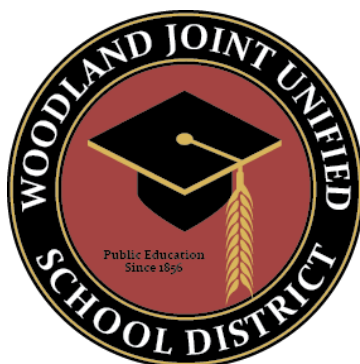
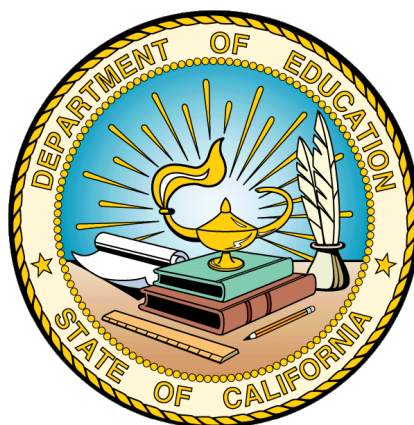


AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN

Prepared by:
Woodland Joint Unified School District



California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



This Program Plan Guide is required by California *Education Code (EC) 8482.3(g)(1)*.

It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.

Revised November 2022

After School Program Plan Guide

Include the following information along with your ASES Program Plan:

Grant Identification Number: 57-23939-7271-EZ
County District School (CDS) Code: 57-727100000000

Authorized Signatory (Fiscally responsible for the program)

Elodia Ortega-Lampkin, Superintendent WJUSD
(530) 406-3202
elodia.lampkin@wjusd.org

Program Administrator (Responsible for administering the grant)

Tu Carroz, Associate Superintendent, Educational Services WJUSD
(530) 406-3241
tu.carroz@wjusd.org

District Administrator

Danielle Sharp, Director of State and Federal Programs
(530) 406-3236
danielle.sharp@wjusd.org

District Program Coordinator

Tori Peterson, District Coordinator Expanded Learning Programs
(530) 406-3250
tori.peterson@wjusd.org

District TOSAs

DeAnn Tenhunfeld, District TOSA – Expanded Learning & Enrichment
(530) 406-3252
deann.tenhunfeld@wjusd.org

Karyn Schnaible, District TOSA – Expanded Learning
karyn.schnaible@wjusd.org

Names of After School Program Sites

ASES Site Name	ASES Target Daily Attendance
1. Beamer Park Elementary	83
2. (a) Dingle Elementary (b) Dingle Elementary (Before-School)	134 23
3. Freeman Elementary	83
4. Plainfield Elementary	83
5. Ramon S. Tafoya Elementary	83
6. Rhoda Maxwell Elementary	83
7. Whitehead Elementary	83
8. Woodland Prairie Elementary	101

WJUSD ASES Target Populations	
Target Population	Percentage of School Population
➤ Homeless	➤ 1% (56/5141)
➤ Foster	➤ 1% (44/5141)
➤ Migrant Ed	➤ 3% (138/5141)
➤ Academic Performance: 2021-2022 CAASPP Scores (SBAC) – Standard Not Met (Grades 3-6) District-wide	➤ ELA 40% (1099/2747) ➤ Math 44% (1209/2747)
➤ Academic Performance: 2021-2022 CAASPP Scores (SBAC) - Standard Nearly Met (Grades 3-6) District-wide	➤ ELA 25% (687/2747) ➤ Math 28% (769/2747)
➤ English Learners	➤ 32% (1645/5141)

After School Education and Safety Program Plan Guide

WJUSD ASES Enrollment Steps to recruit and select students from the target populations:

- 1. Academic Performance: Site Support Specialist (site lead) collaborates with principal and teaching staff to determine students most in need of ASES based on the following:**
 - a. CAASPP data (SBAC), for students scoring achievement levels of Standard Not Met (1) and Standard Nearly Met (2) in grade level Math and/or English Language Arts, and ELPAC data. Personalized invitations are sent home offering an ASES placement to the student.**
 - b. District Benchmarks**
 - c. Site Assessments**
- 2. Principal, Teacher, or Staff Referral**
- 3. Sibling already in the program**
- 4. Safety concerns (no one at home)**
- 5. Previously enrolled in ASES**
- 6. No one can help with homework at home**
- 7. On waitlist (Students are added to a waitlist by submitting a district website interest form. Students are enrolled as space is available and staffing is in place. The waitlist for placement into the ASES program is maintained at the district level and by all school sites)**

Additional Information:

- Priority Enrollment is given to Homeless, Foster, and Migrant Ed students. Site Support Specialists work with the District Liaison and TOSAs to identify and invite students. This is a continual process, revisited throughout the year, to keep information updated and families informed.**
- Attendance is maintained by a daily attendance roster and tracked digitally with WJUSD AERIES. Site leads monitor attendance and families are contacted if absences are habitual.**
- School events such as Back-to-School Night, Open House, and Parent-Teacher Conferences also serve as a means for student recruitment.**
- The websites of the district and schools operating an ASES program also provide enrollment and general information to parents.**

After School Education and Safety Program Plan Guide

Purpose

The purpose of the program plan is to create an operational design of an after-school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after-school program.

