



SCUSD
After School Program
California Middle School
2012-2013

PROGRAM PLAN

Due Date: September 17, 2012

Based on State Program Plan Guide



Youth Engagement Services

2012-2013

AFTER SCHOOL PROGRAM PLAN

Program Manager Name: Emma Campos
Phone: (530) 864-4017
E-mail: emma-campos@sac-city.k12.ca.us

Name or Area Representative Brit Irby
Phone: (916) 643-9020
E-mail: brit-Irby@sac-city.k12.ca.us

Youth Development Director Shannon Roth
Agency: Sacramento Chinese Community Service Center
Phone: (916) 612-8954
E-mail: shannon@sccsc.org

Name(s) of Site Employees

Name	Credentials
Emma Campos	B.A., Liberal Studies
Me'Lisa James	B.A., History Single Subject Credential- Social Science
Rebecca Yarbrough	B.A., Theatre Arts Education
Touyer Lee	B.A., Design >48 units
Soumary Amphonephong	CSU Sacramento, Business Finance >200 units
Pauline Posadas	UC Davis, Human Development

Target Population

Every student attending California Middle is eligible to participate in the After School Education and Safety (ASES) program. The ASES program targets student populations who are not meeting proficiency in Mathematics, Science or English Language Arts, and are identified as at-risk. Currently, African American (23%) and Hispanic/Latino (36%) students are given priority enrollment status to ensure additional support for standardized testing. (Appendix A)

Students are selected for the California Middle ASES program based on a priority process. First priority is given to returning ASES students from the previous year and any incoming seventh grade siblings from returning ASES family groups. Family orientation and enrollment dates are announced through the school automated phone system, school newsletters and the site marquee. Families interested in the ASES program attend orientation and learn about program requirements, objectives and volunteer opportunities. At the conclusion of the orientation, completed enrollment packets are collected in the order they are received. Extra registration packets are available in the front office to ensure all families have access to the program. The Program Manager reviews class enrollment balances and selects students for each grade level until the minimum grant required target attendance of 113 is met. All student applications

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extending beyond the allotted student to Team Leader ratio of 20:1 per grade level are waitlisted. Additional students are enrolled through teacher and principal referral using a collaborative assessment of individual student test scores and needs. (Appendix A)

I. Program Goals and Requirements

The California Middle ASES program goals support the district strategic plan pillars by focusing on literacy intervention and enhancement and hands-on activities that will increase students access to science, technology, engineering and math (STEM) and Family and Community Engagement by offering family showcase events and parent workshops.

Goals:

1. All ASES students at California Middle will have daily literacy interactions.
2. Students will be able to enrich their knowledge of STEM through rigorous activities.
3. Students will learn the importance of healthy living through physical activities and nutrition.
4. Maintain and grow relationship between Principal, Vice Principal, Teachers, PTSA, Staff and Community members.

Vision:

The California Middle School ASES program vision aligns with the Site Development and Improvement Plan to focus on rigorous, relevant and engaging curriculum to foster a college-going culture where students are empowered to think critically and acquire the skills they need to be college and career ready *while supporting the SCUSD Strategic Plan* by providing students and staff with a positive and safe teaching and learning environment, and ensure that parents have meaningful opportunities to engage in the learning process.

Students are retained in the ASES program by offering high quality and dynamic programming that aligns with the regular school day. Programming includes opportunities to participate in academic, enrichment, recreation and sports activities. Students and guardians select and plan the enrichment clubs and are invested as valuable collaborators in the development of the program. The principal encourages participation in ASES and endorses activities, field trips and classroom alignment.

Addressing the Achievement Gap:

California Middle ASES program is working to address the achievement gap by providing culturally relevant educational experiences to all students. The Program Manager expands and strengthens collaborative partnerships among community-based organizations, other schools, and surrounding communities to increase access to books and technology. The ASES staff works diligently with teachers to complement the regular day instruction by aligning with state standards and providing afterschool enrichment opportunities that are not available during the regular day. Finally, the ASES staff works in partnership with families to assist with the educational and social development of their children by providing supplemental family events such as art walks, drama performances and cultural festivals. During February students celebrate campus cultures by writing and presenting papers and art to parents and community members in a multi-cultural showcase.

