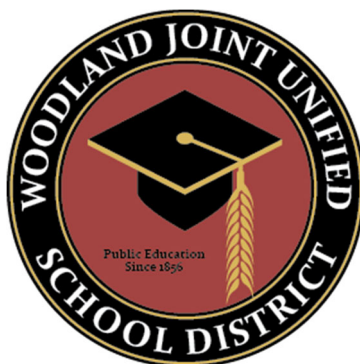
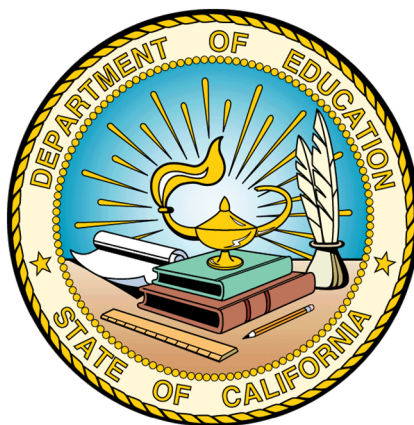


AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN

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 2019

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)

Thomas Pritchard, Superintendent WJUSD
(530) 406-3202
thomas.pritchard@wjusd.org

Program Administrator (Responsible for administering the grant)

Elodia Ortega-Lampkin, Associate Superintendent, Educational Services WJUSD
(530) 406-3241
elodia.lampkin@wjusd.org

District Administrator

Barbara Herms, Director of Elementary Education
(530) 406-3236
barbara.herms@wjusd.org

District Program Coordinator

DeAnn Tenhunfeld, District Coordinator ASES Programs
(530) 406-3252
deann.tenhunfeld@wjusd.org

Names of After School Program Sites

WJUSD ASES Program Target Attendance	
Site Name	Projected Daily Attendance
1. Beamer Park Elementary	83
2. (a) Dingle Elementary	134
(b) Dingle Elementary (Before School Program)	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%
➤ Foster	1%
➤ Migrant Ed	3%
➤ Academic Performance: 2019 CAASPP Scores (SBAC) – Standard Not Met (Grades 3-6) District-wide	ELA 34% (771/2290) Math 36% (830/2290)
➤ Academic Performance: 2019 CAASPP Scores (SBAC) - Standard Nearly Met (Grades 3-6) District-wide	ELA 22% (500/2290) Math 29% (662/2290)
➤ English Learners (Grades 3-6)	37%

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WJUSD ASES Enrollment Steps to recruit and select students from the target populations:
<ol style="list-style-type: none">1. Academic Performance (Site coordinator collaborates with principal and teaching staff to determine students most in need of ASES based on Academic Performance) includes the following:<ol style="list-style-type: none">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 Benchmarksc. Site Assessments2. Principal, Teacher, or Staff Referral3. Sibling already in the program4. Safety concerns (no one at home)5. Previously enrolled in ASES6. No one can help with homework at home7. On wait list (an annual waitlist for placement into the ASES program is maintained by all school sites)
<p>Additional Information:</p> <ul style="list-style-type: none">• Priority Enrollment is given to Homeless, Foster, and Migrant Ed students. Site coordinators work with district liaisons 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. Students that log a fifth absence will receive a phone call home from the ASES Coordinator. Habitual absence can result in removal from the program and replacement with another student from the wait list.• 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 relevant enrollment information to parents.

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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.

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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 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 are arranged annually, including a Back-to-School Training and a Spring Training, that include all ASES staff. Trainings include First Aid/CPR (general first aid and First Aid/CPR certification), School Safety, Classroom Management, Student Needs, and Social Emotional Learning (SEL).

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

Any current or urgent safety incidents are addressed immediately through the district chain-of-command, then by the district ASES coordinator to site coordinators, frontline staff, students, and families. Notifications are made by phone call, email, or site visit. Site Coordinators meet monthly at the district and review district safety updates. Information also includes classroom management and SEL tips. Site Coordinators meet twice a month with their principals to review safety, classroom management, school policies, and student concerns/priorities as need addressing. Site Coordinators and frontline staff meet as needed with their school nurse to address student health issues within the ASES program. ASES sites 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 have District Emergency handbooks and School Site Evacuation maps. Coordinators work with their site principal to arrange practices to align with daytime drills and coordinate important safety logistics with ASES staff and students.

