



AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

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After School Program Plan Guide

Include the following information along with your ASES Program Plan:

- 1. Grant Identification Number 36-23939-S438-EZ**
- 2. County District School (CDS) Code 36-67876-0126714**
- 3. Authorized Signatory**
 - a. Name Jacqueline Johnson**
 - b. Title Operations Administrator**
 - c. Contact Info 909-284-5535**

After School Education and Safety Program Plan Guide

Name(s) of After School Program Site(s)

Instructions: Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	Project Daily Attendance
1. Woodward Leadership Academy	82.05
2.	#
3.	#
4.	#
5.	#
6.	#
7.	#
8.	#

Instructions: Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
➤ Hispanic	16.28%
➤ White	2.33%
➤ Non-Hispanic	3.49%
➤ Black	76.74%
➤ Unknown	1.16%
➤ Homeless/foster	3.5%
➤ Socioeconomically Disadvantaged	86.5%
➤ English Learner	10%

Purpose

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

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1-Woodward Leadership Academy has successfully operated an after school program over the last 10 years. The primary reason expanded learning exists at WLA is to provide a safe, secure environment for students who might not otherwise have a safe place to be after the school day ends.

WLA introduced The Soar Club @WLA in 2019, The Soar Club @WLA engages young people by making learning meaningful and relevant. Activities that suit a young person's interest, sparking their imagination and igniting fire within themselves. The Soar Club@WLA engages students initially by providing choice and voice over what is offered, and maintains engagement through positive relationships with parents and students.

To ensure proper checkout procedures, parents/guardians and/or authorized persons are required to sign their child out of the afterschool program using the Procure app formerly known as kinderlime. To ensure the safety of all children, Soar requires that every child is signed in and signed out by a parent or another authorized adult each day. Children cannot be dropped off on school grounds and may not sign themselves into the program. Only persons authorized during enrollment may pick up a child from Summer Enrichment. Photo ID is required until staff become familiar with faces. ID will be required if there is someone picking up that staff or staff do not recognize.

WLA utilizes the Positive Behavior Intervention and Supports (PBIS) technical assistance center to develop plans that not only include the instructional day but the after school program as well. At the beginning of the school year, staff members conduct safety procedures that are followed by the instructional day and after school program. Having the after school program on the school site helps to better align the safety practices, so that the staff, students, and families are more knowledgeable of the expectations. The Soar Club at WLA has adopted "The Soar Way" which is a set of characteristics that each student should demonstrate. These characteristics will help children develop a positive identity, more awareness, and more self-control.

Adventurous: I can be brave, try new things and have fun!

Honest: I can tell the truth, be sincere and play fair.

Kind: I can be friendly, forgive others and help people.

Respectful: I can be polite, show concern for others and resolve differences.

Responsible: I can follow the rules, do my best and set a good example.

Monthly fire drills rotate through various day(s) of the week and time(s) of day. Lockdown drills occur a minimum of twice per year, while earthquake drills occur as part of the Great American Shakeout in California and are intended to prepare staff and students to be prepared for in the event a true emergency occurs. Anecdotal and empirical data is collected during the drills from a sample of staff and students to better evaluate how the drills are handled. This information is used to increase response time, ensure safety for all involved, and better educate students about the importance of being prepared in the event of a manmade or natural disaster.

Additional steps to ensure students safety include all after school program staff members wearing ID badges. Staff members are required to carry radios to facilitate communication during student classroom transitions or during student check-out process. WLA is fully gated with specific classrooms identified and designated for use by their respective after school program. With the school being fully gated this makes the process easier and more reliable in the event of a lock-down emergency. All classrooms are equipped with phones; however, by having radios this allows for continual communication in the event a staff or administrator is with a group of students outside or transitioning to another area of the school campus. After school staff are required to periodically take head counts of students to ensure everyone is present when moving from one activity to another. Once students check into the after school program, students are required to remain with their assigned program staff until they are either signed out by a parent/guardian and/or authorized person or otherwise directed by staff. Each after school program is required to have at least one accessible emergency binder that includes contact information for students in the event family members need to be reached. If there is an accident or incident, program staff are required to complete the applicable report and make parent/guardian contact, and a copy of the report is sent to the school administrator.

