# WHEATLAND SCHOOL DISTRICT EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:

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| Expanded Learning Opportunities Program (ELO-P) Sites |
|---|
| 1. Bear River Middle School (4th-8th)  (BR) |
| 2. Lone Tree Elementary School (TK-5th) (LT) |
| 3. Wheatland Charter Academy (TK-5th) (WCA) |
| 4. Wheatland Elementary School (TK-3rd)  (WE) |

Selection of school sites is based on maximizing access to ELO-P (Expanded Learning Opportunities Program) for students in the unduplicated target populations: Foster Youth, McKinney-Vento/Homeless Youth, English Learners, and Low Income (students who qualified for the Free/Reduced Meal program). These student groups have priority enrollment in ELO-P. This ELO-P Plan may be subject to revisions to better align with future CDE (California Department of Education) updates to program guidelines and requirements.  "Unduplicated of pupils are students who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. "Unduplicated count" means that each pupil is counted only once even if the pupil meets more than one of these criteria (EC sections 2574(b)(2) and 42238.02(b)(1))."

## 1—Safe and Supportive Environment

**Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.**

All programs that occur after school are located on the school campus. For non-school days that the program is open (e.g., summer), students who live in Wheatland are provided bus transportation to and from the program when it is located on Beale AFB; the opposite is true when program is in Wheatland.

The Program Director (for both ASES (After School Education and Safety) and ELO-P) works closely with school leadership to align health and safety procedures.
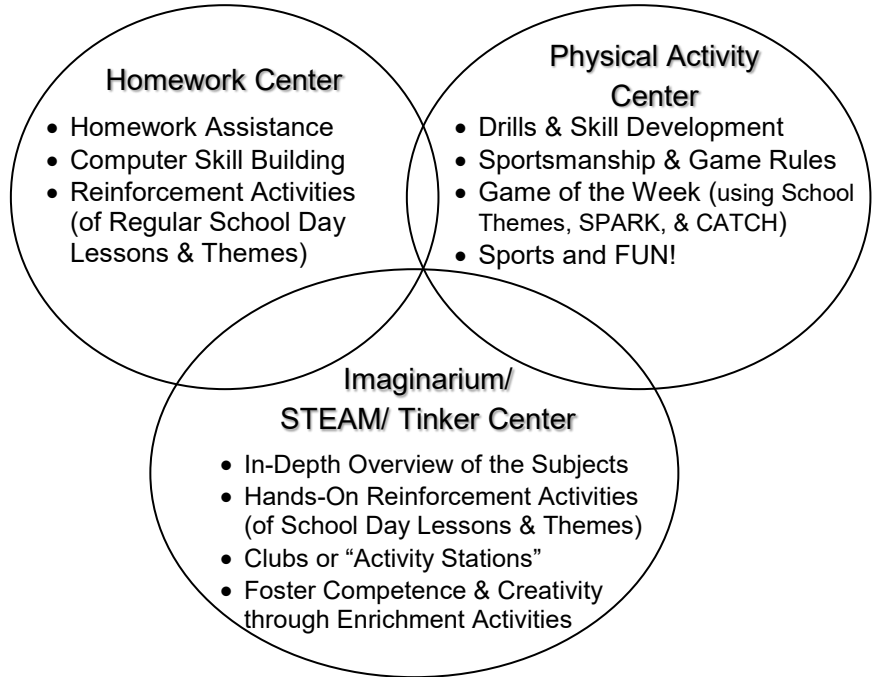o The health and safety of all students begins with a seamless transition from the school day to the program by tracking students' attendance and points of entry.
o Each program has its own written safety procedures, which mirror the school site's safety plans and are adapted to fit the program.
o Site Leads have access to the student database – Aeries.
o The program leadership is connected to the schools and district office via Catapult EMS and personal cell phones. The program participates in school day and program safety drills. Staff receive training in safety and first aid.
o The program uses walkie-talkies for immediate communication on site and has protocols in place that may be found in our training materials.

