Sacramento City Unified School District

SCUSD
After School Program

2012-2013

PROGRAM PLAN

Due Date: September 17, 2012

Based on State Program Plan Guide

YouthEngagement Services
EXCELLENCE BY DESIGN
YOUTH DEVELOPMENT SUPPORT SERVICES

2011-2012

AFTER SCHOOL PROGRAM PLAN

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Agency: Target Excellence

Agency Supervisor: Ines Livingston, Operations Manager

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Name(s) of Site Employees

Name	Credentials
Saleema Ali	Human Services/Chemical Dependency
Eric Aduba Lead I.A.	48+
Erin Milne - Instructional Aide	ESL, Spanish, Social Studies teacher Masters
Todd Warner - Instructional Aide	Degree: B.A.
Vicki Brown	NCLB passed

~~What~~ Target population The Target population served by this ASES program.

Albert Einstein is located in the Rosemont area of Sacramento. Rosemont is a diverse population in the low-medium income range. We have a high population of Russian immigrants as well as Latino and African-American. We target those that need assistance in homework completion and tutoring, as well as those that need a safe and structured environment after school.

 Target Population Selection
Selection of this population comes from various recommendations by teachers, parents and administration. We have also created opportunities for recruitment from the various supplemental providers.. I have personally spoken to parents of friends of students, and I speak to students about the after school program during my on campus lunch duty.

I. Program Goals and Requirements

- Describe how you assessed the needs of the community, students, parents, and school. [i]

  In order to assess the needs of the community, I have regular conversations with parents, students, school staff, and the supplemental vendors that we provide to determine any needs or opportunities. At the beginning of the school year a survey was taken with the students to determine what they wanted in their after school program. They chose the varied clubs to participate in such as cooking, sports, dance, music, computers, ~~and~~ art, poetry, cheerleading, and college/career ready workshops. They also voiced their desires in the type of vendors they wanted to have on campus. I continue to have conversations with parents and teachers about different ideas and feedback.

- **Vision Statement**

  My vision statement for the after school program is to provide a safe and motivating learning environment for students. Students of all backgrounds should be able to participate and build strong skills toward their success in academics and life. As an after school program, we have the abilities to provide and create supplemental achievements carried over from their school day.

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  Recruitment and retention:
  To achieve the enrollment goal of Albert Einstein Middle School, I ensure that I form relationships with the teachers on campus. In order to help students who may not have been exposed to the after school program, we work together in providing access to the program for those that may benefit as referred by teachers. We provide supplemental activities so that students can participate in fun and creative learning activities. With so many budget cuts for schools, these supplemental activities are a great way for students to have opportunities that may be missed during the school day.

  I try to keep the attendance up by surveying the students on how they want their program to be, what other activities would they like to see in the program, and what they want to learn about. These are extra components to the learning environment as the students can choose which club they want to participate in. Do they want to learn about cooking or maybe computers? Or do they want to participate and learn about different sport activities? The choice is theirs and they can feel a sense of ownership of the program. All students that participate in our athletic programs during the school day will be

enrolled in the ASES program and have an opportunity to get a healthy snack and quiet study hall to complete homework before or after practice.

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  Addressing the Achievement Gap:
  The goal of the program is not only to provide a fun experience, but also a supplemental learning environment. We want to follow the three pillars of the districts educational goal of College and Career Readiness, Family and Community Engagement and organizational transformation. Outside of providing a homework hour and supplemental tutoring with teachers, we also provide classroom enrichment. Enrichment time is another supplemental component as we focus on a different learning subject daily. The Instructional Aides run this time as they build relationships with the students, while providing a learning activity through team and skill building. We also provide daily CST review where all students get to participate in fun disguised learning games that help improve Math/ELA. We provide access to technology via the computer lab. We include culturally relevant clubs and activities that each student can become personally invested in. All of these activities help to address the achievement gap.

II. Program Content/Quality

Describe **Alignment to the regular day:**
The program directly carries over from the school day. We implement the same rules, as well as create our own agreements as a group. I speak with teachers regularly and have created an open door policy as we also supplement learning and achievement opportunities after school. I send newsletters, not only to the parents, but to the principal and teachers. In order to build a strong team environment we help supervise lunch and student activities such as rallies and dances.
. I also attend the monthly staff meetings to implement cohesion of on-campus collaboration.

- **Literacy and educational enrichment**

  Everyday lends itself to a different learning subject. For example, on Mondays we provide a Reading/Literacy component and Wednesdays we have a Nutrition component. During enrichment time, the teachers build on a lesson that creates teamwork through a creative learning experience. Reading aloud, creating stories, sharing stories; we provide many ways to make reading fun. We also supplement time to read during homework time if they have finished any homework. We also include a writing component and a math/science component. Sometimes we also have weekly themes that we focus on such asAnti-bullying, Red Ribbon Weekand Self-Esteem. This allows for the students to spend more time on a certain subject with varied teachable

activities. The students have to write a daily journal which must be 1 full page with complete sentences using a writing prompt from the I.A.