When addressing student injuries, staff will follow established protocols when dealing with accidents. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve the

necessary support staff needed to assist the student. Support personnel include, but are not limited to, the district or school nurse, site administration, district administration, and paramedics. To effectively communicate with parents in the event of an emergency or student accident, the program will keep emergency contact information for each student on file, physically and securely in an office/designated space. For faster and more efficient student demographic access can be found in the kinderlime app, which all staff have access to.

Another benefit to offering a safe and supportive after school program on the school site is the ability for students to build upon their peer-to-peer relationships and enhance their social skills. Offering of programs such as PBIS allow for staff and students to build an even deeper relationship with one another without having to feel like staff are trying to control student's behavior. Frequency and proximity for those who may have come from various backgrounds allows for increases in familiarity, and along with engaging and enriching activities, this helps to build a network of positivity and feelings of safety.

2—Active and Engaged Learning

The Soar Club engages young people because The Soar Club makes learning meaningful and relevant. Activities that suit students, sparking their imagination and igniting a fire within. The Soar Club engages young people initially by providing choice and voice over what is offered, and maintains engagement through positive relationships with parents and students.

Programs are correlated with the California State Standards and provide assistance in English Language Arts. Student performance levels and progress are regularly shared with classroom teachers and students' families. A variety of programs are used to enhance student achievement in literacy, such as STAR Reader, Renaissance Learning, and my ON reader.

Academic support is also coordinated with WLA staff to provide intervention in language arts for struggling students.

Student performance levels and progress are regularly shared with classroom teachers and students' families.

Students are able to pursue studies of subjects or themes that are of interest to them. They may choose a variety of academic enrichment activities, such as nutritional cooking clubs, filmmaking, gardening, coding, and sports. STEAM exploration through clubs which we call PAC Preferred Activity Class) and academies provides an opportunity for students to be active participants in

hands-on activities that further the students' understanding of the science and the arts.

- Every Monday Matters and Peacebuilders teach character-building
- PBIS Rewards and 2nd Step- provide incentive for positive behavior and daily lessons in socio-emotional learning.
- Youth Empowerment Group provides cheer, acting, art, and socio-emotional learning opportunities.
- CATCH is a physical education curriculum that involves all students.

Through these educational enrichment activities, the students experience successful results that are demonstrated in projects that they create. They also participate in assemblies and celebrations with staff and families to recognize their achievement.

ROTATION SCHEDULE

TIME	HOMEWORK	P.E.	S.T.E.A.M	TUTORING
3:00PM	D	B	A	C
3:30PM	C	D	B	A
4:00PM	A	C	D	B
4:30 PM	B	A	C	D
5:00PM	SNACK	SNACK	SNACK	SNACK
6:00 PM	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL

MONDAY FLIP ROTATION

TIME	HOMEWORK	P.E.	S.T.E.A.M	TUTORING
1:00PM	B	A	C	D
2:00PM	A	C	D	B
3:00PM	C	D	B	A
4:00 PM	D	B	A	C
5:00PM	SNACK	SNACK	SNACK	SNACK
6:00PM	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL

3—Skill Building

Healthy Lifestyle

- play
- nutrition
- fitness
- empathy
- life balance
- leisure activities

Creative Initiative

- story
- design
- curiosity
- innovation
- imagination
- adaptability

Mental Agility

- study habits
- critical thinking
- communication
- problem solving
- resourcefulness
- self-management
- synthesizing ideas
- accessing information

Civic Literacy

- leadership
- work ethics
- collaboration
- conflict resolution
- social intelligence
- respect for diversity
- environmental awareness

The Soar enrichment activities help to get students interested in what they are learning which in turn creates engagement. Motivation is also crucial to student success. Most students are more likely to be motivated to participate in classroom lessons, activities, and discussions when they feel challenged. The 4 elements we promote at SOAR are a healthy lifestyle (P.E.) creative initiatives (STEAM) mental agility (1 on 1 tutoring) & civic literacy (SEL learning).

The Soar program activities provide an environment that helps young people develop positive relationships with peers. Give youth challenges they can rise to. Provide enriching creative activities they can participate in. Give youth opportunities to develop leadership and decision making skills.

4—Youth Voice and Leadership

The Associated Student Body Club (ASB) is a program designed to promote service learning for students. This club is offered during the instructional day and after school. Only 10 students do not participate in the after school program so the full ASB participates in the after school program. Supplies are purchased and coded to the appropriate object code (ASES or WLA). The activities in the day are different from those in the after school, which allows us to track the expenses accordingly. The ASB is a group of students interested in helping out around the school and modeling positive behaviors for younger students. This program will help students build leadership skills. We use interventions from I-ready and other programs to determine where the students are academically. This places them appropriately in tutoring sessions offered by Scholarly Foundation. Parents are given reports monthly which shows the students growth.