o The program works with the site administrators, district nurse, health aides, and school secretaries to coordinate and maintain the medical and health needs of students. A binder with health lists and emergency contact information is maintained and easily accessible for staff use on field trips and other program activities.
o Staff are identifiable to students and families have lanyards and staff shirts as well as staff name badges for the start of the program year.
o Staff, students, and families are provided a schedule of where students are located during the program. Signs are posted when schedule changes occur.
o Incidents are documented and communicated.
o The program helps to connect students and families to services and resources that provide support beyond the expanded learning programs as requested.
o Staff intentionally identify student strengths, interests, and learning styles, and encourage students to try new things and develop their skill sets. Staff receive ongoing training and hands-on practice in using health and safety tools such as:
  ✓ First aid, CPR, mandated reporter, harassment, bullying prevention, human trafficking, youth development, and working with students with special needs.
  ✓ Greeting & Check-ins with students/families (Building positive relationships)
  ✓ Attention-Getters (Quick way to get the attention of group(s) for noise-level/instruction/safety)
  ✓ Group Agreements (Set expectations and tone for how we relate to each other)
  ✓ Kelso's Choice (Identifying small & big problems and the related emotions)
  ✓ Resolving Conflict using a Problem-Solving Method (restorative justice approach, managing emotions and de-escalation strategies)
  ✓ Incident Logs, Balance Center, and Behavior Agreements with Incentive Charts
  ✓ Incentives such as "Above & Beyond" rewards, "Student Store", Homework Charts/Incentives
o School and expanded learning staff reinforce positive student behavior using the Second Steps Program, Kelso's Choice, and other resources. These policies are enforced consistently by staff across grade levels. Rules and expectations are outlined in the handbooks, reviewed with students in class and at parent meetings. The staff uses "positive discipline," defined as managing group behavior to reduce disruptions and to increase cooperative and responsible behavior. In this process, the students, and staff use three basic tenants – Be Safe, Be Responsible, and Be Respectful. The program has successfully implemented "Balance Centers," which are quiet spaces away from the large group and heat of action, where tired, angry, sad, or aggressive children may go to regroup, re-center, and regain their balance. Balance Centers have proven to be an effective behavioral tool in helping most students be successful and remain in the program despite challenges.
o The program supports our students' developmental, social-emotional, and physical needs through its design whereby students have assorted opportunities to participate in a safe and supportive environment:
  ✓ where all students are offered a nutritious snack.
  ✓ where all students could participate in academic reinforcement activities, enrichment activities and physical activities (student-choice and/or lesson planned activities).
  ✓ where all students participate in grade-level classes, in grade-level combination classes (e.g., K-1st, 2nd-3rd, 4-5th, and 6-8th) and/or in flexible scheduling with free choice options for cycling through all-age activity centers.

**2—Active and Engaged Learning**

**Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.**

o Using a Community Learning Center format with a Montessori-style and cross-age grouping, the program offers: homework assistance, access to computers, physical education, and enrichment classes. Activities focus on strengthening leadership and good citizenship, provide challenging hands-on experiences that build skills and use multiple teaching strategies that appeal to various learning styles, interests, and abilities. Students cycle through activity Centers (see Venn diagram).

**Homework Center**
- Homework Assistance
- Computer Skill Building
- Reinforcement Activities (of Regular School Day Lessons & Themes)

**Physical Activity Center**
- Drills & Skill Development
- Sportsmanship & Game Rules
- Game of the Week (using School Themes, SPARK, & CATCH)
- Sports and FUN!

**Imaginarium/ STEAM/ Tinker Center**
- In-Depth Overview of the Subjects
- Hands-On Reinforcement Activities (of School Day Lessons & Themes)
- Clubs or "Activity Stations"
- Foster Competence & Creativity through Enrichment Activities

o The program design and activities reflect active, meaningful, and engaging learning methods that promote collaboration and expand student horizons. For instance,
  ✓ Lesson Plans with linkages to Common Core Standards and school day themes.
  ✓ Instructor Led Activities: Project of the day, game of the week, build of the day.
  ✓ Refection wall, STEAM (Science, Technology, Engineering, Arts and Mathematics) observation station, and working in small groups.

o Alignment of the regular school day and expanded learning program can been seen on all levels and across all issues, such as a) classroom content and the sharing of instructional resources, b) tracking student participation and transitions, c) sharing space, d) reinforcing the same rules, classroom management and common courtesies, e) shifting a culture and identify new ways of overcoming the "same old problem," and f) refining our systems and making them compatible. Programs align their lesson plans with the regular school day's pacing and Common Core Standards as well as with student recognition events such as Renaissance Rallies. Curricula are chosen by a team of administrators, teachers, and the program director.

**3—Skill Building**

**Describe how the program will provide opportunities for students to experience skill building.**

o Students learn and grow through play. Play provides students with an opportunity to: learn while engaging in fun activities, discover themselves, and build social

emotional skills and confidence. Classes are hands-on "disguised learning" project-based activities in the Arts, Sciences, History, Math, English/Language Arts, and Physical Education. Students have options to participate in pull-out classes or get informal assistance from certificated teachers.

- o Students work in cross-age groups where they practice skills such as teambuilding, collaboration, and use of effective communication.
- o Students are exposed to and encouraged to engage in activities that increase their understanding and use of 21st century skills such as creativity, critical thinking, communication, flexibility, productivity, and information technology.
- o Lesson plans are created that sequence and scaffold skill set for student practice and proficiency. Various activities have reflections built into them.
- o Staff and students have made presentations to the School Board, during site visits, and at conferences.
- o Remedial and high-level enrichment classes/activities are offered in two sessions per year.

