film Club at Loma Vista Environmental Science Academy wrote,

staged, and recorded their own video. The film was selected as a finalist and a student leader representative attended the awards ceremony, a red carpet event at the Solano County Event Center. The ExLP is committed to continuing to provide experiences that build the confidence of its participants by allowing them to work towards a goal and make their learning public.

ExLP staff ensure that learning takes place in a real world context as much as possible. LEGO WeDo 2.0 Robotics brings coding, engineering, and math skills outside of the computer lab/classroom to robots designed and engineered by participants. Dan Mini Elementary School's weekly news broadcast requires participants to put writing, communication, set design, and videography skills into practice. An aspiration of the ExLP is to bring student-led projects out into the community as much as possible.

Science, Technology, Engineering and Math

STEM learning is required at all sites. This type of learning and this content knowledge is important to students' future success so it is not an optional choice. This initiative has helped site coordinators to shift programming from typical after school activities, such as crafts and free play to STEM curriculum that is project-based and utilizes current technology such as Lego WeDo 2.0, code.org, Sphero, etc. Participants create and present projects and take part in challenges or mini competitions. ExLP participants at Dan Mini Elementary write, direct, produce and broadcast their own weekly news show for the entire school. All sites have access to science curriculum, KidzScience from Lawrence Hall of Science (written specifically for after school staff who might not have strong science or teaching background), and this elevates science learning beyond the ubiquitous 'slime' lesson or paper mache volcano.

Authentic Student Leadership

Participant leadership opportunities vary across the 13 programs. Sites develop student leadership roles that provide students jobs within the program. One site has provided training for students to run their own club. Students learn how to lead a group, how to plan for learning over time, and how to develop culminating projects so their groups can showcase the learning from the club. Loma Vista Environmental Science Academy has several student-led/student-selected clubs, such as Sign Language Club, Dance Club and Film Club. Former program participants return to Loma to run clubs and to volunteer to work with students. This work is foundational to one to the aspiration that the program becomes a student-led program that trains its own facilitating staff through the programming itself.

Social-Emotional Learning

The program has recently set a goal to increase the amount of social-emotional learning for participants. In 2018, the program began using Panorama Learning's student surveys to determine student skill levels in specific areas of social-emotional skills. From the initial data, the staff chose to focus upon two major areas: social awareness and emotional regulation. Several online SEL curriculums are available to staff and implementation is in the early stages. Next steps include integration with the school day curriculums into the program.

5–Healthy Choices and Behavior

Vallejo City Unified School Board Policy 5030* details the district’s Wellness Policy. The Expanded Learning Program seeks to align its program with this plan in areas of student physical and mental health and to include in the program opportunities for participants to learn how to live a healthy life-style. Site staff lead by example in making healthy choices. They model active living by joining in on fitness activities when appropriate and by modeling healthy eating when at the school site.

Physical activity is a daily part of the ExLP. Choice play, team sports and enrichment clubs such as dance and martial arts are some examples of programming that emphasizes movement. Sites partner with the organization *Girls on the Run* which uses a curriculum that promotes healthy body-image among girls while providing them with a fitness activity that doesn’t require expensive equipment and can be used all their lives. We also use games from Playworks, a physical activity and social-emotional learning curriculum. Informal and formal staff development provide the knowledge and skills front line staff need to implement these activities. We also understand mental health to be part of a wellness program. Programs often incorporate yoga and mindfulness activities as daily routines. Our current CQI focus is on increasing the level of social awareness and emotional regulation as measured on the Panorama Education student survey.

Cooking club is a popular activity. In 2020/2021, we will be consulting with a professional chef to improve the quality of these clubs to include food safety, nutrition and healthy eating education. Staff do not use the grant to purchase non-nutritious food for these activities and are encouraged to incorporate Food Bank donations of fresh produce into the recipes used in the instruction.

The VCUSD Student Nutrition Department creates meals for consumption in the Expanded Learning Program that meet state and federal guidelines based on USDA Dietary Guidelines. The program provides daily snack and supper. Sample menus (Attachment 2).

*The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students’ understanding and appreciation of the importance of a healthy lifestyle.