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District Coordinator and Site Coordinators and staff attend SCOE trainings and have been attending the Community of Practice SEL trainings. This information is shared with site coordinators and front line staff.

- **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 ASES 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 tutor/coordinator check-ins, monthly newsletters, and phone calls as needed.

We incorporate the STORM (Special Team of Role Models) curriculum and all front line staff start their classroom time using the STORMe curriculum. The curriculum utilizes a warm up activity that helps students (and staff) focus and allows for student leadership, community building, and reflection time. The program helps to establish a sense of belonging for students and a community feel in the classroom.

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.

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.**

Coordinators collaborate with site principals and teachers to design their programs to support daytime academics. Homework time is a continuation of the regular classroom routine which includes completing work that was started during the day, or given as homework, as well as providing a time for reading.

Programs utilize iReady, an online learning program, which allows students to work on individual goals set by their teacher and determined by

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diagnostics. Students work at their own pace on Language Arts or Math assignments through highly engaging computer lessons and activities.

Enrichment time gives students opportunities to extend their learning beyond Language Arts and Math including time to study and explore Science, Nutrition, Art, Agriculture, Gardens, STEAM, and a variety of other student interests. Some of the enrichment is offered through community partnerships and some is explored through Project Based Learning (PBL) culminating in a final project.

- Describe the planned program activities and how they will:
 - 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 and grow while they get assistance with their homework from caring tutor role models and explore new topics and ideas. In WJUSD ASES programs, our students build self-confidence by participating in the following hands-on, project-based activities:

- **Science**: Through a partnership with Yolo County Office of Education (YCOE) and the UC Davis Center for Citizen Science, students participate in lessons to learn more about the biodiversity at their schools. Sites have access to iPads to 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 lessons on nutrition and healthy eating through the UCCE Cal Fresh Program.
- **Music**: Woodland Opera House provides classes for students culminating in a showcase performance at the Woodland Opera House that parents and families are invited to attend.
- **Agriculture**: California Foundation for Agriculture in the Classroom curriculum provides many hands-on lessons for use during enrichment to teach students about the importance of caring for the earth as well as where their food comes from, how it is grown, and the diversity of agriculture.

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- **Gardening**: Yolo Farm to Fork provides interns that assist with school gardens. ASES students learn about gardening and how to plant, grow, harvest, and prepare different vegetables.
- **STEAM**: Through a variety of lessons and activities, students learn more about Science, Technology, Engineering, Art, and Math. Guest speakers are invited to share information about schooling and careers in STEAM fields. Sites utilize Kidz Science kits with planned STEAM lessons for K-6 students.
- 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 inform them of 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 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 in the ASES program. Academic intervention is included in the program by having regular day teachers identify students with compelling needs. Credentialed teachers are hired to provide support during ASES 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 iReady 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

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academic focus is always to support the regular school day programs and curriculum.

Educational enrichment is met in a variety of ways. Students engage in PBL activities that support and extend the current curriculum in the student's classroom. Students use computers to research, practice keyboarding, and extend their learning using programs such as Moby Max, IXL, Think Central, Renaissance Learning, and typingclub.com. We are a Google Apps For Education (GAFE) district where students can utilize all google products on their chromebooks.

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 projects, 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. 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.

Site and district administrators, teachers, support personnel, ASES staff and parents assess the school and community needs on an on-going basis. Parents are involved through site ASES parent meetings and collaborative work between the ASES programs and 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 an annual stakeholder meeting as part of the Continuous Quality Improvement process to assess the program and identify areas of need. An end-of-year survey is given to all stakeholders and feedback from the surveys is used to guide planning the program each year.

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.