Students in all grades (with parent approval) are allowed to sign up and participate in various PAC (preferred activity classes) which rotate every 4 weeks. The students in all grades and parents provide a selection of classes that they would like offered, this allows their interest to be considered and not just given to them. These classes may include video production/music/cooking/robotics/JR Cadets/track and field/business and dance to name a few.

Student leaders may be asked to participate with the following:

Learn ways to be a good leader

Help other students by being a “buddy”, a tutor, a peer helper, or a special recess friend

Help staff members

Promote special days

Make posters to display around the school

Assist with special announcements

Help with school safety

Help organize special events such as Picture Day, Celebration assemblies, etc...

Help with school-wide projects such as clean-up day, bake sales, or food drives

Greet visitors to the school and give them a tour

Give new students and families a tour of the school

If you sign up to be a member of the Student Leadership Team you agree to:

Attend 1 session of leadership training (called Leadership Academy).

Depending on how many students sign up, you would be a student leader for at least half of the school year.

5—Healthy Choices and Behaviors

As part of modeling healthy food options, the after school program provides a healthy snack and supper. The meals provided and met all state and federal guidelines for providing nutritious, healthy options. Depending on the day, students receive milk, 100% fruit juice, whole grains, and fruits and vegetables to help nourish their bodies.

Adequate space, supervision, and security are necessary for young people to have the comfort and freedom to focus solely on the task at hand. In addition, the soar club provides opportunities for exercise and access to nutritious meals.

Physical activity is a daily component of the after school program, matching the goals of the Wellness Policy. After school, students participate in 30-45 minutes of daily physical activity. Students are encouraged to stay active outside of the program, promoting the benefits of an active lifestyle. In addition, the after school program incorporates a variety of intramural sports focused on increasing physical activity while learning about teamwork and sportsmanship. Walking/running clubs and cooking/nutrition classes support students in living a healthy lifestyle.

Healthy choices and behaviors is an ongoing focus standard for The Soar Club after school program. Working with a variety of collaborative partners, Unite for Literacy, United Way, Time for Change, Museum of Tolerance, PAL Charter Academy, the after school program provides multiple opportunities for students to learn about healthy behaviors and practice these behaviors on a daily basis. Program staff utilizes their CATCH or SPARKS

curriculum provide instruction about nutrition and physical activity on a daily basis. These lessons are research based and age appropriate.

Students participate 30-45 minutes per day in these lessons

While not all students enjoy sports, all students benefit from being physically active. By providing a variety of activities, students will be active at least 30-45 minutes each day during the after school program.

Sample menu of nutritious snacks that meet California Nutritional Guidelines that are served in the after school program:

6—Diversity, Access, and Equity

Diverse, Prepared Staff: To have a Successful after-school learning programs, we ensure that staffing ratios, qualifications, ongoing professional development and overall staff diversity are closely linked to program goals and activities. In most instances, staffing involves a combination of both in-school staff and community partners Unite for Literacy, United Way, Time for Change, Museum of Tolerance, PAL Charter Academy. In addition, the soar club provides opportunities all staff are paid through ASES. Ms. Jefferson is the supervisor, there are 3 instructional aides that each have a class. Two employees are paid through scholarly foundation and provide tutor services. for exercise and access to nutritious meals. WLA has offered curls and coils which was open to girls of all nationalities and taught them how to value them selves as young women. An African drum ensemble performed and taught students how to dance. Clay counseling showed the students how to sew and make african do rags. Baile folklorico performed and also taught students a dance. Folklorico dance can vary by region, and it often involves colorful and long skirts for women, and ribbons in Mexican colors for hair braids. The Boys to Men group offered a class which taught the boys how to behave as young men, they learned how to tie a tie and the culmination was dinner at a fancy restaurant. These are just a few of the activities they participate in.

7—Quality Staff

To have a Successful after-school learning program, we ensure that staffing ratios, qualifications, ongoing professional development and overall staff diversity are closely linked to program goals and activities. In most instances, staffing involves a combination of both in-school staff and community partners.

