



SCUSD
After School Program

Will C. Wood Middle School

2012-2013

PROGRAM PLAN

Due Date: September 17, 2012

Based on State Program Plan Guide



2012-2013

AFTER SCHOOL PROGRAM PLAN

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Name(s) of Site Employees

Name	Credentials
Christopher Strazzo	B.A., English
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Target Population:

The Will C. Wood ASES program targets student populations who are not meeting proficiency in Mathematics, Science or English Language Arts, and are identified as at-risk. 36.5 percent are identified as socioeconomically disadvantaged, 43 percent are identified as English Learners, 12 percent have exceptional needs and there is a significant population in foster care attending the ASES program.

Statistical information from the CST allows the program to identify and cater to the at-risk demographic of the school. Currently, African American, Hmong and Hispanic/Latino students are under performing their counterparts on standardized testing and attendance and are given priority status during the enrollment process. (Appendix A) Priority status is given to returning ASES students from the previous year, families with multiple students applying for the ASES program, and all foster and special need students. Lastly, all teacher and principal referrals, that use a collaborative assessment of individual student test scores and needs, will be considered for priority registration.

Family orientations are announced through the automated phone system, school newsletters, and the site marquee during the week prior to school beginning. These orientations outline program requirements, objectives and volunteer opportunities. At the conclusion of all orientations, completed enrollment packets are collected in the order they are received. The Program Manager assess class enrollment balances and selects students for each grade level until the minimum grant required average daily attendance is met. The Will C. Wood ASES program has a capacity of 113 students. All remaining students are waitlisted. New and innovative ideas are constantly being explored to expand funding and potentially provide additional student's access to ASES. Registration packets remain with the front office, Healthy Start office, Parent Advisory office, Counselor office, and distributed at all in home visits to ensure that all families have access to the program.

I. Program Goals and Requirements

To assess the needs of the school, staff meetings are regularly held with key teams and committees to review and analyze data, prioritize outcomes and plan targeted programming. Identified needs are utilized to tailor and target the specific areas of improvement and create a pragmatic and holistic program. Continuous review of grades, course schedules, and attendance, for all 113 ASES students, provides insight into academic weaknesses and strengths. In addition, pre and post program surveys are provided to students, parents and staff to gather additional data on program needs and program results. (Appendix B)

Goals and Vision

The Will C. Wood ASES program goals are strategically structured to align with, and support, the Three Pillars put forth by SCUSD: Career and College Ready Students, Family and Community Engagement and Organizational Transformation. Thus, the Will C. Wood ASES program continuously strives to create and provide relevant enrichment activities, both hands-on and instructional, that foster student growth in Technology, Math, Science, English, organizational skills, cultural and community awareness.

Goal:

1. ASES students will have access to highly qualified tutors to aid in subject matter proficiency.
2. ASES students will be provided with daily clubs, physical activities or district providers.
3. ASES students will have daily access to enrichment activities that have real world relevance.

Vision:

The Will C. Wood ASES program vision aligns with the Site Development and Improvement Plan to prepare students to become academically and socially capable of meeting the challenges of the 21st century while supporting the SCUSD Strategic Plan by providing rigorous and standards-based curriculum that promotes and develops higher order thinking and problem solving skills in all students; ensures quality learning opportunities for all students by establishing high expectations school-wide; provide students with intensive technological skills to ensure that they are competitive in society and the global economy; provides social environments and situations that challenge and empower students to become productive citizens and aspiring future leaders; ensures all stakeholders consistently support and develop teaching

and learning opportunities that effectively meet the needs of all students. The consistency of the vision will create a unified school determined to reach a collective result.

Recruiting and Retention

Students are recruited and retained in the ASES program by advising families of informational meetings through student flyers, parent-teacher conferences, IEP meetings and one-on-one meetings with administration and counselors. In addition, information about the ASES program is available on the school website and individual program website. Student families are invited to informational presentations throughout the year where program requirements and objectives are outlined and registration packets are distributed. The Program Manager is visible on campus during out of class time to promote the program through establishing relationships. Students are inclined to enroll and remain in the program due to the variety of athletics, clubs, festivals, and events. Additionally, when the school principal is given opportunities to speak to a large group, the ASES program is invited to provide information about the program to parents.