The after-school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC* Section 8482.3[g][1]). The grantee must work collaboratively with after-school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after-school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your plan. In addition to the narrative response, it may be useful to include tables, charts or other visual representations that contribute to the understanding of the before and after-school program.

After School Education and Safety Program Plan Guide

1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

All WJUSD ASES Expanded Learning programs are run on site.

- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

District-wide safety trainings for all expanded learning staff are arranged annually, including a Back-to-School Training, Fall Training, and a Spring Training. Additional trainings throughout the year are added in as needed. Training includes First Aid/CPR (general first aid and First Aid/CPR certification), School Safety, PBIS, Classroom Management, Student Needs, Student Engagement, and Social Emotional Learning (SEL).

Safety Training includes Earthquake, Active Shooter, Lock Down, Accidents/Medical Emergencies, Intruder on Campus, Evacuation, Severe Weather, and Fire. Training also provides important emergency contact information for School Resource Officers, Child Protective Services, Sheriff, Family Resources, Nutrition Services, and Maintenance and Operations.

Any current or urgent safety incidents are addressed immediately through the district chain-of-command, then by the District Expanded Learning Coordinator to Site Support Specialists, frontline staff, students, and families. Notifications are made by parent square, phone call, email, or site visits. Site leads meet monthly at the district and review district safety updates. Information also includes classroom management and SEL tips. Site leads meet regularly with their principals to review safety, classroom management, school policies, and student concerns/priorities as need addressing. Site leads address student discipline by following the same protocol as is used during the daytime. Any concerns are immediately communicated to the district coordinator, site principal, and families.

After-school staff meet as needed with their school nurse to address student health issues within the after-school program. Site leads meet with their staff weekly to stay informed with site-specific safety information including student health updates, emergency phone numbers, safety reviews, drill planning, classroom management, and SEL activities.

All sites follow their School Safety Plan and School Site Evacuation maps. Site Support Specialists work with their site principal to arrange practices to align

After School Education and Safety Program Plan Guide

with daytime drills and coordinate important safety logistics with after-school staff and students.

ASES staff wear WJUSD badges for identification per district protocol. Each site has a sign-out system where families sign-out their students each day and have daily contact with the site lead. Site Support Specialists have access to AERIES, our student information system, and the district coordinator is available to assist with any additional needed information. Any student or adult injury is documented via the WJUSD Student Accident Report Form or the District Accident/Incident Report Form. These reports are shared with the site principal and WJUSD Business Services. In the event of a student accident, the family is informed via phone call.

- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

Programs vary in their structure, but staff is trained to provide a safe and welcoming classroom for their after-school students by establishing classroom routines, classroom agreements, consequences, weekly meetings, and a daily check-in. Parents are informed of ASES expectations at the annual Parent Orientation and are kept informed through daily check-ins, monthly newsletters, and phone calls as needed.

Sites work with our collaborative partner, Northern Valley Indian Health (NVIH), to provide support through weekly group meetings: Mindfulness for 1st-3rd grade students to learn different coping strategies, centered on developing mindfulness practices to utilize when facing stress/adverse experiences and Growth Mindset for 4th-6th grade students to engage in activities to help define and identify growth mindset with an emphasis on the importance of effort over outcome and to reframe failure as a springboard for growth.

The district coordinator and Site Support Specialists attend SCOE trainings and have been attending the Social Emotional Learning series of trainings. This information is shared with frontline staff. District Behavior Specialists assist frontline staff with students that need extra support.

Programs incorporate the SPARK curriculum for Physical Education and provide physical activities on a daily and weekly basis for structured play but also have opportunities for students to engage in Free Play. Due to high student interest, Soccer Teams, Ballet Folklorico, and Cross Country are also available at our site programs. In addition, students participate with a Little Heroes coach to work on team building and teamwork through physical fitness games.

After School Education and Safety Program Plan Guide

2—Active and Engaged Learning

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.

All WJUSD schools engage in a researched-based Professional Learning Community (PLC) process to identify students' needs. Principals and teacher liaisons are the point of contact to provide direction for a seamless transition from the regular school day to after-school. Academic time is a complement to the regular school day routine, which includes designated time for completing homework that was started during the day, reading, and other school day requests. Additionally, teacher-led intervention focuses on literacy and math skills not mastered within units of study. These academic groups are formed using data from student records and progress in the classroom which can be fluid depending on student mastery and progress on academic standards.

Students in the after-school program are able to utilize DreamBox and i-Ready, online learning programs, to work on individual math and reading goals as determined by diagnostics. Students work at their own pace in Math and Language Arts assignments through highly engaging computer lessons and activities. All programs include a minimum of five hours a week of academic support. Academic achievement is measured through i-Ready diagnostic results, allowing staff to evaluate student growth in comparison to students not enrolled in the program. Based on this evaluation, the academic program is adjusted to improve outcomes for students.