6–Diversity, Access, and Equity

A diverse group of adults works in the Expanded Learning Program. They come from the community they serve and reflect the community in their diversity. Considered one of the most diverse mid-sized cities in the country, Vallejo has a population of almost equal parts of major ethnicities; 36% white, 26% Latino, 24% Asian and 21% African American. The program staff reflect that diversity even more completely than does the school-day staff. The program is committed to recruiting and accepting any eligible student into the program and there are no practices that exclude a child based on race, color, sex, age, income level, national origin, physical ability, sexual orientation and gender identity and expression. There is a deep understanding of cultural differences in the program and the belief that those differences make us whole. The program

specifically provides training to support staff's understanding of all students. Restorative practices used at each site are opportunities to address any issues between staff and students and students and students in which anyone feels uncomfortable or harmed by another's actions or words.

Program activities often reflect a celebration of the cultures from which participants come. Black History month celebrations occur at most sites as culminating events of a month-long study of African-American culture and history. Hispanic culture events occur at sites with a large Latinx population. Filipino culture is also reflected in activities at some sites.

Programs enroll students that the school site determines will benefit from the program. Approximately 30% of the participants in the programs are English Language Learners (ELLs), with most of them Spanish speakers. A number of staff are fluent Spanish speakers and they provide language support during academic and enrichment time. At sites without Spanish speaking staff, school day staff are often paid extra hours to support during the ExLP. The program itself provides many opportunities for English learners to use English in low stress situations of play, exploration and social interactions.

Though funding levels do not permit intensive levels of support for special education students with physical disabilities there are circumstances in which the Special Education Department provides funding to support students with high need by providing one-to-one aids, especially during summer programs. We work hard to integrate Special Education students into the program, providing them with experiences that give them opportunities to learn and play alongside non-designated students. Site coordinators report that the program is a place and opportunity for students to focus on how we are the same in this shared space and time.

7–Quality Staff

High quality staff is one of the most significant factors in the progress the Expanded Learning Program has made. VCUSD and its staffing partner Greater Vallejo Recreation District (GVRD) work hard to recruit staff with experience in working with students and have the attitudinal disposition for creating a positive program culture. We screen carefully to make sure employee candidates are aware of our expectation that they deliver meaningful learning experiences for participants that far exceed just supervising play. Interview questions and applications are used to determine candidates' experience and the specific skills and interests they could share with students. Program staff serve on interview panels at both VCUSD and GVRD. School site principals are part of the staff selection process for district employees and co-evaluated staff with the district coordinator. A next step for the program would be to ask families and students to serve on panels. Recruitment is done through personal contact, advertising and Edjoin.

All staff, whether district hired or contract workers meet the minimum qualifications as an instructional aide for VCUSD. For district staff, VCUSD Human Resources Department screens all applicants for this qualification and does not refer staff for interviews unless the requirement is met. Documentation is available from HR in the event auditors or Federal Program Monitoring requires it. Contract staff organizations are required to provide proof through para educator assessments or college transcripts, which are provided to the district upon placing staff at school sites.

Staff at all levels have regular opportunities for professional development. Monthly staff meetings for site coordinators focus on implementation of program procedures, budgeting and expenditure, Continuous Quality Improvement and programming ideas and expectations. Three times per year, the district closes schools for the purpose of all-staff professional development. These opportunities are used for in-depth learning and collaboration on current initiatives or program goals.

Staffing partner, Greater Vallejo Recreation District also conducts monthly staff meeting for the front line staff. GVRD bases content for these meetings on program and staff observations and GVRD supervisors regularly consult with the district coordinator to determine content for professional development.

Staff is also encouraged and sometimes required to attend conferences and workshops. For every conference offered by our regional system of support partner, Region 4, staff is encouraged to attend and this attendance is supported by covering the staff person's hours and reimbursing their travel expenses. Some of these events are deemed so valuable that attendance is required, especially the New Coordinator support series. The district also encourages the direct service line staff in attending this conference by hiring a bus to provide transportation for the annual "Bridging the Bay" conference. GVRD covers the expense of staff time.

Outside vendors and volunteers bring programming and services to the sites. These partners, if needed, receive informal training on how to work with students and our Positive Behavior Intervention System so that they integrate program culture. All persons working at the site are cleared by the district through a health screening and Department of Justice reports.