At the start of the program year, lesson plans are initially done by Site Leads and are based on several factors:
- ✓ Knowledge of past students' interests (particularly returning students; and Spring Student Survey results).
- ✓ Basic skills that are reviewed at the start of each school year (considering summer learning loss/re-teaching concepts/skills).
- ✓ Establishing an "Afterschool culture" – skills for students and staff to facilitate and implement (i.e., Set and achieve positive goals/group agreements, feel, and show empathy for others, establish, and maintain positive relationships, make responsible decisions, understand, and manage emotions, manage conflict, etc.).
- ✓ Seasons, holidays, "awareness days," school themes and instructional pacing (e.g., Reni, Fire prevention, Red Ribbon, teacher homework schedules, reinforcement activities, etc.).

As the year progresses, lesson plans are finalized by Site Leads and include additional factors such as:
- ✓ Knowledge of current students' interests (from student interactions, staff observations of student likes/dislikes, student/parent suggestions and Student Survey results).
- ✓ 21st Century skills (see wheel graphic) and Site Lead crosswalk of Common Core Standards by grade-level in Language Arts and Math as well as the Next Generation Science Standards to identify common themes such as "collaboration", "reasoning", "problem-solving", and "comprehension".
- ✓ Scope, sequence and scaffolding of concepts and skill sets based on observed student abilities and requests.
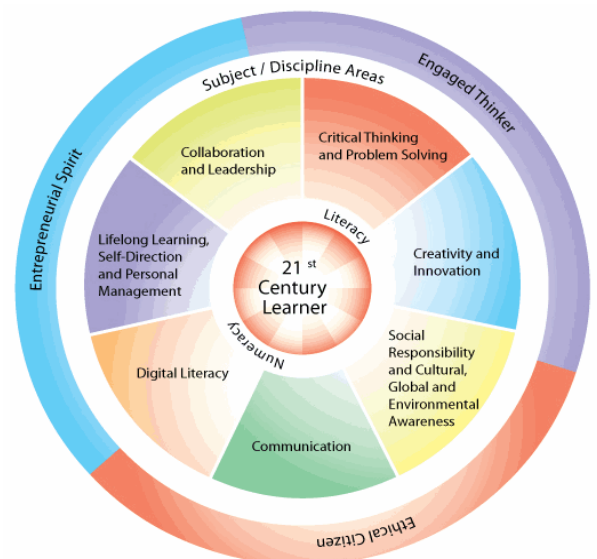
**4—Youth Voice and Leadership**

**Describe how the program will provide opportunities for students to engage in youth voice and leadership.**

Student ownership of the program is key and is a priority with adjustments to activity centers being made continually based on student, staff, and parent feedback. We know that we are on the right track when:
- ✓ staff and students are excited and engaged,
- ✓ students have leadership roles (e.g., in planning activities, in choice of activities, in roles of responsibility, in showing others "how to," and in discussing and reflecting),
- ✓ students actively participate in hands-on activities with subject matter integration,
- ✓ students work in small groups on projects that are inquiry-based,
- ✓ students have time to explore, think critically, get assistance from a caring adult, "fail-forward," and feel a sense of mastery.

Student surveys are one way that we use to get feedback. Student surveys are conducted every Fall and Spring.

Students have multiple opportunities to share viewpoints, concerns and interests that directly impact the program operation. Starting in 2017, the after school program intentionally prioritized the *Youth Voice and Leadership* Quality Standard in its CQI process, which yielded results:
- ✓ Student Choice and/or Led Activities – outlined in Lesson Plans and at Centers
- ✓ Student Surveys – e.g., Camp theme, Lights On event theme, program feedback
- ✓ Student Helpers and Cross-Age Groupings (including peer mediation at times)
- ✓ Suggestion Box and Earned Citizenship Incentives/Rewards
- ✓ Students sharing with staff directly and in the moment and/or per staff request
- ✓ Students assisting with planning, using walkie talkies to assist with events, organizing groups, set-up/clean-up, taking pictures/video of activities, designing theme-based shirts, suggesting supplies for purchase, etc.

Starting in 2019, the program added the *Healthy Choices & Behaviors* Quality Standard. Some examples of how we do this are:
- ✓ Designing the program for student choice in rooms and activities as well as cross-age grouping (including re-designing throughout the year based on student and staff feedback)
  - ✓ Game of the Week/Tournaments
  - ✓ Second Step, Kelso's Choice, and restorative justice problem-solving method
  - ✓ Balance Centers
  - ✓ Teaching students the difference between rudeness, meanness, and bullying
  - ✓ Developing and implementing "Afterschool Values" with our students.

The ASES and ELO-P programs will be seamlessly integrated to provide and support intentional opportunities for students to play a meaningful role in program design and implementation and provide ongoing access to authentic leadership roles. Students of all grade levels are engaging in restorative justice conflict resolution strategies, as such, many students learn to problem-solve on their own and assist other students through the process. Students of all grade levels enjoy flexible scheduling and free-choice

options. Students have options at various activity areas to decide (as a small group/team) on which activities they would like to select (from multiple offerings) as well as provide input into the lesson plans such as Game of the Week selections.