ASES uses enrichment time to give students opportunities for experiential learning. We complement the enrichment activities used by sites during the school day. After-school staff uses evidence-based practices such as asking questions that allow students to connect new material with prior learning and providing models such as step-by-step demonstrations or think-alouds to work out a problem. Additionally, after-school staff lead basic mathematical activities to develop fluency using games, drills, and movement to build math concepts and habits. We also partner with local businesses, non-profit organizations, and other vendors to provide real world opportunities such as Woodland Opera House, Yolo Food Bank, Yolo Farm to Fork, Legos for Education, AmeriCorps, and i-Cook.

- Describe the planned program activities and how they will:

After School Education and Safety Program Plan Guide

- a. Provide positive youth development.
- b. Provide hands-on, project-based learning that will result in culminating products or events.

ASES provides a safe place for students to learn, grow, and explore new topics and ideas, while getting assistance with their homework from caring tutor role models. In WJUSD after-school programs, our students build self-confidence by participating in the following hands-on, project-based activities:

- **Citizen Science**: With support from the UC Davis Center for Citizen Science, students participate in lessons to learn about the biodiversity at their schools. Sites take and upload photos of plants and animals from their school and contribute to a pool of data that scientists review. Students are able to view themselves as scientists. Sites also participate in the annual City Nature Challenge and a local Bio Blitz.
- **Nutrition**: Students assist with a weekly Kids Farmers Market provided by the Yolo Food Bank as well as receive lessons on nutrition and healthy eating through the CalFresh Healthy Living, UCCE Yolo Program.
- **Music/Acting**: Woodland Opera House provides classes for students culminating in a showcase performance at the Woodland Opera House that parents, families, and community members are invited to attend.
- **Gardening**: Yolo Farm to Fork provides interns that assist with school gardens. Students learn about gardening and how to plant, grow, harvest, and prepare different vegetables. Resources from California Foundation for Agriculture in the Classroom are available to provide additional information on agricultural commodities, taste tests, and fun activities connected to the garden.
- **STEAM**: Sites utilize Kidz Science kits with hands-on STEAM lessons for K-6 students.
- **Cooking**: Utilizing iCook, University of California Cooking Academy, and other programs, students learn kitchen safety rules, food safety, food preparation, recipe reading, and create snacks for taste tests in this weekly class.
- **Legos for Education**: Students use STEAM skills and team work, in grades K-6, to participate in exploration and building using Lego sets under the guidance of their tutors.

After School Education and Safety Program Plan Guide

- **Little Heroes:** A recreational program that teaches teambuilding and teamwork through physical fitness games.
 - **SPARK:** Guided physical activities curriculum where students learn skill building and teamwork.
 - **CATCH:** Students participate in regular physical activities, learning skills and team work. Curriculum is provided through training and a partnership with the CalFresh Healthy Living, UCCE Yolo Program. CATCH, Coordinated Approach to Child Health, promotes physical activity and healthy food choices.
 - **United Way STARZ program:** Working with our partners at United Way, volunteers provide additional reading support through BookNook to boost students that need extra help with reading and reading comprehension.
 - **Peer Tutors/Leadership:** Sites offer leadership clubs for students to increase student involvement and engagement. Students assist with activities and planning clubs. Older students are partnered with younger students to assist with reading, homework, and enrichment activities, building a bridge of support between grades.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

There is a high demand for summer programming for students and we work with our families to provide summer opportunities. We collaborate with school administration and other district programs to design summer programs for our students that need additional support. We continue to work to design our programs to include highly engaging enrichment activities such as rocketry, arts, movie making, culinary, and sports to maximize the number of families that participate.

3—Skill Building

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

All ASES sites provide time for structured homework support and completion. Students work individually or in partners or groups to complete the homework given to them from their regular classroom teacher. Homework is checked for accuracy and completion by the tutor. Academic intervention is included in

After School Education and Safety Program Plan Guide

the program by having regular day teachers identify students with compelling needs. Credentialed teachers are hired to provide support during after-school time to meet with these students individually, in small groups, or as a whole class to address these needs.

ASES students extend their regular school day by using a variety of curriculum and resources such as the computer-based i-Ready program, which provides personalized student instruction, targeted to students' unique areas of need, to boost achievement. Students also focus on school-based reading challenges such as Accelerated Reader. The academic focus is always to support the regular school day programs and curriculum. Dreambox is a new resource we have added to support students' individualized needs in Math and Language Arts.

Educational enrichment is met in a variety of ways. Students engage in Project Based Learning activities that support and extend the current curriculum in the student's classroom. All students have chromebooks and are able to use them after-school.

Clubs such as art, dance, cooking, scrapbooking, soccer, photography and others are formed to allow students to have experiences in a variety of personal interests. Science is a common enrichment topic through Citizen Science, Garden, STEAM activities, and Kidz Science lessons. Students are encouraged to learn more about Science and STEAM as well as possible careers related to STEAM subjects. Woodland Opera House works with students on stage and performance skills. Students not only learn singing and dancing techniques, they gain self-confidence and public speaking skills. Ballet Folklorico is offered for students to learn about dance and music, as well as practice their performance skills. Field trips along with thematic projects allow students to experience grade level curriculum at advanced levels.