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II. Program Content/Quality

The ASES program is specifically tailored to meet the growing needs of the students and school by providing multi-layered support and resources to academics and enrichment activities. Academic support consists of homework assistance, academic tutoring, test preparation, increased foundational skills review and project assistance. Students use a Homework Accountability Log to manage their own workload and encourage communication between the classroom teacher and Team Leader. Through small group instruction and intervention students are supported in meeting grade level standards. The ASES program uses state adopted textbooks to align student homework and projects. Thirty minutes of silent sustained reading and read "alouds" are integrated into literacy activities through Drop Everything And Read (DEAR). Students chart understanding and improve analysis using a matrix. Once students have finished a book they complete an After School Reading Activity work sheet to ensure higher understanding. Daily journaling occurs at the completion of homework and reading which facilitates reflection on their feelings, challenges and celebrations. Fantasy Baseball connects math and sports in a fun way allowing students to work in teams and co- manage their fantasy team. Using mathematical concepts students are able to analyze statistical data, draft players, arrange lineups and simulate baseball games. Students participate in ongoing school to college workshops hosted by local college students. These workshops explore qualifications, requirements and engage students in conversations to assist them with the concept of long-term goal planning.

Monthly themes are introduced to guide the enrichment learning experience including: Self Discovery, Mentoring, Safety, The Arts, Technology, Culture, Science, Green Awareness, Health and Nutrition, Reflection and Celebration. The educational enrichment component is student-centered enabling students to choose clubs and experiences that are relevant and important to them. By providing a safe environment students can engage in leadership roles and new project experiences. Students learn effective problem solving skills and how to make informed choices. Enrichment opportunities consist of fine arts, service learning, music, leadership, mentoring, health and nutrition. Appendix C

Students develop leadership, team work, and character by participating in competitive sports tournaments against other after-school program sites. Physical activities are planned for 60 minutes each day to achieve all-around fitness and multiple movement skills. 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, cultural celebrations, nutrition workshops, math competitions, art walks, and a variety of performing arts showcases. Students work with the Sacramento Theater Company and produced the following plays three act play History Girl, Martina Luther King and Harriet Tubman. These play will take place January. This dramatic performance enhanced students experiences by engaging them in all aspects of the play including casting, costumes, set design, marketing, lighting and fund raising. Leadership programs host elections for club officers and provide students the opportunity to understand the responsibilities and characteristics of management.

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Monthly newsletters are distributed to families to celebrate program accomplishments, student work and upcoming events. (Appendix F) Parents are encouraged to volunteer with homework assistance and enrichment clubs.

III. Collaboration and Partnerships

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 and events and discuss strengths and challenges in the after-school program. The Centers' ASES program is fully integrated into the school culture utilizing the same rules and consequences allowing for a seamless transition from regular day to after school. The Program Manager attends the School Site Council meetings and common planning time 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. California Middle ASES' program partner and collaborates with the following organizations California Voices, Lego Robotic League, Wii Girls, Shriners Hospital, Act-UP and Sacramento Theatre Company to provide a well-rounded enrichment component. Shriners' hospital partnered with California Middle ASES to create cards and stuffed dolls for patients as part of a service learning project. Additional meetings are scheduled as needed. (Appendix D)

IV. Staffing

The Program Manager participates in monthly professional development offered by Sacramento City Unified School District (SCUSD), Youth Engagement Services (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. Information from these trainings is delivered to Team Leaders during monthly meetings. Team Leaders attend trainings to become certified as mandated reporters, understand campus safety and the SCUSD Communication Protocol, identify gangs, lead classrooms, literacy intervention strategies and large group play.

V. Program Administration

To assess the needs of the school, staff meets with key teams and committees to review data, prioritize outcomes and plan targeted programming. 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)

Attendance is reviewed with the office manager daily to verify students who are absent from regular day classes. Phone calls are made to families when students are present during regular day yet are absent during after-school.

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

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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 School students are expected to participate in the full day of the program. 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. Middle School students are required to participate daily to accomplish program goals. Students are allowed to arrive to 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: Understanding the motivation behind a problem behavior, preventing the problem from occurring in the first place, teaching cooperation and appropriate communication, encouraging respect and good behavior and using effective strategies when responding to problem behaviors. Students develop classroom agreements and consequences to self govern their environment. 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 the assistant principal for discipline intervention aligned with the regular day protocol. SCUSD Area Specialist are utilized for additional intervention resources. An incentive program called Safety, Integrity and Considerate (SIC) is used during regular day and ASES to weekly reward students who show good behavior, initiative and charity. Students who receive SIC's are released early for lunch on Fridays and entered into a monthly principal drawing for raffle prizes.

VI. Outcome Measures and Evaluation

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California Middle School ASES is evaluated semi-annually by stakeholders to review compliance, applicability and interest in classes, programs and services offered. (Appendix D) Clubs with low attendance are reviewed for process improvement by evaluating 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 students' 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 Data Director 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.