## 5—Healthy Choices and Behaviors

**Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.**

The Program is aligned with the schools' wellness plan as outlined in WSD's Board Policy 5030. This policy establishes goals/procedures to ensure that:

| District Schools | Expanded Learning Programs |
|---|---|
| Students in the District have access to healthy food during the school day – in accordance with Federal and State nutrition standards. | Students receive an afternoon snack as well as breakfast and lunch in our summer camp program in accordance with the standards. |
| Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors. Schools engage in nutrition and physical activity promotion and other activities that promote student wellness. | Students participate in CATCH curricula, cooking academies, Let's Move events, and other activities with partners as available. Activities are adapted to meet the needs of our students. |
| Students have opportunities to be physically active before, during and after school. | Students participate in planned physical activities and games and/or student choice physical activities daily. |
| School staff are encouraged to practice healthy nutrition and physical activity behaviors in and out of school. | Staff are encouraged to participate, demonstrate, and bring their physical activity skills to the program. Staff are encouraged to eat and drink healthy items. |
| The community is engaged in supporting the work of the district in creating continuity between school and other settings for students and staff to practice lifelong healthy habits. | Staff and students work on developing healthy behaviors such as staying active, how to work in collaboration, resolving conflict, safe use of equipment, safe entry/exit from program and developing a positive socio-emotional culture. |
| The district establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives. | The Program Director meets with the district and school site administrative team monthly and regularly checks in with kitchen management. The program follows the district recordkeeping. |

The program has incorporated healthy behaviors as a way of work. It can be seen in physical activities that are based on SPARK and CATCH curricula, as well as past collaborations resulting in cooking academies with 4-H and Chico State University, Let's Move events with General Produce and the Beale AFB Commissary, use of the Beale Lakehouse pool, and other activities with partners as available. Students have a voice and choice in creating and maintaining a healthy culture and environment within the program with the assistance and guidance of staff and parents. Nutritional snacks are prepared by WSD's Food Services and meet Education Code Section 8482.3(d) requirements. A non-school day program offers breakfast, lunch, and a snack to all students. Health guidelines are followed in food preparation and distribution. Detailed information on nutritious snacks and meals is on file.

## 6—Diversity, Access, and Equity

**Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity,**

**access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.**

Culturally diverse program stakeholder groups merge ideas and supports under an umbrella called the Wheatland Youth Collaborative (WYC), which includes representation from the Beale Air Force Family Support Division, and meets a minimum of twice a year. The community contributes through the WYC, where community-wide strategies and activities are planned to ensure Pre-K through 12th grade student success. The WYC and partners work with the program to develop outreach materials and policies that are diverse, equitable, and reflect the needs of the community, such as the programs' early release policy, staff training, and partnering with assisting struggling families. Staff are recruited from the communities in which the schools are located. The programs are aware of and seek information and strategies to support all participant needs – examples are using Universal Design for Learning guidelines, implementing a Montessori-style of student choice and pacing, and having the students give the staff team feedback on their interests. The program uses Teaching Tolerance, Youth Development and Restorative Justice principles. Staff participate in on-going diversity and sensitivity training. Staff have communication with school day staff (or are school day staff themselves), which supports our knowledge and understanding of our students. Staff adapt activities to accommodate the physical and developmental abilities of all participants, and actively encourage participation. Students seem comfortable with the staff, and are given many opportunities to share and express themselves.

Additional spaces are provided for Administrators' requests and for students who have been identified as needing remedial academic assistance. Initially, students are identified by their parents on the enrollment form of any health and/or special needs. Enrollment lists are sent to all Administrators, the Special Education Director and Nurse so they know who is confirmed in the program, to notify the program staff as to any accommodations required and provide training and support as needed. As the school year progresses and we get to know our students, we typically identify more students and outreach to the school day staff/teams. Students are grouped in classes according to grade/ability level; so that the activities keep students motivated and engaged. The staff-to-student ratio for 1st grade and up is typically 1:15 and does not exceed a ratio of 1:20; with TK-K staff-to-student ratio of no more than 1:10. Centers are staffed by para-educators (often with additional assistance from student helpers or volunteers). The Programs use a lower student-to-staff ratio for students who need academic support and have engaged special education and related student support staff as identified by school and expanded learning staff in partnership with parents.

**7—Quality Staff**

**Describe how the program will provide opportunities for students to engage with quality staff.**

Staff meet all state and district requirements. The program adheres to high-quality staffing standards (i.e., minimum requirements of passage of WSD instructional aid test and/or 2 years of higher education) as well as regular staff development opportunities. The district's Human Resources Coordinator processes employees' paperwork per

WSD policies and procedures as well as administers the instructional aide test. Personnel files for work schedules, time sheets and evaluations are maintained by WSD's HR Department and the Program Director, using an internal checklist. The program does not have sub-contractors currently.