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

Each year, the needs of students, parents, schools, and the community are assessed using data from beginning-of-year, mid-year, and year-end surveys, as well as Local Control Accountability Plan (LCAP) surveys/meetings, the SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) Assessment, and the California Healthy Kids Survey. Teachers and site principals share information from PLC and PBIS meetings. Site Support Specialists meet with teachers and administrators in monthly meetings by participating in Leadership and PBIS to help determine needs of the

After School Education and Safety Program Plan Guide

school. Parents are involved through site parent meetings and collaborative work between the Expanded Learning Programs and the site Parent Teacher Association. In addition, School Site Councils and English Learner Advisory Committees provide student and program input.

All ASES school sites engage in the Continuous Quality Improvement (CQI) process to assess the program and identify areas of need. Based on the feedback from the various sources, the after-school programs can better develop activities and programs that meet the needs of the students and community. Enrichment and recreation activities are designed around student interests to engage students and practice skills such as team-building, collaboration, and effective communication.

4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Students participate in regular class meetings and provide feedback through surveys given at the beginning, middle, and end-of-year. Principals, Site Support Specialists, and teachers determine student needs throughout the year by monitoring academic performance indicators such as test scores, district benchmarks, and site assessments. After-school staff regularly communicate with teachers to establish a complete picture of students' needs in order to make needed adjustments to homework and enrichment time.

ASES staff participates in site and district trainings that include Positive Behavior Interventions and Supports (PBIS), 504 plans, Individualized Education Plans (IEP), i-Ready, PBL, Classroom Management, SEL, Restorative Practices, and enrichment program opportunities.

- Describe the opportunity provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

Programs have enrichment time that includes youth leadership classes where students select and create projects they are interested in such as Spirit Week, Pep Rallies, Fun Friday activities, Team Games at recess, Reading and Recess Buddies. High school students have the opportunity to work as tutor ambassadors to build lasting relationships with younger peers and support after-school staff with day to day activities. Individual classes also allow for student choice through PBL projects.

After School Education and Safety Program Plan Guide

Student surveys are reviewed and requests, questions, and concerns are addressed through collaboration with Site Support Specialists and additional training as needed. Classes have regular class meetings where students can share concerns and interests.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).

Through class meetings, tutor check-ins, and communications with parents, younger students are able to express their interests. Students in higher grades participate in leadership classes, classroom meetings, and in project based and/or service learning projects. Students determine needs of their school site and develop plans to address them. Some sites have created Beautification Days based on student leadership teams having concern for recycling, garbage, and school pride.

5—Healthy Choices and Behaviors

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The District Wellness Plan recognizes the importance of health education, physical education, health services, nutrition services, and a safe and healthy school environment. WJUSD Food Services Department provides the healthy snack, breakfast, and lunch for ASES students in the after-school, before school, and supplemental programs. Programs provide nutrition education through the CalFresh Healthy Living, UCCE Yolo Program and iCook.

Physical activity time occurs on a daily basis through Free Play and organized recreational activities utilizing Little Heroes and the SPARK or CATCH curriculum. These activities provide SEL support through a team building approach. Other program activities include peer tutors and youth leadership classes, resulting in student-created projects such as recess buddies.

ASES staff attend district and region 3 trainings on SEL support and restorative practices. Each site works from a PBIS matrix to provide behavior support in after school that aligns with daytime practices. NVIH provides weekly mindfulness and growth mindset meetings for referred students in grades 1-6. Site Support Specialists meet with school nurses to determine needs of students and trainings are arranged for frontline staff as needed. Annual CPR and First Aid training is provided for all after-school staff.

After School Education and Safety Program Plan Guide

- Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.

All ASES snacks, lunches, and before school breakfasts are provided by the WJUSD Food Services department. WJUSD Food Services submits their menus for review and approval from the State and/or USDA Nutrition Services for nutritional compliance. CalFresh Healthy Living, UCCE Yolo provides nutrition education and physical activity training, Kids Farmers Market provides fresh fruit and vegetables that are locally grown, Yolo Farm to Fork provides interns and assistance with school gardens, SPARK and CATCH curricula are used to teach sports skills and games, and NVIH provides support to students with mindfulness and a growth mindset. Students are also provided with time for Free Play and are encouraged to drink water.

- Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after-school program.
 1. Yogurt, Whole Grain Crackers, Juice
 2. Sunflower Seeds, Fresh Fruit, Milk
 3. Sliced Apples, Maple Bites, Milk
 4. Nutri Grain Bar, Milk
 5. Cereal Bar, Raisins, Milk

6—Diversity, Access, and Equity

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

The ASES program includes a diverse student population. After-school staff is reflective of the student population and most staff are bilingual. The programs promote cultural events that represent our students and families. An example of this is Ballet Folklorico. All cultures are welcome and encouraged to share their holidays, foods, and traditions so students can learn from each other. Staff members are encouraged to share and create activities that reflect their diversity and interests such as art, music, and culinary skills.

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

After School Education and Safety Program Plan Guide

All students are eligible to join the ASES program. Priority enrollment is given to Homeless, Foster, and Migrant Ed students. By working with our District Homeless/Foster Liaison and Migrant Ed TOSA, we are able to reach students and families that could utilize the ASES program. One percent of our students are Homeless, one percent are Foster, and three percent are Migrant Ed. Thirty-two percent of our After-school students are English Learners.