The California After-School Quality Self-Assessment Tool is a self-assessment tool used to develop an action plan that identifies immediate, mid-range, and long-term goals to enhance program quality.

Appendix A

Target Populations

Student Ethnicity

School Site: California Middle School	
Ethnicity	Percentage
Hispanic or Latino	36%
African American	23%
Asian/ Pacific Islander	19%
White	22%

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)

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- 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

2012-2013 Schedule

Activity	Frequency	Hours
Academic Support	Monday – Friday	2 hours per day
Supper	Monday – Friday	2.5 hours per week
Outside activities	Monday - Friday	6 hours per week
Clubs/Cohort	Monday – Friday	5 hours per week
Sacramento Theatre Company	Monday – Thursday	8 hours per week
Club Live		1 hours per week
Wii Girls		1.5 hours per week
Lego Robotics	Monday-Wednesday	3 hours per week
Board Casting	Monday, Thursday, Friday	5 hour per week
MESA	Monday	1 hour per week
Crazy Contractions	Tuesday	1 hour per week
Math tutoring	Monday	1-3 hours per week
California Voices		

	Monday	Tuesday	Wednesday	Thursday	Friday
2:10PM	Start of Program	Start of Program	Start of Program	Start of Program	Start of Program
2:15-3:15	HWA/literacy Lego Robotics Broadcasting STC	HWA/literacy Lego Robotics STC	HWA/literacy Lego Robotics STC	HWA/literacy Broadcasting STC	HWA/literacy Broadcasting Zumba
3:15-3:30	Supper Snack STC	Supper Snack STC	Supper Snack STC	Supper Snack STC	Supper Snack
3:30-4:00	Organized Play STC	Organized Play STC	Organized Play STC	Organized Play STC	Organized Play
4:00-5:00	Enrichment Sports STC (4:15) Homework B2	Enrichment Art Club STC (4:15) Homework B2	Enrichment: English STC (4:15) Homework B2	Enrichment: Math Science Club STC (4:15) Homework B2	Clubs: Cooking Dance Sports
5:00-5:30	Snack	Snack	Snack	Snack	Snack
5:30-6:00	Organized Activity & Parent Pick B2	Organized Activity & Parent Pick B2	Organized Activity & Parent Pick B2	Organized Activity & Parent Pick B2	Organized Activity & Parent Pick B2

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Enrichment Programs and Clubs	Overview
Art Club	Using a variety of mediums students create original collages, paintings, masks, bracelets. Students learn about art eras, artist names, and styles.
Cooking Club	Stresses the importance of healthy eating and lifestyles by incorporating math, science and ELA to read, measure and complete recipes. Students practice kitchen safety and are encouraged to try new fruits and vegetables.
Theater Club	Students and a staff member from STC meet four times a week to prepare for upcoming performances. This year students are focus on Historical one act plays.
Computer Club	Students access the computer lab and learn to navigate software and simulate building their own computer using a defined budget.
Pen Pals	A partnership with an elementary school to encourage cross age mentoring and develop writing skills
Science Club	Students meet weekly to complete hands on experiments such as solar ovens, fizz paint, lava lamps and much more. A culminating science fair is held during the spring semester. Engineering and Math are incorporated in the culminating.
Zumba	Zumbda is a physical activity student ran and student lead club. Student
Drug Free Week	ACT-UP and Club Live team up to present activities to raise tobacco and drug awareness and encourage students to choose healthy lifestyle
MESA	Mathematics, Engineering, Science and Achievement
Sports	Students work and train as a team, and complete in SCCSC tournaments.
Crazy Contraptions	We create and build Rube Goldberg type machines that do simple tasks in a complex way.
Broadcasting	Students work as a team to provide ample coverage of current events happening at Cal Middle. Once a week a broadcast is shown during first period.

Appendix D

Supplemental Provider Collaborative Partner	Partner Project and Services
Sacramento Theatre Company	Students produce, direct, act and stage-manage the production of a series of three act plays.
Club Live	Students learn the importance of being drug free by developing lunch time activities
Wii Girls	Teenage girls are able to be in a committable environment to

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	discuss everyday women issues.
Lego Robotics	Using Lego Robotics students build and complete with a robot made of Lego's.
Act-Up	ACT UP presentations discourage tobacco use and educates on the consequences of tobacco.
Fantasy Baseball	Students learn the importance and qualifications to attend a higher education college.

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				
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