The Soar Club after school program staff will follow the WLA hiring process. Open positions after school paraprofessionals will be advertised through the EdJoin employment website. All applications will be submitted electronically and then reviewed by human resources to determine if they meet the minimum qualifications for the position including the minimum requirements for an instructional aide. Staff contracted to work directly with students must provide verification of meeting the minimum requirements for an instructional aide per contract language:

Employee Clearances*o Child Left Behind (NCLB)/Highly Qualified Para Status as indicated in the ASES and ELOP Program Plan

Employees must show evidence of completion of forty-eight (48) units of higher education study,

Obtained an AA Degree or higher.

Tuberculosis (TB) Clearance

Department of Justice (DOJ) Fingerprint Clearance

Mandated Reporter

All employees shall complete mandated reporter training as required by AB 1432 THROUGH Vector Training.

***No staff member shall begin work in the After School Education and Safety (ASES) program until all clearances have been obtained**

Providing ongoing professional development and training for all staff is key to a quality program. Throughout the year, staff in staff development enhances their abilities to improve the instructional and supportive aspects of the after school program. With the ongoing ASES and ELOP funds, professional development can be enhanced even further to incorporate professional development that includes a more universal and societal approach that goes beyond just the confines of the school campus. Professional Development opportunities could include training every Monday and once a month off campus in regard to youth and Internet safety, behavior recognition, and methods with how to improve peer-to-peer interaction.

Provide mandated reporter training for all staff as well. Mandated reporting, by-law is required yearly in order to prepare staff with knowing how to properly document and report suspected instances of child abuse as required by law. Additionally, all program staff receive snack training on a yearly basis. This training is offered each month for new employees along with the New Employee Training conducted by site coordinators for new staff.

**After School staff work directly with students during program hours.
Services include:**

- **Providing quality, direct supervision in a safe environment**
- **Providing/leading activities for youth during program hours**
- **Peer socialization and social skills development**
- **Collaborative opportunities**
- **Opportunities for homework assistance, tutoring, and enrichment**
- **Opportunities for civic engagement and community involvement**
- **Team and individual activities**
- **STEM activities**
- **Art, crafts, and other activities**
- **Academic enrichment**
- **Physical activities including cheerleading**
- **Clubs and academies geared toward the needs/interests of the students.**

8—Clear Vision, Mission, and Purpose

Play, Learn, Grow Together

Woodward Leadership Academy is proud to introduce The Soar Club. The new After-School program, the primary purpose of the program is to help enhance academic achievement, and provide children with opportunities to be engaged in after school activities that will build their social, physical, and emotional development in a safe school environment. Soar Club enhances the learning and well-being of children in a safe, caring and fun environment outside of the school day, being the provider of choice for out-of-school time programs in San Bernardino. Our main purpose are values respect, responsibility and commitment by:

- **Delivering high-quality programs**
- **Nurturing individual potential in children and staff**
- **Supporting families and communities**

The after school program operates minimally 3 hours per day, 5 days per week, on regular school days until 6:00 p.m. After careful examination of the data using I-Ready and Star and Renaissance Reading, in collaboration with students, parents, collaborative partners, after school and educational staff, the following goals were established:

1. Provide safe, educationally enriched learning environments for students as measured by student attendance, student surveys, and focus groups;
2. Foster academic support, including homework assistance, interventions, language support, and/or tutoring that will close the achievement gap and/or achieve grade level proficiency in English Language Arts and Math as measure by data such as CAASPP, CST, and homework completion as reported by teacher surveys;
3. Provide youth identified and youth driven enrichment to promote student empowerment as measured by surveys.
4. Promote student wellbeing through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices in an environment that supports a healthy lifestyle as measured through assessments such as the Physical Fitness Test and parent/student surveys.
5. Provide youth development for students through leadership opportunities as measured through student surveys.

9—Collaborative Partnerships

Strong partnerships between The Soar Club and Woodward Leadership Academy aides and tutors, will be core of this successful expanded learning program. The partnership with Scholarly Foundation should be characterized by alignment of goals and services, effective lines of communication, and data and resource sharing. The Scholarly foundation provides tutors who work with the students daily. The Soar Club staff employs 4 additional recreational aides who are responsible for the PAC Classes. The Soar Club has a site supervisor who oversees the tutors and recreational aides. WLA admin oversees the program. WLA teachers work with the supervisor, tutors and aides to ensure homework packets are

being distributed. They also give the tutors additional feedback on what areas certain students need work on.