Staff from both VCUSD and GVRD have written job descriptions, employee handbooks that detail the expectations of program staff and are evaluated and given feedback on their performance.

8—Clear Vision, Mission, and Purpose

VCUSD after school programs have operated since 1998 when the district first applied for after school funding. New sites have been added as availability of funding has increased in recognition that the program provides needed support to families in the district. Since 2012, sites are encouraged to enroll students based on academic or social/emotional needs and not past practice of 'first come first serve'. The culture of the program has shifted to be one an academic and youth development intervention and less of a childcare service. Community assessment of a lack of enrichment opportunities for families of low income indicates this is an issue of significant importance to community members (2019 Community Health Needs Assessment, Kaiser Foundation). Data on Vallejo youth indicate there is a significant number of students living with mental health challenges, in poverty, in homes headed by one parent and other adverse childhood events (Kidsdata, Lucile Packard Foundation). Vallejo youth under perform in all academic areas compared to county and state levels.

Since acquiring the ASES grants that fund afterschool and summer programs VCUSD has mostly operated with an implicit mission and vision. Though not articulated in writing, the implicit mission has been mostly to provide a safe place for students to be in the hours after school until 6:00pm. The community, participant

families and school staff have appreciated the extending of the school day so participants have a place to do homework and engage in recreational activities. At the advent of Quality Standards for Expanded Learning, the program has enlarged the expectations about what role this program can have in the community. After years of defining ourselves as a place where kids can be safe and get their homework done we are now moving toward a more intentional and expanded vision of the role of this program in our schools and in our community. We now have defined a working mission and vision.

In late 2018, the Expanded Learning Program convened stakeholder groups to formalize mission, vision and goals statements. An Expanded Learning Advisory Group was created which includes representatives from participants, program staff, site principals, parents, Greater Vallejo Recreation District (staffing partner), community members and City of Vallejo staff. This group consulted with the district coordinator on their priorities and goals for youth in our community and drafted specified language for the mission and vision statements. Site principals provided input on program goals and to received information about the scope of the new program plan. The district coordinator and the site coordinators then convened to create the district mission, vision and values statements, which are used as guidance in decision-making, goal setting and next step action plans.

9—Collaborative Partnerships

The Expanded Learning Advisory Group is a standing group that serves as advisors to the ExLP. Duties include review of the Program Plan, response to goals and collected data, and advice and advocacy within their respective groups. Formalizing these roles and duties and communicating them to the group is a next step for the program.

In addition to this advisory group, the ExLP has other partnerships that provide support to the program. Our closest partners are the school sites and district office staff. The ExLP site coordinators are district staff and the program is an integrated school initiative and intervention. Site coordinators regularly consult with the site principal, Academic Support Providers and grade level certificated teachers for guidance on best practices for program youth development, academic supports and school day initiatives and goals. The purpose of this collaboration is to create an after school program that compliments the school-day experience for students. Principal and staff time in guiding the program is one of the in-kind matches and goes a long way in creating a quality program. Additionally, the district provides, as an in-kind match, space for the program, financial resources for certificated staff to deliver interventions and administrative support.

A second major partner that supports the program goals is Greater Vallejo Recreation District (GVRD). Our front line staffing partner, GVRD works closely with District and site coordinators to hire and develop front line staff that deliver programming to participants. Working closely with the district coordinator and site coordinators, GVRD managerial staff supervise and develop the front line staff that work under the site coordinator. A yearly contract defines this partnership.

Other partnerships that support program goals include:

Partner	Contribution	Structure
Food Banks of Contra Costa and Solano Counties	Fresh produce which is distributed to families weekly and is used in nutrition clubs and cooking instruction	Memorandum of Understanding
Solano County Library	Monthly visits to middle school sites to provide STEM activities and mobile book borrowing	Memorandum of Understanding
City of Vallejo	Financial resources through grant-making to support STEM learning and other enrichment programming	Grant
Programming Vendors	Specialized programming such as martial arts, soccer, STEM learning	Contracts

Next steps in this area will be outreach to the private sector to explore ways in which involvement of these partners could enhance programming for participants. We would like to develop programming on the career awareness continuum; learning about work for students in the lower grades and possible learning through work for students in the upper grades. Cultivating these partnerships might also help us secure financial resources to supplement the grant in addition to expanding the quality of programming.