- **Youth involvement and leadership:**

  Our program implements a student body government, as well as leaders inside each club. They are in charge of holding weekly meetings to discuss various group activities and fundraising activities. The student government runs the student store which is to be utilized at different school events, as well as during the beginning or end of the program day.

  In many ways we also delegate responsibilities to students that would benefit from a leadership role. They are to exemplify the same in the after school program. We have the students apply for classroom jobs in each class in the form of phone monitor, door monitor, maintenance person, and class spokesperson. We carry this through with each student holding the positions for 6 weeks then the application and hiring process starts all over.

  Leadership and youth involvement also comes in the form of a Service Learning Project. . We will carry on the SOS projects of 2012 which addressed Homelessness, Gardening, and Littering. The students will address the student body with the information for each project through newsletters, posters, and lunchtime handouts.We have developed the Einstein Sigma Beta Fraternity teaching the young men how to develop great brotherhood, leadership, and community service opportunities.

- **Family literacy:**

  A newsletter is distributed quarterly to inform parents of the different activities and daily interactions. Our first family night will be a Family Spelling Bee and free book collection to increase the ASES library collection. The next family night in December will consist of a multi-cultural potluck, toy distribution through Toys for Tots and quarterly virtual ASES newsletter. Although they will still receive a written newsletter, parents/guardians will be able to see different performances by the students as they have been working towards a performance level piece.

  We want to involve parents and students in the learning process. Family nights are a great way to bring families together and build relationships.

III. Collaboration and Partnerships

Weekly trainings are held within the agency, as well as the site location. My staff and I talk every day prior to the program and after the program so that

we are all tapped into the day's progress or needs. During weekly meetings we plan out the next week and upcoming events. As vendors come in for the beginning of their program, I meet with them in order to collaborate and build a relationship for needs on both ends.

- Who are the collaborative members or supplemental providers at your site? How are you collaborating with your partners?

We have a partnership with the Sheriff Dept. where Officer Zach helps to facilitate a boys group with I.A. Eric. Officer Dana leads Girl's Circle which is a positive peer support program for the girls. Both Officers will form a boxing league and teach the ASES students then accompany them to the actual boxing gym. The principal would like to have SAYS, and Sac Theatre Co. as supplemental providers this year because a lot of families are asking for the drama and poetry aspect that those providers offer. We are partnering with the Phi Beta Sigma's and they will be teaching the students how to step, the importance of community service, and how to be accountable for themselves and their group members. The I.A.'s will be teaching music lessons, dance, art, yoga, 6 week sport clinics, cheer, and healthy cooking.

IV. Staffing

- **Professional development:**

  Within the Target Excellence agency, Program Managers meet weekly to discuss the progress and needs of our site. In weekly meetings with my staff I implement motivational meetings to create a unity and collaboration. The agency also provides various trainings and all staff meetings quarterly to implement any training for staff, and addresses agency and district needs. I also attend monthly ASES professional development held by the district .

V. Program Administration

- Describe how attendance is recorded, including the sign-in and sign-out procedures. What is your early release and late arrival policy?

  . We check off each student after they receive a snack. On the same sheet, parents sign out their student when they come to pick them up. Walkers can begin signing themselves out at 5:30 with prior written consent from their parents Parents/Guardians are aware that the Program Manager should receive a written, an email, a phone call, or even a text for absences and early pick-ups. Each Instructional Aide also has a class roster that they check off every day to take attendance and keep track of their class for safety.

- **Management strategies and techniques**

  We follow the rules of the school, but in each class the students and staff make agreements within the classroom to follow. When there is a disruption

in behavior that occurs in the classroom, the IA will follow procedure in trying to understand the disruptive behavior, as well as rewarding positive behavior.

When there is disruptive behavior, the IA will take steps in remedying the situation with a discussion. If that does not solve the problem the student will be sent to the Program Manager and I will have a discussion with the student and call parents if the situation calls for it, as well as documentation of a referral form. If there is a consistent situation after three referrals, and parents have been contacted on a continual basis, removal from the program would be the final step.

VI. Outcome Measures and Evaluation

Surveys are a great way to evaluate the overall effectiveness of the program. However, letters from students and even video diaries can add depth to the program or projects. My first and foremost goals of the program are cohesiveness, organization, increased enrollment, and effectiveness of the program's structure. In order for me to meet these goals my intention is to increase involvement of students and families during our community and family nights. I need to take into account the needs of the students and what they want in their after school program, while still implementing a structured learning environment.

Family nights should be well planned and relayed to the families in sufficient time so that attendance will be high. Showing the parents what their students are learning and doing in the program through student presentations is another way to create excitement and verification of a solid program. In order to evaluate any of this, I will need written documentation of feedback or even documented verbal feedback by parents and students.

- **Periodic review:**

  To seek input in reviewing the program, I will need to implement a review of the program quarterly and more in depth twice a year. Review will need to consist of an "in-house" survey or review by staff and students, but also a review from the school, district, and the Target Excellence agency.

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[i] (Use data from multiple sources to address the needs such as: California Academic Performance Index (API) score, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, CHKS, SDIP/SPSA or other locally developed surveys etc.)