10—Continuous Quality Improvement

After school program staff members, site principals and teachers, parents, students, and community members evaluate the effectiveness of the program to help improve the quality of academic enrichment opportunities.

Academic performance will be measured using data from various assessments such as the annual California Assessment of Student Performance and Progress (CAASPP) for English language arts and mathematics, the CST(or replacement exam) for science, district assessments of reading fluency, and district benchmark tests. Students will be expected to gain higher levels of proficiency in English language arts and mathematics through their participation in the after school program, with a goal of at least 15% improvement.

Additionally, students will show higher levels of homework completion, with each student meeting the goal of completing at least 80% of his/her homework during the after school program, as measured by homework completion logs and teacher input. Improved academic performance supports the program goal of having students achieve their full individual potential.

The goal of the school and the after school program is for students to meet the academic performance standards established by the state. The after school program is dedicated to helping students achieve this goal by providing academic enrichment opportunities. When students are making progress, the effectiveness of the program can be evaluated and any necessary changes implemented. Students' attendance in the after school program will be monitored regularly.

Daily attendance sheets are used to count the total attendance for the day. Comparisons between after school program student attendance and non-after school students show those who participate in the after school program maintain a higher level of attendance. The school sites have a goal of 98% attendance. After school program helps support this goal by encouraging students to be in school daily and by providing exciting opportunities that encourage students to attend on a daily basis.

The after school program attendance goal is 100%. Youth development and leadership will be evaluated using teacher and school site administrator input, in addition to student and parent surveys. Student surveys, such as those included in the California Afterschool Network (CAN) Quality Self-Assessment Tool or created by after school program staff, will be completed to measure opinions about their citizenship and leadership development, along with program satisfaction. Parent surveys will also be completed regarding their opinion of the after school program effectiveness. The promotion of student well-being will be monitored throughout the year. Student pre/post surveys will be conducted to help gauge changes in health related behaviors. We will use the information gathered in the parent surveys to review how stakeholders feel about the staff and program as a whole. The results of the assessments will drive the interventions that will be implemented.

11—Program Management.

- **Staff attends weekly professional development. Site coordinators attend off site professional development as required.**
- **Each year all materials are reviewed and updated accordingly. Review of the program is done at the beginning of each school year in July and again in December. Announcements are sent out in the weekly information folders and through aeries/parent square as well as procare communication platforms. Stakeholders attend the meetings and voice their concerns and opinions as well as suggestions as to what is working and what is not working.**
- **Creative Back Office – our back office oversees all financial matters. They are responsible for tracking expenditures. Also submission of all reports. Board meetings are held monthly and an update is given. Creative Back Office (our financial manger) help define personnel policies, fundraising guidelines, as well as fiscal policies. Budget is developed and approved by the Board of Directors. The Director of the program receives the local match.**
- **Kinderlime is our attendance tracking/communication system. Each parent is given an unique PIN number which allows them to sign their students out. They also receive updates as their student transitions throughout the different classes during their stay in the after school**

program. Parents also receive notification when their student is signed out for the day. The system allows for emergency and general notifications to be sent out.

- Each parent receives a parent handbook that they are required to review with their student then sign and return the acknowledgement page. The handbook goes in to detail topics such as discipline, attendance, curriculum, and early release. Early release forms are kept on file.
- <https://docs.google.com/document/d/e/2PACX-1vTVBmQqIxoetHaAWqZ0BlaAccrJwPmS6lrprKwvI18V74zOk5YEUM4XJkXstRrmzA/pub>

12—Sustainability

- The Soar Club @wla has partnered with Community Hospital of San Bernardino, Target, Temple Learning Center and Toys 4 Tots, Grace Alive and Set Free Church, to provide supplies, equipment, participation in events, resources and monetary contributions.
- Monthly board meetings are held and are open to the public. The purpose in the meeting is to allow transparency to stakeholders. Communication is shared regarding all financial matters, as well as the mission and goals, and provide resources as they become available. Woodward Leadership Academy has a reserve account funded through the general account and would apply and secure grants if the ASES program should ever go away. The sustainability plan is also reviewed twice a year at the beginning of the year (July) and again in December.
- If the ASES funding were to ever go away, WLA would be able to maintain the needs of the student population by continuously searching for grants and donors to make donations. We have a healthy reserve that would be able to allow the program to continue.