Addressing the Achievement Gap

The Will C. Wood ASES program is addressing the achievement gap by analyzing student grades and current benchmarks. Progress reports are reviewed and analyzed for all 113 students and dispersed to the Team Leaders allowing them to focus on individual student weaknesses. (Appendix C (C.1)) The progress reports provide insight behind collective subject matter deficiencies in English and Math. In response the ASES program allocates additional time to these two subject areas. Similarly, all Team Leaders have access to ZANGLE which allows them to be current with all student grades and assignments. Lastly, The Center has strategically employed individuals who are competent in multiple subject areas, capable of speaking the languages present at the school and have prior experience in classroom management and education.

In order to assemble an extraordinary ensemble of competent and qualified employees, The SDIP and SARC were reviewed and crucial information was extracted and considered when formulating an achievement gap intervention plan. The achievement gap is combated by providing a full program study hall (Appendix C (C.2)), relevant clubs and enrichment activities that provide assistance/scaffolding for school curriculum (Appendix C (C.3)), countless high school and parent volunteers, and regular meetings with school staff to discuss targeted students.

II. Program Content/Quality

The Program Manager and stakeholders meet to outline both short and long-term after school program goals, chart student progress, identify objectives, address student and school needs, plan activities/events, and discuss strengths and challenges in the after school program. SCCSC ASES is fully integrated into the school culture and utilizes the same rules and consequences. Program Manager attends School Site Council meetings, various common planning time (CPT) meetings and parent teacher conferences to better understand the current school climate and identify areas where the after school program is most needed and can be most effective. Meetings are scheduled as needed. (Appendix D)

The Will C. Wood ASES program also aligns with the regular day regarding attendance, curriculum support and character building. Attendance is reviewed with the office manager daily to verify students who are absent from regular day classes. Phone calls are placed home to families when students are present during regular day and are not present during the after school hours. Academic/curriculum support consists of homework assistance, academic tutoring, test preparation, and assistance with school assignments and projects. (Appendix C (C.2)) The Program Manager is an integral part of the Safe School Ambassador program and assists students to become leaders through modeling positive characteristics. Students compete in site and intramural competitive sports tournaments with students from surrounding after-school programs. These tournaments build leadership, team-work and good sportsmanship. Special events and activities are held to acknowledge student achievements and to engage students in other forms of academic enrichment activities. Events and activities include: awards assemblies and celebrations, spelling bee contests, nutrition workshops, math day, art day, science day, and various performing arts showcases. These activities give the students a sense of accomplishment, which aligns with schools vision of creating socially and academically ready students.

Literacy and Educational Elements

Students participate in silent sustained reading for 15 minutes a day once homework has been completed. Students also have access to the school library after-school. The Will C. Wood ASES program also participates in the 1,000,000 word challenge. All of the students have access to the appropriate books and computers. Students are provided enrichment activities that provide real world skills and relate to the core curriculum such as; science projects, Mathletes, sewing classes, and computer literacy classes. Computer literacy students are taught how to use Microsoft Office Suite and navigate the internet while looking for grants, scholarships, colleges, and careers. Students also have the option of participating in clubs offered during the after school hours, such as bike building, breakdance, cheer, club live, health club, garden club, and engineering club. (Appendix C (C.3))

Youth Involvement and Leadership

Students have a constant and relevant voice in ASES and are encouraged to join clubs and have the freedom to design a new club if they conduct a needs assessment. Students also decide what physical activities they would like to participate in during the week and how to lead them. By owning the projects, students buy into the program. The student advisory committee meets weekly to discuss upcoming events, clubs, activities, field trips, and possible surveys. There are various student led committees that are in charge of daily tasks such as; snack committee, attendance committee and cleaning committee. Students were identified for a specific committee based on request, personality and work ethic. Furthermore, students are also encouraged to lead physical and enrichment activities. For instance, if a student wants lead an art activity, they must put in a request with the Program Manager for supplies and available space.