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Students participate in class meetings and provide feedback through annual surveys. Principals, site coordinators, and teachers look at student's academic performance based on test scores, district benchmarks, and site assessments to determine student needs throughout the year. Site coordinators and front line staff communicate with teachers on a regular basis to determine students' needs. As student needs and interests are determined, adjustments to homework and enrichment time are made.

ASES staff participates in site and district trainings that include Positive Behavior Interventions and Supports, 504 plans, Individualized Education Plan (IEP), iReady, 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 which allows students to 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, as well as other positive youth development choices for the program. Individual classes allow for student choice through PBL projects.

Annual student surveys are reviewed and requests/questions/concerns are addressed through collaboration with site coordinators 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. All students are given the opportunity to lead the class during the warm up STORMe activity. Students in higher grades participate in leadership classes, classroom meetings, and through 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

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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 snacks, breakfast, and lunch for ASES students in the afterschool, before school, and supplemental programs. Programs provide nutrition education through the UC Cal Fresh program. Physical activity time occurs on a daily basis through Free Play and organized recreational activities utilizing the SPARK curriculum. Site coordinators meet with school nurses to determine needs of students and trainings are arranged for front line staff as needed. Annual CPR and First Aid training is provided at the district level for all ASES staff.

- 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. The WJUSD Food Services submits their menus for annual review and approval from the State and/or the USDA Nutrition Services for nutritional compliance. UC CalFresh provides nutrition education and yoga instruction, Kids Farmers Market provides fresh fruit and vegetables that are locally grown, Yolo Farm to Fork provides interns and assistance with school gardens, and the SPARK curriculum is used to teach sports skills and games. Students are also provided with time for free play. Students 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

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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. ASES staff is reflective of the student population and most staff are bilingual. The programs promote cultural events such as Ballet Folklorico, Day of the Dead, Cinco de Mayo and other cultural holidays. 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 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.

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 liaisons, we are able to reach students and families that could utilize the ASES program. One percent of our ASES students are Homeless, one percent are Foster, and three percent are Migrant Ed.

ASES validates and works with all students on IEPs and works with school nurses to learn of student food allergies and other health concerns. Thirty-seven percent of our ASES students are English Learners. Through Principal, Teacher, and Staff Referral we are able to reach out and provide support to students that have may 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.

The ASES site coordinators and tutors work under a Variable Services Agreement (VSA). All employees are screened for both FBI and DOJ compliance along with TB clearance. ASES 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:**

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- 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 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.

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

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

ASES VSA 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 listserves, job recruitment platform Handshake, and word of mouth. Most ASES employees return to the same school and position for multiple years. We have many ASES tutors and coordinators that have been with the program for five plus years. Staff is 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 district-wide trainings include Back-to-School and Spring Trainings for all ASES staff. Trainings cover First Aid/CPR (general first aid and First Aid/CPR certification), School Safety, Youth Development, Classroom Management, SEL, Special Ed, Mandated Reporter, and enrichment topics.

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 through the after school organization CalSac. Trainings include building foundational knowledge of SEL and Supporting SEL learning. Additional trainings include Science Action Club and Anti-Bullying. We underwent training previously with

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“Conditions for Learning”, which provided strategies to help develop and maintain a positive classroom environment, which we continue to use today.

All ASES sites have access to district-provided computers and associated staff training. WJUSD ASES has incorporated Citizen Science lessons in enrichment time, with training provided by the partnership with UC Davis Center for Citizen Science and YCOE. As new enrichment lessons and activities are presented, training is provided to coordinators and tutors. Common Core Curriculum and trainings are ongoing for all teachers in the WJUSD and are accessible to ASES staff as well.

Monthly site coordinator meetings address current topics and include trainings as needed.