10–Continuous Quality Improvement

In accordance with California *Education Code (EC)* Section 8484, Vallejo City Unified School District (VCUSD) engages in a data-driven quality improvement process based on quality standards at its Expanded Learning sites. The Expanded Learning Program uses a number of measurements to determine program quality and to provide information for goal setting and action plans.

The ExLP submits to the California Department of Education attendance data twice annually. Program attendance is one indicator of a high quality indicating families entrust the care of their child to the program staff. VCUSD also engages in a data-driven quality improvement process based on initiatives driven by the 12 Quality Standards for Expanded Learning in California. An attachment to this document provides details on

this process (Attachment 3). Currently all site program are collecting data on student social-emotional skills to inform social-emotional learning practices.

Staff also use informal assessments and surveys, from ‘thumbs up/thumbs down’ to a short anonymous paper survey at the end of each club, that has several questions on how the participant felt the program helped them learn new skills and what staff can do to improve the club, (Attachment 4) to gather participant feedback and input. The data is used to make decisions about enrichment program offerings, to evaluate programming vendors and to determine next steps in improving the quality of programming. All participants regardless of their age have opportunities to make choices regarding their participation in programming. At the younger grades this might be a less formal process such as the program leader offering two choices of physical activity for the day and the club sign-up process that precedes a trimester or quarterly club session.

Site staff create a site-specific mission and vision statements and a companion program plans that describe the required program components. These plans are currently under development, but current plans are provided as an attachment (Attachment 5). Specific site goals are also part of these documents. This mission/vision and plan keep sites focused on the improvement process.

11–Program Management

Each year Expanded Learning Program management and administration requirements are detailed in a handbook and provided to staff. These manuals are updated annually and include a parent handbook and a site coordinator handbook at this time. District coordinator and principal handbooks are currently in development. The site coordinator handbook defines policies, procedures and practices for the site coordinator role. The parent handbook describes the purpose of the program and expectations of participants and families who enroll.

The Expanded Learning Program has several staffing layers. These roles are defined by VCUSD job descriptions and staffing contracts.

District Staff (grantee)

Job Title	Supervisor	Responsibilities and Methods of Communication
District Coordinator	Director of Elementary Education	Coordinates with site staff to implement Expanded Learning Programs, integrates program with other district initiatives, meets compliance on all grant assurances, provides professional development for site staff and monitors implementation at sites, manages partnerships, writes grants, provides leadership to district, community and City of Vallejo regarding out-of-school time programming, evaluates site staff, manages fiscal requirements, prepares

		and submits all required reports. Meets regularly with supervisor other district staff to report on implementation and other issues concerning the Expanded Learning Program, meets monthly with site coordinators and conducts frequent site visits.
Site Coordinators	District Coordinator	Develops and implements Expanded Learning Program at school site. Works collaboratively with principal to implement academic support, works collaboratively with program staff and district coordinator to implement high-quality enrichment programming. Follows procedures and policies to ensure grant compliance. Communicates with Program Leaders, district coordinator, Site principal and other staff through informal and formal meetings, at least monthly, and through email and phone calls.

Greater Vallejo Recreation District (staffing partner)

Job Title	Supervisor	Supervises direct service staff, collaborates with district to achieve program goals.
Program Leader	GVRD Recreation Coordinator	Provide homework support, supervision and enrichment programming to participants of Expanded Learning Program

THE PROGRAM PLAN

For development of this Program Plan, several stakeholder groups convened to define program goals and to create a draft of mission, vision and goals statements. An Expanded Learning Advisory Group with representatives from stakeholder groups: participants, program staff, site principals, parents, Greater Vallejo Recreation District (staffing partner), community members and City of Vallejo staff consult with the district coordinator on their priorities and goals for youth in our community and provided input on the language for the mission and vision statements. A group of all site principals convened to provide input of program goals and to receive information about the scope of this new program plan. The district coordinator and the site coordinators convened to draft the district mission, vision and values statements which is used as guidance in decision making, goal setting and next step action plans from the input. Site coordinators met in fall 2019 with program staff to create specific site mission and vision statements and have documented activities in each of the major initiative areas. These now serve as background for goal setting and the Continuous Quality Improvement Process. As new sites are added to the program, the principal and new program staff draft a site program plan. The Advisory Group convenes yearly to review the site and district plans and to receive updates on goals, including data presentations. Site coordinators, under the guidance of the district coordinator review

their plans in the fall of each school year and adjust goals as needed. In the spring of each year they meet with site stakeholder groups to provide a check-in on goal progress.