Family Literacy

The ASES Program Manager collaborates with the Will C. Wood Parent Advisor in creating family literacy nights and offering different resources to parents. For instance, the ASES program offers computer access to parents daily. These parents can seek assistance in resume building, job seeking, college awareness, or computer literacy. Furthermore, the ASES Program Manager tries to attend all of the Parent Advisor meetings.

The Program Manager regularly addresses and updates parents at the Parent Advisor meetings. Additional information is provided through newsletters, emailing parents, phone calls, bulletin boards, and special events for the parents. Parents are always welcome to visit the after-school program or volunteer for one of the various clubs. In fact, we would like all parents to come in regularly so that we can keep a constant line of communication.

III. Collaboration and Partnerships

The Program Manager and stakeholders meet regularly to outline both short and long term after school program goals, chart student progress, identify objectives, address student and school needs, plan activities and events, and discuss strengths and challenges in the after school program. The Program Manager attends School Site Council meetings to better understand the climate of the school and to identify areas where the after-school program is most needed and can be most effective. Meetings are scheduled as needed. The Program Manager is continuously seeking collaborative community partnerships to enhance projects and increase scope of work.

There are numerous providers within the Will C. Wood ASES program. The providers and elements of collaboration are noted within the appendix table D.1. (Appendix D (D.1))

IV. Staffing

Program Managers participate in monthly trainings offered by SCUSD YES, which cover topics such as school wide safety, health and wellness and grant compliance. The Center offers a professional development series for managers aligned with the Quality Self-Assessment Tool focusing on continuous program improvement for quality after school programs. The information provided through the various district and agency meetings is then compiled, organized and relayed to the Team Leaders.

Three-hour meetings are held with Team Leaders bi-weekly. These meeting provide Team Leaders with time to formulate lesson plans and record students missing assignments off of ZANGLE. Similarly, a brief 10-minute meeting is held daily after program to discuss questions, comment or concerns. In addition, Team Leaders attended training in August to become certified mandated reporters, understand campus safety and the SCUSD Communication Protocol, gang identification and classroom leadership.

V. Program Administration

Attendance

Attendance is recorded at each site using the SCUSD student database, ZANGLE, for each individual student that attends the ASES program. Parents indicate on registration forms how their child will be dismissed from the after school program. Students are authorized to sign themselves out of program at the end of the program day if their parents signed the registration form agreeing to:

- My child walks home/rides his/her bike from school grade students. My child will take the RT bus or other transit mode from school.

Otherwise students are required to have a parent/guardian/designee sign out daily with the assigned Team Leader or Program Manager.

Early Release Policy

The ASES program will open at the end of the regular school day and will remain open until 6:00 p.m. Middle and junior high schools attend a minimum of nine hours a week and three days a week to accomplish program goals. Youth may leave the program prior to the end of the program time at 6:00pm based on the following conditions:

- Parent Choice (PC)
- Family Emergency (E)
- Attending a parallel program (P)
- Medical appointments (M)
- Weather conditions or at dusk (W)
- Child accident or illness occurring during after school hours (A)
- Other conditions especially on safety as prescribed by school (O)

Late Arrival Policy

The ASES program begins at the conclusion of the regular school day. Students in middle and junior high schools are required to attend a minimum of three days a week to accomplish program goals. Students are allowed to arrive to the after school program late, only if they are detained by a regular day teacher, meeting with site administration, serving detention, or parents' choice. Students who arrive late and have accumulated three unexcused tardies will be exited from the program. Students arriving late to the after school program will report directly to the assigned Team Leader.