- 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>
Cal Sac	SEL Learning, Building Character, Enhancing Quality; Going Deeper: Supporting SEL, and Character Development	Enrichment, SEL
STORM Program	Provide training, interactive assemblies, STORMe curriculum	SEL, Enrichment
Global Kindness Initiative	Restorative Communication, SEL, Conflict Mediation	SEL, Enrichment
STEAM Mentoring Program	Provide training and curriculum for STEAM career exploration and activities	Enrichment, Academic
Ballet Folklorico	Provide dance instruction and performances	Enrichment, Recreation
Royal Dance Academy	Provide dance instruction and culminating performance	Enrichment, Recreation
Woodland Opera House	Provide Musical Theatre classes and showcase	Enrichment, Recreation

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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**
 - **Student ELA placement and ELPAC scores**
 - **Teacher and Administrator recommendations and requests**
 - **Assertive discipline data from CALPADS**
 - **District SARB data**
 - **Parent and student surveys**
 - **Ongoing communication with Migrant Ed and Homeless/Foster District Liaisons**
- 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, PBL, 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 ASES program. Evaluation is on-going throughout the year through attendance data, HW completion, iReady (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 provide immediate feedback to ASES coordinators and staff regarding student needs and successes. Curriculum and academic assistance is modified to support the student and their success in the regular day classroom.**

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- 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.
 - **Annual Parent Orientation:** All ASES families are invited and required to attend a district or site level orientation. Important ASES information is shared and families have the opportunity to ask questions, address concerns, and provide feedback.
 - **Annual Site Stakeholders Meeting:** Site Coordinators 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, ASES 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 program plan is made available to site coordinators, principals, support staff (including frontline staff and teachers), and parents and is posted on the district ASES website. Each ASES school 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, ASES staff, and parents provide feedback on the school and community needs on an on-going basis. Parents are involved through site ASES parent meetings and collaborative work between the ASES programs and 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 an annual stakeholder meeting as a part of the Continuous Quality Improvement process to assess the program and identify areas of need.

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- 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 coordinators and staff to connect the instructional day with afterschool, 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.

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

ASES Families: Through parent meetings and daily interactions, site coordinators and front line staff get feedback from families with questions and concerns regarding the ASES program.

STORM and Cal Sac: Staff trainings and support to include SEL in ASES daily routines and ongoing support for front line staff.

YCOE & UC Davis Citizen Science Center: Provide training and resources to front line staff to develop science during enrichment.

Ballet Folklorico instructor: Provide dance instruction to after school programs culminating in shows and presentations to families and community.

United Way: Volunteers work with students using the Read-to-Succeed Program.

UC CalFresh Nutrition Education Program: Provide nutrition and recreation support to ASES sites.

WHS FFA/Yolo Farm to Fork/California Foundation for Agriculture in the Classroom: Assist programs with garden projects and agricultural curriculum resulting in students having the opportunity to learn where their food comes from.

YCOE: Provide technical assistance in areas of grant compliance, professional development, and program design/offerings.

WJUSD school nurses: Support through trainings and daily operations of programs.

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ASES site coordinators meetings: Meet on the last Wednesday of each month to collaborate, plan, and achieve program goals.

School Staff Meetings: ASES site coordinators attend the regular scheduled teachers' meetings at their school. This allows for feedback and to assure the ASES 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 ASES information to sites and become part of the School Site Plan. Meeting to discuss including ASES next year.

Robotics and STEAM Club: Connect with programs 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 program representative.

Bike Campaign: Provide training on bicycle safety, bike riding, and encourage students to ride to school. Beginning of year meeting with ASES staff.

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

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.

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

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<https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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

- Review the End-of-Year Surveys (June-August)
- Create a CQI Plan along with stakeholders; Determine 1-2 focus standards (September-October)
- Provide Monthly evidence of each of the CQI standards (September-June)
- Complete a narrative summary update in November, February, and May
- Provide an End-of-Year Survey to all stakeholders (May-June)
- Reflect and score programs in all CQI areas (June)

The overall program is evaluated by the district coordinator, school site principals, and ASES site coordinators as to its effectiveness. Modifications are made to the program when needed and revisions to the plan are made each year when appropriate.