Staff are recruited via job postings on Edjoin, at the district and school offices, and in the local newspapers. Word of mouth and staff referrals continue to be the main sources of effectively recruiting staff. Candidates are screened and interviewed by a team (typically the Site Leads, Director, and a classified union representative). Candidates are asked questions about their experience, knowledge, interests, and availability, which are scored on the interview sheet. To the best of our ability, selected candidates are matched to the site and work area that is the best fit. Candidates who are hired are immediately sent to the HR Coordinator to process fingerprints, payroll, classified orientation, and mandated qualifications of an instructional aide and district required training. Additional training opportunities are offered based on observations, requests, meetings, and internal and external technical assistance. Staff receive ongoing coaching by the Site Leads and Director. Policies and procedures are on file in the district's manual as well as in the Program's Staff Orientation Prezi, Staff Guide, and Parent Handbook. WSD helps staff to develop their talent via:
- ✓ Professional Development Days: Scheduled in August, December, and June
- ✓ On-the-job Coaching, Team Daily Briefings & Individual Meetings
- ✓ Weekly Wonders (site-specific) and News To U (districtwide) newsletters
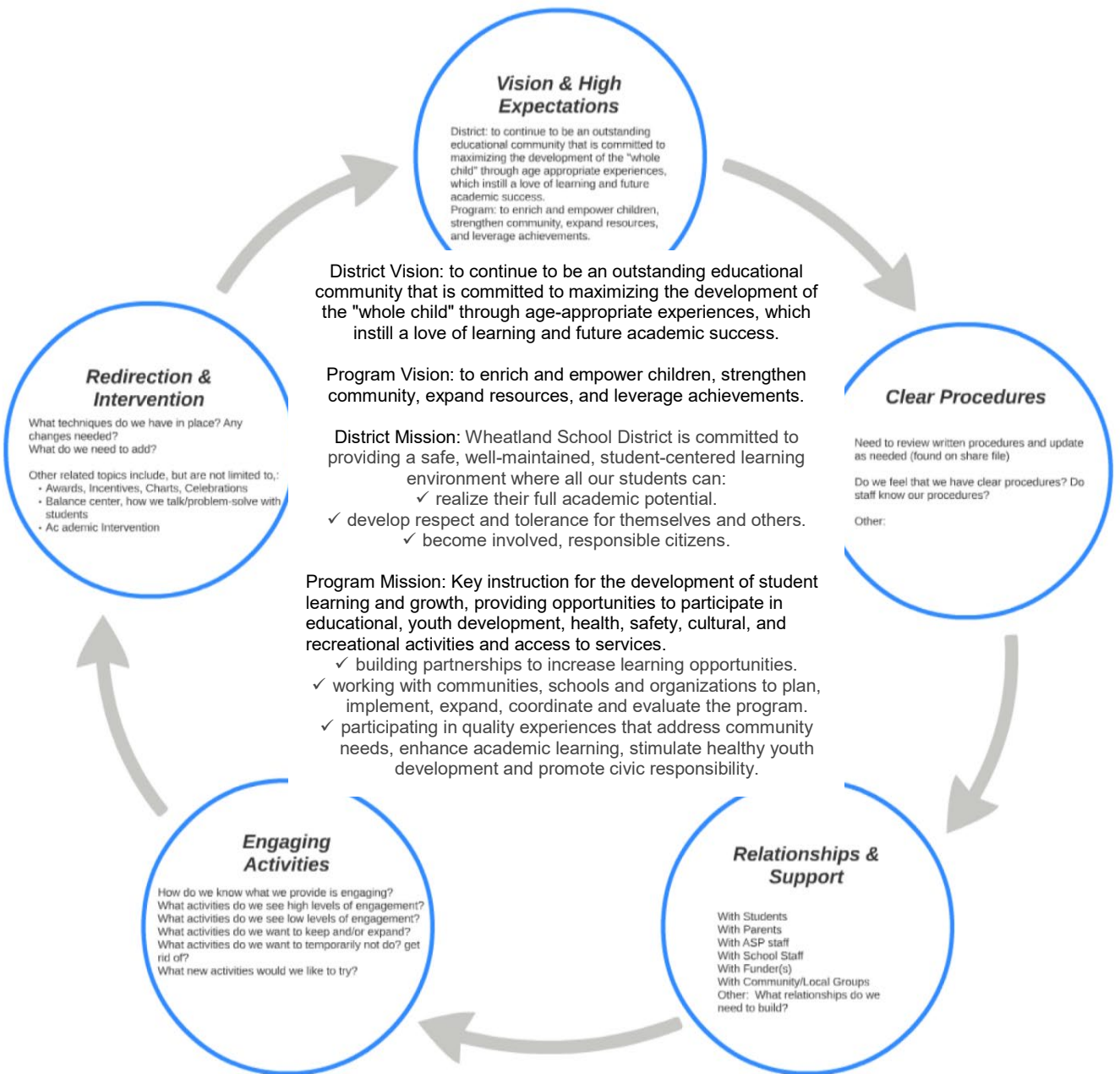- ✓ Access to online trainings and regional workshops and performance reviews

Staff at all school sites have participated in multiple site visits, cross-trained, and attended regional and state sponsored workshops. Additional support comes from in-classroom tailored training by the Program Director and Site Leads, and workshops offered through the school day or other providers. Furthermore, the staff are offered courses and/or can access training from regional and state providers based on identified staff and program needs. Detailed training is on file. Selection of the program site supervisors is subject to the approval of the school site principal.