Classroom Management

Classroom leadership is integrated into the after school program by implementing the following strategies and techniques: Understand the motivation behind a problem behavior, prevent the problem from occurring in the first place, teach cooperation and appropriate communication, encourage respect and good behavior and use effective strategies when responding to problem behaviors. Behavior problems that cannot be managed in the classroom are referred to the

Program Manager and if appropriate parents are informed. Students with chronic behavior problems are referred to Area Specialist for intervention and possibly suspended from the program. Furthermore, the Will C. Wood ASES program has created a reward system that incorporates fiscal management. Students are rewarded with Spartan bucks for exhibiting exemplary classroom behavior. The currency can be exchanged monthly at the ASES store. The Spartan bucks create a positive incentive/reward system that aids the Team Leaders in classroom management.

VI. Outcome Measures and Evaluation

The Will C. Wood ASES program is evaluated semi-annually by stakeholders to review compliance, applicability and interest in classes, programs and services offered. Clubs with low attendance are reviewed for improvement regarding effective marketing, re-conceptualization to target a larger student population and interest, considerations to merge classes and finally closure. Assessments are conducted to determine if program goals are being met and student centered academics, youth development and recreation are being offered. Continual assessments of student's experiences through focus groups and surveys will be evaluated using varied methodologies. (Appendix E)

The SCUSD Youth Engagement Services Department conducts monthly site visits to ensure grant compliance, best practices and district missions are being supported. A 48 hour report is generated to identify strengths and challenges within the program.

The SCUSD Research and Evaluation Department annually compiles attendance data and correlates student identifications with DataDirector to review enrollment by ethnicity gains or losses by subgroups in CST and graduation rates.

The Sacramento County Office of Education (SCOE) conducts periodic reviews using the After School Programs Site Visit/Technical Assistance Form.

The California Department of Education (CDE) conducts Categorical Program Monitoring (CPM) every four years to ensure funding compliance.

Appendix A

Target Populations

Student Ethnicity

School Site: Will C. Wood	
Ethnicity	Percentage
Hispanic or Latino	41%
African American	14%
Asian/ Pacific Islander	38%
White	7%

Economic Factors

School Site: Will C. Wood	
Subject	Percentage
Low-income indicator	100%
Parents with some college	31%
Parents with college degree	15%

English Learners

School Site: Will C. Wood	
	Percentage
	43%

Appendix B

Data sources and methods include:

- Adequate Yearly Progress Reports
- Academic Performance Index
- CA English Learners Development Test
- CA Standardized Test
- School Accountability Report Card
- Site Development Improvement Plan
- Semester grades (ZANGLE)
- Pupil school day attendance (baseline) days enrolled vs. days absent
- City of Sacramento Police Department criminal reports
- City of Sacramento Police Department juvenile criminal reports
- Site Safety Plan
- Afterschool student summit discussion
- Afterschool surveys on surveymonkey.com

Appendix C

2011-2012 1st Quarter Grade Review (Example) (C.1)

Student	Class D/F		Over all Statistics
Student ID	All Classes. Highest Grade C	5	23 Have 1 D/F
Student ID	Science	1	16 have 2 D/F
Student ID	English/History/Science	3	5 have 3 D/F
Student ID	Good		1 has 5 D/F
Student ID	History	1	1 Has 6 D/F
	Science/Math	2	2 Have 4.00
	English/History	2	19 Student C/B with all A/B
	Good		60 have A/B
	Good		79 have above C in all Classes
	Math/Science/History	3	
	English/Science	2	
	Math/English	2	
	Good		1 AVID
	Math/Science	2	1 Band
	Math	1	17 English
	Good		15 Science
	Good		14 Math
	C-History		11 History
	Good		
	Band	1	
	Math	1	

2012-2013 Schedule (C.2)

Activity	Frequency	Daily	Weekly
Homework/Athletics/Clubs	2:30 pm – 4:00 pm	7.5 Hours	7.5 Hours
Supper	4:00 pm – 4:30 pm	30 Min	2.5 Hours
Homework/Athletics/Clubs	4:30 pm – 6:00 pm	7.5 Hours	7.5 Hours
Clubs/Cohort	See Below	See Below	See Below