In addition, data will be collected on an annual basis looking at the Math and ELA CAASPP (SBAC) scores of all students in the ASES program. Evaluation is on-going throughout the year through attendance data, HW completion, iReady (district-approved diagnostic, instruction and monitoring software) reports and other site level assessments. Collaboration with each student's regular day teacher through conferences, emails, written memos are used to provide immediate feedback to ASES coordinators and staff regarding student needs and successes. Curriculum and academic assistance is modified to support the student and their success in the regular day classroom.

A major criteria in evaluating the ASES programs' effectiveness will be monitoring student growth and success in the areas of classroom academics, behavior, attendance, and homework completion rates. CAASP scores are reviewed by ASES staff to check for academic growth and modifications are made to instructional plans in association with the regular classroom teacher. Behavior logs on aeries 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 ASES tutors communicate regularly on homework performance of students. Teacher feedback and suggestions are incorporated into the ASES 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

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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	2017-2018: 29% Met or Exceeded Standard (664 students) 2018-2019: 28% Met or Exceeded Standard (630 students)
<u>District</u> CAASPP English Language Arts (SBAC) Grades 3-6	2017-2018: 35% Met or Exceeded Standard (802 students) 2018-2019: 39% Met or Exceeded Standard (878 students)
<u>ASES</u> Multi-Year Cohort 2018, 2019 CAASPP Math (SBAC)	2018: 17% Met or Exceeded Standard (110 students out of 655) 2019: 19% Met or Exceeded Standard (84 out of 450)
<u>ASES</u> Multi-Year Cohort 2018, 2019 CAASPP ELA (SBAC)	2018: 25% Met or Exceeded Standard (161 students out of 649) 2019: 27% Met or Exceeded Standard (120 out of 445)
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 HW support, teacher interventions, technology-based learning, and implementation of common core curriculum and strategies.
2. Align computer-based curriculum to support regular day academic program, including iReady and keyboarding instruction in the ASES 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 on homework support at home.
4. Develop stakeholder input - to collaborate, get feedback, and work to address areas to improve.

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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. Remaining funds are used to purchase 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 K-6. Plans and oversees enrichment and recreation activities, provides snack for students, monitors free play, provides lesson plans and feedback to site coordinator and parents. Meets daily with site coordinator and parents. Communication via email, phone, radio, or meetings.

Site Coordinator: Plans site program, works with principal and 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 front line staff, weekly with principal, and monthly with site coordinators. Communication through email, phone, or meetings.

District Coordinator: Oversees district programs including budgets, attendance, trainings, staffing, communication, and all program areas. Meets with principals and site coordinators monthly, annual parent meeting. Communication through email, phone, or meetings.

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

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

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Office Coordinator: Handles budget, purchase orders, and supply orders for site coordinators. 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.

- 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 ASES coordinator, director of Elementary Education, YCOE – technical support provider, principals, site coordinators, front line staff, parents, and teachers.

Annual and ongoing Review of Site Program Plans: Reviewed by site principal, coordinator, district coordinator, and school site stakeholders.

Monthly Site Coordinator Meetings: Site coordinators 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 ASES programs. The district ASES coordinator meets monthly with each site coordinator and reviews 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 oversees the fiscal accounting and reporting. The district ASES coordinator 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]).

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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	\$0.91/snack \$1.84/breakfast \$2.93/lunch
UCD WS Program	WS tutors	\$15/hour
Principal Time	Administrator	5% of salary
Office Coordinator Time	Classified Support Staff	5% of salary
LCAP	District contribution	Determined each year
Community	Volunteers	\$25/hour of service time

Business staff and district ASES coordinator 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 by the site coordinator 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 coordinator.

Attendance is managed at the site level and overseen at the district level by the district coordinator. 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 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

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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:

- **General Fund money from WJUSD**
- **Migrant Ed Grants or Funding**
- **Student Enrollment Fees**
- **United Way**
- **Dignity Health**
- **Local Community Business Partnerships**
- **Yocha Dehe Wintun Nation Community Fund**
- **UC Davis Work Study**
- **Sac State Work Study**
- **Woodland Community College Work Study**
- **City of Woodland Parks and Recreation**

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