## 8—Clear Vision, Mission, and Purpose

**Describe the program's clear vision, mission, and purpose.**

WSD serves Transitional Kindergarten through eighth grade students. WSD's After School Programs started in 2000 at two schools, with initial grant funding through the Federal 21st Century Community Learning Center Program. Today, all four of WSD's schools are funded through the After School Education and Safety Program, Expanded Learning Opportunities Program, program fees, district funds, and individual contributions. As we work, we want to be mindful of our priority standards. The Site Leads and Director provide coaching and feedback on ways to implement the standards. Further details are outlined in individual meetings, News To U, Weekly Wonders, and Daily Briefings. As we strive for excellence, we are working together to develop "Afterschool Values" (e.g., focusing on what we see as important for the success of our students, team, and program). We have begun work already – our problem-solving process, setting group agreements, using attention-getters, and we will continue to build as we learn more about social-emotional learning and putting it into

practice. As we address identified needs, we use the below process/decision filters:

## Vision & High Expectations

District: to continue to be an outstanding educational community that is committed to maximizing the development of the "whole child" through age appropriate experiences, which instill a love of learning and future academic success.
Program: to enrich and empower children, strengthen community, expand resources, and leverage achievements.

## Clear Procedures

Need to review written procedures and update as needed (found on share file)

Do we feel that we have clear procedures? Do staff know our procedures?

Other:

## Relationships & Support

With Students
With Parents
With ASP staff
With School Staff
With Funder(s)
With Community/Local Groups
Other: What relationships do we need to build?

## Engaging Activities

How do we know what we provide is engaging?
What activities do we see high levels of engagement?
What activities do we see low levels of engagement?
What activities do we want to keep and/or expand?
What activities do we want to temporarily not do? get rid of?
What new activities would we like to try?

## Redirection & Intervention

What techniques do we have in place? Any changes needed?
What do we need to add?

Other related topics include, but are not limited to,:
· Awards, Incentives, Charts, Celebrations
· Balance center, how we talk/problem-solve with students
· Academic Intervention

District Vision: to continue to be an outstanding educational community that is committed to maximizing the development of the "whole child" through age-appropriate experiences, which instill a love of learning and future academic success.

Program Vision: to enrich and empower children, strengthen community, expand resources, and leverage achievements.

District Mission: Wheatland School District is committed to providing a safe, well-maintained, student-centered learning environment where all our students can:
✓ realize their full academic potential.
✓ develop respect and tolerance for themselves and others.
✓ become involved, responsible citizens.

Program Mission: Key instruction for the development of student learning and growth, providing opportunities to participate in educational, youth development, health, safety, cultural, and recreational activities and access to services.
✓ building partnerships to increase learning opportunities.
✓ working with communities, schools and organizations to plan, implement, expand, coordinate and evaluate the program.
✓ participating in quality experiences that address community needs, enhance academic learning, stimulate healthy youth development and promote civic responsibility.

Program delivery is designed around a common vision to strengthen school and community coordination, communication, and implementation with enough flexibility to adapt to slight design variations at each school site to best meet the needs of families and students. Feedback from the needs assessment is obtained and then matched to the Quality Standards for Expanded Learning. Following a continuous quality improvement process, goals are broken down into objectives and formulated into each site's plan. Each site has a program plan that outlines the specifics on how each site monitors progress towards its goals and outcomes. The goals are clearly understood and implemented by after school staff to successfully operate the Program, as shown throughout this document. The site plans are on file.