**2012-2013 Clubs/Athletics
(C.3)**

Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Lead
Men-Bball	Men-Bball	Men-Bball	Men-Bball	Men-Bball	Men-Bball	
Practice	2:30-4:00	4:00-5:30	2:30-4:00	4:00-5:30	Different	Shawn/Mario
Homework	4:30-5:30 Wolfs	2:30-4:00 Wolf	4:30-5:30 Wolfs	2:30-4:00 Wolf	Different	Shawn
Women-Bball	Women-Bball	Women-Bball	Women-Bball	Women-Bball	Women-Bball	
Practice	4:30-5:30	2:30-4:00	4:30-5:30	2:30-4:00	Different	Stewart
Homework	2:30-4:00 BG 3	4:00-5:30 BG 3	2:30-4:00 BG 3	4:00-5:30 BG 3	Different	Cindy
Soccer		Soccer		Soccer		
Conditioning		4:30-5:30		4:30-5:30		Oscar
Homework		2:30-3:30 BG2		2:30-3:30 BG2		Oscar
Track	Track		Track		Track	
Conditioning	2:30-4:00		2:30-4:00		2:30-4:00	Mario
Homework	4:30-5:30 BG 3		4:30-5:30 BG 3		4:30-5:30 BG 3	Chris
Junior Ace		Junior Ace		Junior Ace		
Club		2:30-3:30 R3		2:30-3:30 R3		Chris
Dance	Hip Hop Dance		Hip Hop Dance	Hip Hop Dance		
Practice	2:30-5:30 H21		2:30-5:30 AR	2:30-5:30 H21		Sae
Homework	2:30-5:50 BG 3		2:30-5:50 BG 3	2:30-5:50 BG 3		Chris
Homework	Homework	Homework	Homework	Homework	Homework	
Homework	2:30-5:30 Oscar	2:30-5:30/Cindy	2:30-5:30 Oscar	2:30-5:30/Cindy	2:30-5:30 Oscar	Chris
HmongDance	Hmong Dance		Hmong Dance	Hmong Dance		
Practice	2:30-5:30 AR		2:30-5:30 AR	2:30-5:30 AR		Cindy
Homework	2:30-5:50 BG 3		2:30-5:50 BG 3	2:30-5:50 BG 3		
K-Fever	K-Fever		K-Fever		K-Fever	
Lunch Club			11:55-12:25			Mario
After School	2:30-4:00				2:30-4:00	Coming
Golf	Coming					
SMD	Coming					
H.O.T Club			H.O.T. Club			
Club			2:30-3:30 H21			Nicole
Club Live	Coming					
ASB		ASB			ASB	
Club		2:30-4:00 ASB			2:30-4:00 ASB	Shaw
Yearbook	Coming					
Flag Football	Winter					
Volleyball	Winter					

**2012-2013 District Providers
(C.3)**

Fresh Producers
Hip/Hop Cyper

Appendix D

(D.1)

Periodic Program Review Schedule						
	Daily	Weekly	Monthly	Quarterly	Trimesters	Yearly
Agency Director			X	X		X
SCUSD Area Specialist			X			X
Site Administration			X		X	
Site Teachers		X				
Facilities Manager			X			
Cafeteria Manager			X			
Office Manager			X			
Parent Organization			X			
Student Advisory Council			X			
Team Leaders	X	X				
Supplemental Providers				X		

Appendix E

Outcomes and Measures Resources

- Pupil school day attendance (baseline) days enrolled vs. days absent
- Program attendance, school year and supplemental.
- Standardized Testing & Reporting (STAR) Program Results
- Positive behavioral changes
- Homework completion rates
- Skill development
- California After School Program Quality Self-Assessment Tool
- Student, parent, certificated and classified surveys
- Standardized Testing & Reporting (STAR) Program Results
- Performance Level California Standards Test – English/Language Arts
- Performance Level California Standards Test – Mathematics
- Days Attended ASES Program
- Total number of students planned to serve vs. actual students served