PROGRAM ADMINISTRATION

Fiscal Management

It is the responsibility of the district coordinator and site coordinators to ensure all funds are expended in accordance with federal, state and local requirements. The Expanded Learning Program uses the VCUSD's fiscal accounting system (Escape) utilizing School Accountability Codes (SACS) to manage and requisition resources whether they are the ASES grant or other funding sources. Requisitioning originates at the site level with an approval pathway that includes the district coordinator.

Site coordinators create a spending plan each year to align their spending with the district's and site's mission and vision statements and goals. The spending plan includes line items based on frequently used SACS which is then aligned within the Escape system so funds are available in the correct spending categories. Several times a year these spending plans are updated and adjusted to ensure the funds are being spent in a way that aligns with site goals, student interests and grant assurances. This procedure also assists in ensuring we fully expended our grant and is a practice that has eliminated audit findings in this area over the past decade. The procedures for requisitioning the budget and using the accounting system are in writing and detailed in the site coordinator handbook.

To access special services from unique contractors and to engage staffing partner GVRD, the district coordinator uses the VCUSD Contract Agreement and procedures to ensure all work done by outside vendors complies with district policy, which details information about adequate insurance coverage and proper vetting of contractors through Department of Justice reports.

Local Match

VCUSD ExLP meets the grant assurance for local match through partnerships with the district, school sites and outside partnerships. The district coordinator is responsible for ensuring this match is made each year. See table below for typical matches:

Partner	Item	Typical Value
VCUSD	Rooms, fields	\$9,500
VCUSD	Custodial Services	\$1,000
VCUSD	Site principal Hours	\$2,000
Food Bank	produce	\$20,000

VCUSD	meals	\$10,000
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Attendance Policy and Early Release/Late Arrival

Attendance management requirements are detailed in the site coordinator handbook and attendance requirements are detailed for families in the parent handbook. All sites are required to record participant attendance and all families are expected to adhere to attendance requirements for participation. These procedures and policies are located as attachments at the end of this document (Attachment 6). Sites are monitored by the district coordinator to ensure their adherence to the procedures and policies through online reports and monthly compliance monitoring reports.

12–Sustainability

The district coordinator is responsible for resource development for the Expanded Learning Program. Through relationships with community members, City of Vallejo staff and local non-profit organizations the district coordinator has secured resources to improve the quality of programming the district is able to offer. Through grant writing and Memorandum of Understanding the coordinator has been able to fund technology purchases, increase the availability and quality of sports programming, intervention support and enrichment offerings at sites. Some of the partnerships, such as American Heart Association, Food Banks of Contra Costa and Solano and Solano Public Library provide matching resources to meet our in-kind requirements.

The program informs the community of its achievements in a variety of ways. District-wide and school site showcases provide opportunities for staff and participants to communicate the value of the program to the community. School Board presentations produced by the district coordinator also inform the community of the program and its benefits to the participants and their families. At the school site level, site coordinators present data and information about the program to site governing boards and staff. The district website includes a page for Expanded Learning with a rotating group of photographs of activities.

An articulated and written sustainability plan and action steps need to be developed formally and more work is to be done in the area of securing sustaining partnerships. Next steps include communication about improvement data to state legislators and development of private sector partnerships.

Other Information

Program Hours: Programs operate at school sites from the end of the school day until 6:00pm each day school is in session. As a response to the COVID-19 pandemic these hours are more flexible. Often our online enrichment clubs end earlier than 6:00pm and academic support starts at approximately 1:00-2:00 pm. Four schools have spring break and summer programming and these programs operate for six hours each program day.