**9—Collaborative Partnerships**

**Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.**

Programs are actively supported by the Wheatland Youth Collaborative (WYC). The WYC is a vibrant and varied public joint effort with broad community participation as well as countywide support and program integration. The WYC is a community collaboration dedicated to building the capacity of our children to succeed academically and socially while reconnecting families and neighborhoods with schools. The WYC has been actively meeting since 1999 for a minimum of two times per year. The WYC includes school staff, law enforcement, parents, military family support and education units, and community and government organizations. These long-standing collaborative partners offer after school activities and field trips, refer volunteers, and value programming. The strength and advantage behind our rural collaboration, which facilitates information sharing, is that the partners know the community residents, their values, and their way of life. They have strong relationships established with other agencies, providers, and community leaders. Several leaders have their children and grandchildren participating in the programs. Our collaborative, which has been meeting for over two decades, provides invaluable information from many data sources (e.g., community asset mapping, surveys, focus groups, testing results). The findings have enabled the collaborative to plan and fund community priorities according to need and feasibility. Vehicles of communication used include school events, orientations, handbook, school marquis, phone calls, emails, conferences, district-wide newsletters, notices sent home with students, automated "all-call" phone messages, collaborative and regional meetings and presentations, handbooks, signs, letters, notices, classroom bulletin boards, and articles in local newspapers. Furthermore, "Informing Parents" is a practiced section in our Staff Guide. Our stakeholders participate in local events such as the –Annual Lights On After School Fall Festivals, Summer Camp recreation at the Beale AFB pool, and provide a wide variety of in-kind resources and input into Program policies, procedures, and offerings. Based on the Summer Learning theme we have reached out to community partners that help to bring the theme to life and deepen the student's understanding. In the past we have reached out to community partners as the local farm that provided the experiential field trip to highlight the different soil types and the importance of Farm to Fork, one year the Sacramento Zoo Mobile Unit came out to support the Animal Planet theme, as well as the B Street theatre to support the Hollywood theme.

**10—Continuous Quality Improvement**

**Describe the program's Continuous Quality Improvement plan.**

WSD successfully manages Program data using district databases in combination with site-based Excel records. Evaluation data on file includes qualitative descriptions of the program's impact on students and their families through student and family surveys and case studies and quantitative analysis of the project's impact in terms of attendance, student progress in meeting standards, and homework completion. Qualitative data

describing operational changes and discussions on how the program is meeting its objectives is collected and reviewed at Site Lead meetings. Progress is monitored through continuous improvement processes where outcome indicators are analyzed and used to alter services, as necessary. Progress is reported at the collaborative meetings. Highlights of activities are posted to the Board on a regular basis (via email).

WSD's program improvement process is ongoing and involves a continuous cycle of assessment, planning, and improvement. The process is carried out at the site level and documented in the site-specific plans and in the Site Lead team meeting notes. WSD follows a cycle of improvement that revolves around the twelve Quality Standards for Expanded Learning in California. The Program uses a continuous quality improvement process and can measure effectiveness via the following menu of tools:

- Surveys (student, teacher, parent, and staff surveys; CA Healthy Kids Survey)
- District data (including students performing academically below grade level)
- Observations and real-time feedback
- Collaborative meetings (and assessments on the status of the community from local/regional organizations)
- Administrator meetings (including department heads)
- Program leadership and site-specific meetings
- Group and individual staff meetings at each site
- Parent meetings and check-in at student pick-up time
- Program incident logs
- Program mind-mapping process (Prezi on file)
- Learning In Afterschool & Summer (LIAS) Self-Assessment Tool
- CA After-School Program Quality Self-Assessment Tool
- Crosswalk school site safety & district wellness plans

At Site Leadership Team meetings, the Program Director, and Site Leads review data, and discuss experiences in the program of "what works." From this, program improvements are made. Methods used to correct or improve the program based on the results of the measures are a) adapting the program schedule to meet changing community needs (e.g., impacts of war, family economic losses, high mobility rates, etc.); b) flexibility in targeting students based on academics (e.g., working with Administrators and teachers to improve homework assistance, remediation, and higher-level educational opportunities); and c) providing ongoing staff development.

## 11—Program Management

**Describe the plan for program management**.

The Program has solid staff that truly works in team – 1 Program Director, 3 Site Leads, 6-10 certificated teachers, 20-24 Activities Aides/Coordinators (Para-educators), and floating high school and parent volunteers as needed. Volunteers are screened with background checks per District policy and effectively used by matching volunteers with instructors and students to monitor activity stations and model positive social skills. Our staff bring with them valuable experience, a love of children, a desire to make a positive

difference and a 'can-do' spirit. The Program Director has received positive comments about the quality of the Program from peers and the community, which is directly attributable to our high-quality staff. The Director has been with operating expanded learning programs for over 20 years and the Site Leads have been running program for over 7 years each; the team has developed a replicable, flexible program design and schedule for both elementary and middle schools. The Superintendent's leadership has created a climate where the Program is embedded in the overall academic culture. The Superintendent, Program Director and School Administrators meet monthly. Selection of the program site supervisors is subject to the approval of the school site principal. The Director and Site Leads meet a minimum of twice per month and correspond daily. There is an open-door policy at all levels. The Site Leads brief their staff teams daily. The Director works in the program, directly with students and alongside the Site Leads and front-line staff, frequently. The Site Leads work in the program directly with students and alongside front-line staff daily. The ELO-P has a strong full-time program leadership ensuring that staff works together as a team. Additionally, staff meetings have a built-in training component and monthly and weekly newsletters are distributed to staff from the Program director and Site Leads. Staff performance is evaluated informally and formally by the Site Leads and Director using district and CDE forms and resources that are on file. Staff are supported by the on-site Site Leads who provide coaching, training, reference materials, and well-stocked supplies. At the start and end of their workday, staff check-in with their Site Leads and mailboxes. This check-in time has proven to be the most effective time for staff mentoring, program improvement, and identification of staff training activities. Program leadership communicates daily through networked cell phones, walkie-talkies, and computers. The diversity of our community is reflected in the stakeholder groups and staff.