When necessary, school counselors, mental health clinicians, special education teachers, school nurses and administrators work with their Site Support Specialists and tutors to provide appropriate information and training in working with students with special needs. After-school staff works in conjunction with the Special Ed Department to determine student's needs and may provide Special Ed assistance if and when needed. ASES validates and works with all students on IEPs and works with school nurses to learn of student food allergies and other health concerns.

Through Principal, Teacher, and Staff Referral we are able to reach out and provide support to students that may have barriers to participating in the program.

7—Quality Staff

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.

Expanded Learning Site Support Specialists are full time classified staff. After-school tutors are part time employees and work under a Variable Services Agreement (VSA). All employees are screened for FBI and DOJ compliance along with TB clearance. After-school employees operating at the level of instructional aide need to fulfill the following requirements:

- **High School Diploma or the equivalent AND one of the following:**
 - **Two years of college (48 units - including a minimum of 6 Math and 6 English units) OR**
 - **AA degree or higher OR**
 - **Pass the CODESP paraprofessional test**

UC Davis Work Study (WS) tutors must also meet the district VSA tutor requirements.

Volunteers are screened for FBI and DOJ compliance along with TB clearance. Volunteers assist with classes but may not independently supervise students.

After School Education and Safety Program Plan Guide

All requirements are screened and records maintained by the WJUSD Human Resources Department.

- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.

ASES staff are recruited through EDJOIN, local postings of job availabilities, and word of mouth. WS tutors are recruited through the UC Davis Employment Center, UCD list-serves, the job recruitment platform Handshake, and word of mouth. Most after-school employees return to the same school and position for multiple years. We have many staff members that have been with the program for five plus years. Staff are encouraged to bring their own skills and experience to share with their classes resulting in a wide variety of academic and enrichment support.

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

Annual WJUSD district-wide training includes First Aid/CPR certification, School Safety, anti-bullying, COVID-19 protocols, Mandated Reporter, Sexual Harassment, Classroom Management, Youth Engagement, De-escalation and Safety, and Social Emotional Learning. Back to school training regarding policies and safety practices are arranged each August for all Expanded Learning staff. All Site Support Specialists and their tutors are expected to attend the beginning of the year team training which provides site teams the opportunity to get to know each other, build community, and create program systems and processes.

Trainings for First Aid, CPR, and specific student needs are provided by school nurses at the district and site level. School Safety training is provided by the School Resource Officers and District Staff. Training in Youth Development strategies is provided by the Youth Development Director throughout the year. Trainings include student engagement, team building games, and ice breakers. Classroom management training and coaching is provided as needed by site liaisons/intervention teachers as well as through videos created by the district Expanded Learning TOSAs.

All ASES sites have access to district-provided computers and associated staff training. As new enrichment lessons and activities are presented, training is provided to all after-school staff. Common Core Curriculum and trainings are ongoing for all teachers in WJUSD and are accessible to after-school staff as well.

After School Education and Safety Program Plan Guide

Monthly Site Support Specialist meetings address CQI, current topics, and include trainings as needed. Additional training during the year for all ASES staff will be based on results from the needs assessment and student interest.

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

WJUSD ASES Sub-Contractor Services		
<u>Sub-contractor</u>	<u>Description of Services</u>	<u>Type of Program</u>
iCook	Provide Nutrition and Cooking lessons	Enrichment
Little Heroes	Provide Sports and Team Building activities	SEL, Recreation
CalFresh Healthy Living, UCCE Program	Provide Physical Activity, Cooking, and Nutrition resources and training	Enrichment, Nutrition, Physical Education
United Way	Provide Reading Support utilizing BookNook	Academic Support, Enrichment
Woodland Opera House	Provide Musical Theatre classes and showcase	Enrichment, Music, Recreation
AmeriCorps	Provide virtual math support	Academic Support, Math
Yolo Farm 2 Fork	Provide garden volunteers and garden resources	Enrichment, Garden, Agriculture, Science
Yolo Food Bank	Provide fresh fruits, vegetables, nutrition information, recipes	Enrichment, Garden, Agriculture, Nutrition

8—Clear Vision, Mission, and Purpose

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The following data was used in determining the ASES program goals and target population for the Woodland Joint Unified School District:

- CAASPP (SBAC) assessment reporting scores of all students in grades three - six.
- Individual student grades/report cards

