



## **Wheatland Union High School District**

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# **After School Program District Plan**

### **Purpose:**

The purpose of the WUHSD After-School Program (ASP) is to provide students in grades 9-12 with expanded opportunities for learning, enrichment, physical activity, and social emotional learning in a safe environment. The WUHSD ASP is supported through the 21st Century After School Safety and Enrichment for Teens (ASSETs) program grant funding. Funding is awarded through each grant application for a 5-year period at which time WUHSD must re-apply for the competitive ASSETs grant. Continued funding throughout the 5-year period is contingent upon maintaining Good Standing. Good Standing refers to ALL of the following conditions being met:

- All attendance reports for the grantee have been submitted prior to the reporting deadline and have been found by the Expanded Learning Division (EXLD) to be complete.
- All expenditure reports for the grantee have been submitted prior to the reporting deadline and have been found by the EXLD to be complete.
- All annual outcome-based data and Annual Performance Report (APR) data for the grantee has been submitted prior to the reporting deadline and have been found by the EXLD to be complete.
- All annual audit findings for the grantee have been found by the EXLD to be resolved or are in the process of being resolved to the satisfaction of the CDE.
- All Federal Program Monitoring findings for the grantee have been found by the EXLD to be resolved or are in the process of being resolved to the satisfaction of the CDE.

### **Program Goals:**

The goals of the ASP are to provide a safe place for students to gain additional academic support, make meaningful connections with peers and staff, encourage physical activity, social emotional wellbeing, and provide enrichment opportunities based on student interests.

### **Operation Schedule:**

The ASP must operate every day that school is in session (exceptions include severe weather events or emergency situations pending a decision made by the Director of Educational Services, the Site Principal, or the Superintendent). Hours of operation during the regular school year are from 3:05-6:00 with transportation home provided. Hours of operation during the summer school session are from 10:00 am-2:00 pm but may be adjusted annually to meet the needs of the summer school academic schedule. Transportation home will be provided during the summer program.

**Staffing:**

The After School Program Coordinator will be responsible for ensuring that appropriate staffing numbers are maintained to provide supervision of all students participating in the ASP. Generally, this will be a 30:1 ratio but given the flexibility of student attendance and participation, this number will fluctuate daily. Regular staff may include paid Student Tutors and paraeducators, while substitute teachers and teachers may be utilized on an irregular basis to meet staffing or academic support needs. The After School Program Coordinator reports to the Director of Educational Services and assists in all reporting requirements and data collection.

**Authorized Services and Activities:**

The ASP is authorized to provide a wide array of services and activities to support student academic achievement and student success (20 U. S.C. Section 7175 [a]), including:

1. Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with:
  - a. The challenging state academic standards and any local academic standards; and
  - b. Local curricula that are designed to improve student academic achievement.
2. Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
3. Literacy education programs, including financial literacy programs and environmental literacy programs;
4. Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
5. Programs that provide After School activities for students who are English Learners (EL) and that emphasize language skills and academic achievement;
6. Programs that provide After School services for individuals with disabilities;
7. Cultural programs;
8. Telecommunications and technology education programs;
9. Expanded library service hours;
10. Parenting skills programs that promote parental involvement and family literacy;
11. Programs that provide assistance to students who have been truant, suspended, or expelled to allow them to improve their academic achievement;
12. Drug—and violence—prevention programs and counseling programs;

13. Programs that build skills in science, technology, engineering, arts, and mathematics (STEAM), including computer science; and that foster innovation in learning by supporting nontraditional STEAM education teaching methods;
14. Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness; and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. Section 2301 *et seq.*) and the Workforce Innovation and Opportunity Act (29 U.S.C. Section 3101 *et seq.*);
15. Summer/Supplemental learning loss; and
16. Social emotional skills that help students set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions.

**Program Elements:**

A high school ASP established pursuant to EC Section 8421(b) shall consist of the following two elements:

1. An academic assistance element that shall include but need not be limited to at least one of the following: tutoring, career exploration, homework assistance, or college preparation, including information about the Cal Grant Program established pursuant to Chapter 1.7 (commencing with EC Section 69430) of Part 42 of Division 5 of Title 3. The assistance shall be coordinated with the regular academic programs of the students (EC Section 8421[b][1][A]); and
2. An enrichment element that may include, but need not be limited to community service, career and technical education, job readiness, opportunities for mentoring and tutoring younger students, service learning, arts, computer and technology training, physical fitness, and recreation activities (EC Section 8421[b][2]).

**Program Evaluation and Annual Performance Report:**

Applicants receiving 21st Century Program funds are required to undergo a periodic evaluation to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success (20 U.S.C. Section 7175[b][2][A]). Results of these evaluations shall be:

1. Used to refine, improve, and strengthen the program or activity, and to refine the performance measures (20 U.S.C. Section 7175[b][2][B]), and
2. Made available upon public request, with public notice of such availability provided (20 U.S.C. Section 7175[b][2][B]).

Each grant program must meet all evaluation requirements, provide evaluation reports, and respond to any additional surveys or other methods of data collection that may be required throughout the life of the program as determined by the CDE (EC sections 8482.3[f][7], 8482.3[f][8], 8483.3[c][11], and 8484).

All grantees will be required to submit the following as part of their reporting requirements:

- Regular school day attendance using statewide student identifiers, for participating students who are unduplicated, at the school on an annual basis (EC sections 8483.55[c][1] and [4], and 8484[a][1][A]);
- Program attendance for each student on a semiannual basis (EC Section 8484[a][1][B]); and
- Evidence of a data-driven program quality improvement process that is based on the department's guidance on program quality standards (EC Section 8484[a][2]).

A requirement of receiving 21st CCLC funds is that all grantees will need to enter the requested data into the 21APR federal data system. The 21APR federal data system can be located at <https://21apr.ed.gov/>.

Part of this requirement includes the Government Performance and Results Act (GPRA). These indicators are measures established by Congress to assess the performance of the 21st CCLC Program. The U.S. Department of Education reports annually on these measures to Congress. Most measures are calculated using aggregated data from grades, State assessments, or teacher reported behaviors as provided by States.

1. Academic Achievement
2. Grade Point Average
3. School Day Attendance
4. Behavior
5. Student Engagement in Learning