The district-wide ELO-P Plan is reviewed annually by the Director and Site Leads. The plan is updated by the Director and Site Leads based on feedback from our students, parents, school staff, partners, program staff and Board/Collaborative members. The plan includes feedback from teachers, parents, students, project partners, and staff to assess their perceptions of the project's effectiveness. The Director, staff, and the Administrators meet monthly to ensure ongoing monitoring. Quarterly meetings are held with Brenda Harter, WSD's business official and bi-annual meetings with the Wheatland Youth Collaborative. Under the leadership of WSD's Superintendent, Business Official and the Program Director, the program implements sound fiscal planning and management with clear adherence to local, state, and federal audit requirements. Evidence is provided through internal documents and CDE reports.


## General Questions

**Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees. ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one**

**comprehensive and universal Expanded Learning Program.**

As outlined in the above sections, WSD's ASES and ELO-P state funding are being utilized to create a single, comprehensive Expanded Learning Program for students. WSD staff and collaborative partners supporting the Expanded Learning Program are aligned with the same mission and goals. Prioritizing student participation in the program is synthesized to target unduplicated students most in need of the Expanded Learning program (McKinney-Vento Homeless, Foster Youth, low income, and English Learners).

WSD's Program uses information learned from stakeholders to make decisions regarding staff development, program improvement, and to help fill in community gaps where possible. The Program administers surveys to students, staff, parents, and teachers annually. Other data include, but are not limited to, district-wide assessments and other related measures used by the schools. The Wheatland Youth Collaborative works with the program to help ensure that after school goals are aligned with community goals and the needs of students and families. The program is aligned with the district's priority to maximize the development of the "whole child" through age-appropriate experiences, which instill a love of learning and future academic success. Programs are drug free and safe environments committed to engaging children in fun, academically focused activities that are linked to the needs of students, support district and community goals, and are aligned with the school day and Common Core Standards. Leadership is coordinated by the Expanded Learning (ASES/ELO-P) Director and includes the Superintendent, Site Administrators, Program Site Leads, and District Department heads (e.g., Information Technology, Special Education, Food Services, Transportation, and Facilities Maintenance). WSD is working closely with all expanded learning programs to ensure that programming meets Expanded Learning requirements [(EC Section 46120(b)(2)] to allow further alignment within our model of a singular, comprehensive program.


**Transitional Kindergarten and Kindergarten**

**Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil- to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?**

WSD out-of-school time programs are already familiar with serving TK-K students, so WSD expects a smooth transition to include TK-K students under ELO-P. Staffing is in place to maintain the 10:1 student to staff ratio for TK-K students. Staff are recruited via Edjoin, advertisements, Yuba College, WYC partners and community word-of-mouth. Staff participate in District and program-specific training as well as through State and Regional technical assistance. WSD's Expanded Learning Director has worked with the district team to align with the District's Universal Pre-K Program Plan

as well has received technical assistance from the Sacramento County of Education Early Learning Team. The program and curriculum have been adapted to be developmentally appropriate and the program site leadership is in close communication with TK-K school day teachers.

**Sample Program Schedule**

**Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.**

| Monday-Friday | TK-K Schedule Sample |
|---|---|
| 8:30am-2:15pm | Instructional Day |
| 2:15-2:30pm | Check-in/Snack |
| 2:30-3pm | Physical Activity |
| 3-5pm | Enrichment Activities/STEAM Student Choice |
| 5-6pm | Quiet Activities/Physical Activity/Clean Up/Check Out |

| Monday-Friday | Summer/Intercession Schedule Sample |
|---|---|
| 7:30-9:00am | Check-in/Breakfast<br>Physical Activity |
| 9:00-11:30am | Student Choice Activities on Campus: Arts and Crafts, Science, Computers<br>Intervention Classes<br>Swimming |
| 11:30am-12:30pm | **Lunch & Recess (Multipurpose/Cafeteria)** |
| 12:30-4pm<br>*Snack 3:15pm | **Student Time Choice:**<br>Computer Lab<br>Teacher Time<br>Quiet Time Zone<br>Tinker Time Zone<br>Teen Zone |
| 4-4:30pm | **Clean up/Check out** |

**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

*EC* **Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a

before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

   (A) The department's guidance.

   (B) Section 8482.6.

   (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

   (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

## *EC* Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

## *EC* Section 46120(b)(1)(B):

For at least 30 Non schooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.


## *EC* Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

## *EC* Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

**EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

**EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

**EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

**EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

**EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also

ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**_EC_ Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A)     An educational and literacy element in which tutoring, or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B)     An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.