After School Education and Safety Program Plan Guide

- **Student ELA placement and ELPAC scores**
 - **Teacher and Administrator recommendations and requests**
 - **Assertive discipline data from AERIES**
 - **District SARB data**
 - **Parent, student, and community surveys**
 - **Ongoing communication with Migrant Ed Program TOSA and Homeless/Foster District Liaison**
- Describe three to five program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.
 - 1. Provide daily homework support with consistent accountability.**
 - 2. Extend the regular school day by providing individual student interventions using regular day teachers and resources.**
 - 3. Reinforce good student behavior by holding students responsible and accountable for their actions and work. Students follow the same rules and procedures set forth in the regular school day.**
 - 4. Provide rewarding enrichment programs through sports and recreation, art, STEAM, Project Based Learning, and other personal interest activities culminating in final projects, games, and programs.**
 - 5. Data is collected on an annual basis looking at Math and ELA CAASPP (SBAC) scores of all students in the after-school program. Evaluation is ongoing throughout the year through attendance data, homework completion, i-Ready reports (district approved diagnostic, instruction and monitoring software), and other site level assessments. Collaboration with each student's regular day teacher through conferences, emails, and written memos provide immediate feedback to Site Support Specialists and staff regarding student needs and successes. Curriculum and academic assistance are modified to support the student and their success in the regular day classroom.**
 - Describe how the program has engaged or will engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

Our mission is to provide students with a safe, enrichment-filled environment to ensure they meet their highest potential to graduate college, and to be career and community ready. The LCAP survey, feedback from stakeholder focus groups, parent and student surveys, assessment data, including

After School Education and Safety Program Plan Guide

attendance and truancy, and student level discipline data are reviewed and incorporated into the ASES plan to reflect the needs of the community.

- **Annual Parent Orientation**: All ASES families are invited and required to attend a district or site level orientation (virtual or in person). Important after-school information is shared and families have the opportunity to ask questions, address concerns, and provide feedback.
- **Annual Site Stakeholders Meeting**: Site Support Specialists arrange meetings with principals, staff, teachers, and parents to review the ASES program and the needs of the site.
- **End-of-Year Survey**: An end-of-year survey is given to all stakeholders including site staff, after-school staff, parents, and students. Data is reviewed and evaluated to assist with program development and improvement.

9—Collaborative Partnerships

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

The district ASES program plan is made available to Site Support Specialists, principals, support staff (including frontline staff and teachers), and parents and is posted on the district Expanded Learning website. Each ASES school site uses the district program plan to develop their own site-specific plan. This is done using the same program plan template but citing specific activities, curriculum, and daily routines unique to each school. This ensures all aspects of the district plan are implemented at the site level. The district and site-specific program plans are reviewed and signed off by each school's principal and available to all stakeholders.

Site and district administrators, teachers, support personnel, after-school staff, and parents provide feedback on the school and community needs on an ongoing basis. Parents are involved through site parent meetings and collaborative work between the after-school programs and site Parent Teacher Association. In addition, School Site Councils and English Learner Advisory Committees provide student and program input. All ASES sites engage in a fall and spring stakeholders' meeting as part of the Continuous Quality Improvement process to assess the program and identify areas of need.

After School Education and Safety Program Plan Guide

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

ASES Site Principals: Provide leadership and training to Site Support Specialists and frontline staff to connect the instructional day with after-school, including site-specific needs and vision.

PTA/ELAC: Provide updated information on school programs and include ASES as an important partner in the school culture and planning.

Migrant PAC: Share information on after-school opportunities with the Migrant Ed Program TOSA and Migrant Parent Advisory Committee to improve communications and get feedback from families.

UC Davis WS Tutors: Provide qualified math and reading tutors to assist with students in after-school programs grades K-6.

ASES Families: Through parent meetings and daily interactions, after-school staff get feedback from families with questions and concerns regarding the program.

UC Davis Citizen Science Center: Provides training and resources to frontline staff to develop citizen science activities during enrichment.

United Way: Volunteers work with students using the BookNook Program.

CalFresh Healthy Living, UCCE Yolo Program: Provides training and CATCH curriculum for nutrition and recreation support at ASES sites. Uses University of California Cooking Academy curriculum to provide experiential cooking and food preparation classes.

Yolo Farm to Fork: Assist programs with garden projects and agricultural activities resulting in students having the opportunity to learn where their food comes from.

Region 3 System of Support/YCOE: Provide technical assistance in areas of grant compliance, professional development, and program design/offering.

WJUSD school nurses/Behavior Analyst/Youth Development Director: Support through training and daily operations of programs.

Expanded Learning Site Support Specialists: Meet on the last Wednesday of each month to collaborate, plan, and achieve program goals.

After School Education and Safety Program Plan Guide

School Staff: Site Support Specialists attend the regularly scheduled teacher meetings at their school. This allows for feedback and to assure the after-school program is an integral part of the school's instructional day.

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

School Site Council: Provide after-school information to sites and become part of the School Site Plan. Meet to discuss including Expanded Learning in planning.

Robotics and STEAM Club: Connect with programs and clubs to encourage and support student interest in STEAM activities, careers, and a connection with the high school.

4-H: Provide leadership, community service, public speaking, and positive youth development skills. Discussion with local and regional program representatives.

Bike Campaign: Provide training on bicycle safety, bike riding, and encourage students to ride to school. Meeting with after-school staff.

Sac State Work Study Program: Additional tutoring support for programs. Emails to coordinator, attend spring orientation.

Square One/Woodland Public Library: A maker-space enrichment resource for programs to take field trips and provide classes with training on a variety of arts, crafts, and building skills. Field trip to program to learn of different opportunities.

Taller Arte Del Nuevo Amanecer (TANA): Local organization that supports community activism and social justice through art. Connect with staff to discuss field trip or site visit.

STORM (Special Team of Role Models): Provides support and curriculum to encourage SEL, self-confidence, and leadership skills. Previously worked with, reach out to continue collaboration.

Global Kindness Initiative (GKI): Provides training and support for service learning and restorative practices. Previously worked with, attend trainings, continue collaboration.

After School Education and Safety Program Plan Guide

10—Continuous Quality Improvement

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the *Quality Standards for Expanded Learning in California*, available on the After School Network web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program. Please visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

In order to follow the CQI process and assess, plan, and improve ASES programs:

- **Review End-of-Year Surveys (June-August)**
- **Fall Stakeholders' Meeting; Complete Beginning-of-Year Assessment (October)**
- **Create CQI Plan with Principal/Stakeholders; Determine 1-2 focus standards (November)**
- **Gather evidence of each of the CQI standards (September-June)**
- **Complete a narrative summary update (January)**
- **Spring Stakeholders' Meeting; review Beginning-of-Year Assessment and CQI plan (March)**
- **End-of-Year Survey to all Stakeholders (May-June)**
- **Reflect and score programs in all CQI areas (June)**

The effectiveness of the ASES program is evaluated by the district coordinator, TOSAs, school site principals, and Site Support Specialists utilizing data collected throughout the year. Modifications are made to the program when needed and revisions to the plan are made each year when appropriate.

Data is collected on an annual basis looking at the Math and ELA CAASPP (SBAC) scores of all students in the program. Evaluation is ongoing through attendance data, homework completion, i-Ready (district-approved diagnostic, instruction and monitoring software) reports and other site level assessments. Collaboration with each student's regular day teacher through conferences, emails, and written memos provides immediate feedback to ASES staff regarding student needs and successes. Curriculum and academic assistance are modified to support the student and their success after-school and in the regular day classroom.

After School Education and Safety Program Plan Guide

A major criterion in evaluating the ASES programs' effectiveness is monitoring student growth and success in the areas of classroom academics, behavior, attendance, and homework completion rates. CAASP scores are reviewed to check for academic growth and modifications are made to instructional plans in association with the regular classroom teacher. Behavior logs and feedback from regular day classroom teachers are reviewed and student behavior contracts are developed, modified, or eliminated. Attendance issues are addressed on a student-specific basis. Grade level teachers and after-school tutors communicate regularly on homework performance of students. Principal and teacher feedback are incorporated into the after-school academic program to ensure the students are using their time in a manner that best supports their academic growth.

The goal for the WJUSD ASES programs is that all students will improve at least one level on the annual CAASPP (SBAC) assessments and that in areas of behavior, attendance, and homework completion, students demonstrate success as defined by the regular classroom teacher, family input, and district expectations.

WJUSD Student Test Scores and Data Summary	
<u>Selected Outcome Measures</u>	<u>Results</u>
<u>District</u> CAASPP Math (SBAC) Grades 3-6	2020-2021: No data available 2021-2022: 28% Met or Exceeded Standard (2747 students)
<u>District</u> CAASPP English Language Arts (SBAC) Grades 3-6	2020-2021: No data available 2021-2022: 35% Met or Exceeded Standard (2747 students)
<u>ASES</u> Multi-Year Cohort 2021, 2022 CAASPP Math (SBAC)	2021: No data available 2022: 19% Met or Exceeded Standard (116/606)
<u>ASES</u> Multi-Year Cohort 2021, 2022 CAASPP ELA (SBAC)	2021: No data available 2022: 27% Met or Exceeded Standard (162/606)
Homework completion rates	Consistent homework completion rates in all grades; averaging 90 percent for most sites.

Plans to improve the program:

1. Continue to focus on academic growth in ELA and Math through homework support, teacher interventions, technology-based learning, and implementation of common core curriculum and strategies.

After School Education and Safety Program Plan Guide

2. **Align computer-based curriculum to support the regular day academic program, including i-Ready and Dreambox in the after-school program.**
3. **Continue to develop strategies with classroom teachers to improve homework completion rates. Adopt a system that includes incentives to students, daily homework completion requirements and monitoring, as well as a communication system with parents for homework support at home.**
4. **Develop stakeholder input to collaborate, get feedback, and work to address areas to improve.**

11—Program Management

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

Funding is primarily used for staffing, to ensure there is a qualified tutor for each grade level and meet the 20:1 ratio in grades 1-6 and the 10:1 ratio for TK/K. Remaining funds are used to purchase general supplies to run the program and to bring in enrichment programs for the students.

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

Frontline Staff (VSA and WS Tutors): Responsible for homework support for students in grades TK-6. Plan and oversee enrichment and recreation activities, provide snack for students, monitor Free Play, provide lesson plans and feedback to the site lead and parents. Meet daily with site lead and parents. Communication via email, phone, radio, or meetings.

Site Support Specialist: Plans site program, works with principal, district coordinator, and frontline staff to coordinate daily schedules, communications, and student behavior. Meets regularly with principal, teachers, staff, and district coordinator to plan and develop program. Meets daily with frontline staff, weekly with principal, and monthly with other site leads. Communication through email, phone, or meetings.

District Coordinator: Oversees ELOP and ASES district programs including budgets, attendance, trainings, staffing, communication, and all program areas. Meets with principals and Site Support Specialists monthly, coordinates the annual parent meeting. Communication through email, phone, or meetings.

District TOSAs: Oversee ASES budget, attendance, CQI, and matching funds.

After School Education and Safety Program Plan Guide

Assists with professional development trainings and day-to-day support tasks.

Intervention Instructor: Provides weekly instruction to selected students and/or classes, acts as liaison between instructional day staff and after-school staff. Meets with site lead as needed. Communication via email or meetings.

Principal: Meets weekly with site lead to plan the program and give updates. Classroom walk-throughs assist site leads with classroom management techniques and school policies and procedures. Communication through email, phone call, or meetings.

Office Coordinator: Handles budget, timesheets, purchase orders, and supply orders for the ASES program. Monthly meetings and emails.

Classroom Teachers: Provide feedback on student work and concerns, daily routines, and support for tutors. Monthly meetings, emails, daily check-ins.

School Nurse: Provide district trainings twice yearly, and site trainings as needed. Communication via email and meetings.

Behavior Analyst: Provides district trainings and new staff trainings as needed. Provides feedback on student concerns. Communication via phone call, email and meetings.

General Ed Behavior Specialists: Provide weekly support to sites on a rotating basis. Communication via email and meetings.

Youth Development Director: Provides district trainings and new staff trainings as needed. Communication via email and meetings.

Mental Health Specialist/Social Worker: Available during program time to provide activities and support for students.

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

Annual Collaborative Review of District Program Plan: Plan is posted online and reviewed by the district Expanded Learning coordinator and TOSAs, director of State and Federal Programs, YCOE (technical support provider), principals, site leads, frontline staff, parents, and teachers.

Annual and ongoing Review of Site Program Plans: Reviewed by site principal,

After School Education and Safety Program Plan Guide

site lead, district coordinator, TOSAs, and school site stakeholders.

Monthly Site Support Specialist Meetings: Site leads and district coordinator review and update site program plans.

- Describe the system in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.

The Business Office of WJUSD oversees and manages the operating budgets for the after-school programs. The district Expanded Learning Coordinator and Expanded Learning TOSAs meet monthly with each site lead and review each site’s budget and financial activity report. Budget compliance is monitored monthly to ensure that all monies are spent properly and timely. All financial activity is reported to CDE by the district Accounting Analyst in compliance with grant requirements.

District business staff oversee the fiscal accounting and reporting. A district Expanded Learning TOSA prepares and submits the data for attendance reporting and the Annual Outcome-Based Data Report.

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

WJUSD ASES In-Kind Match Sources		
<u>Source</u>	<u>Category</u>	<u>In-Kind Amount</u>
WJUSD Facilities	Classrooms	\$27.00/hour/room
WJUSD Food Service	Snacks, Breakfast, Lunch	\$1.00/snack \$1.50/breakfast \$2.50/lunch
UCD WS Program	WS tutors	\$20/hour
Principal Time	Site Administrator	5% of salary
Office Coordinator Time	Site Classified Support Staff	10% of salary
District Administrative Support	Director, Classified Support Staff - District	5% of salary
ELO-P	District contribution	Determined each year
Community	Volunteers	\$25/hour of service time

After School Education and Safety Program Plan Guide

Business staff and Expanded Learning TOSAs oversee and track the one-third match.

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

Attendance is taken at the beginning of the ASES program by each grade level tutor. This data is entered in the district AERIES program to compile attendance data for CDE reports. Sign out sheets are housed in one location, specific to each program site. Parents ‘sign out’ their children daily. Students allowed to walk home do so after a permission slip is signed by their parents and kept on file by the Site Support Specialist.

Attendance is managed at the site level and overseen at the district level by the district coordinator and TOSA. Attendance is reviewed on a daily basis at the site level, and monthly at the district level. Sign in and sign out records are maintained at the district level and each site for five years.

- Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.

Attendance requirements will be consistent with those implemented in the regular ASES programs. Early release and late arrival policies are WJUSD district-approved and given to parents at the mandatory parent orientation meeting at the beginning of the school year. Parents are also provided with copies of these documents.

12—Sustainability

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

Possible partnerships and funding sources include:

- Expanded Learning Opportunities Program Funding from WJUSD
- General Fund money from WJUSD
- Migrant Ed Grants or Funding
- Yocha Dehe Wintun Nation Community Fund
- Student Enrollment Fees
- Dignity Health
- Local Community Business Partnerships
- University of California, Davis Work Study

After School Education and Safety Program Plan Guide

- **Sacramento State Work Study**
- **Woodland Community College Work Study**
- **City of Woodland Parks and Recreation**
- **University of California Youth Development Program, 4-H - YES Program**
- **Northern Valley Indian Health**
- **United Way**

An annual review of the program plan and the CQI stakeholder meetings will include a discussion of the sustainability plan. The Expanded Learning Coordinator would be responsible for resource development.