

WHEATLAND SCHOOL DISTRICT EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELO-P) PLAN

Wheatland Charter Academy

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Learning For All

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Expanded Learning Opportunities Program (ELO-P) Sites

1. Wheatland Charter Academy (TK-4th/5th) (WCA)

Since the Wheatland Charter Academy (WCA) and the Wheatland School District's Lone Tree Elementary schools are co-located on the same campus, their Expanded Learning Opportunities Program operations are seamless to students and parents, while remaining compliance respectively. The district maintains an approved ELOP Plan and identifies Wheatland Charter Academy among participating sites.

1—Safe and Supportive Environment:

Physical Safety: 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. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Emotionally Safe & Supportive: Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Physical Safety: The Expanded Learning Opportunities Program (ELO-P) ensures a safe and supportive physical environment through alignment with school-day safety infrastructure, rigorous staff training, and structured pupil transitions. ELO-P is committed to providing equitable access and maintaining a physically and emotionally safe environment for all students, including English Learners, foster youth, homeless youth, students with disabilities, and other student groups requiring additional support. Reasonable accommodation and individualized support are provided in collaboration with families and school personnel as appropriate.

- **Program Location & Transportation:** All after-school programming occurs directly on-site at the students' home school campuses. For non-school instructional days (e.g., summer & intersession) when programming is centralized at a single hub, WCA provides mandatory, structured bus transportation to ensure equitable access. Specifically, when the summer or intersession program is held on Beale AFB, two-way bus transportation is provided for students residing in Wheatland and when held in Wheatland, two-way bus transportation is provided for students residing on Beale AFB.
- **Staff-to-Student Ratios:** To ensure safety, each site strictly maintains a 1:10 staff-to-student ratio for Transitional Kindergarten (TK) and Kindergarten, and a 1:20 staff-to-student ratio for 1st grade and above. Registration and enrollment forms are audited to ensure unduplicated pupils are prioritized and provided guaranteed access to the program in compliance with CA Ed Code Section 46120. In compliance with CA Ed Code Section 46120, when WSD has an Unduplicated Pupil Percentage (UPP) of 75% or above, the program is formally offered to all TK through 6th grade pupils, ensuring universal access across WCA. WCA annually reviews UPP data and adjusts

access requirements accordingly. Ratios are monitored throughout operational hours, including transitions, field trips, and enrichment activities.

- Attendance and Transitions: Student safety begins with a seamless transition from the regular school day to the expanded learning program. Staff track student attendance and points of entry daily via Aeries, our central student information system.
- Emergency Preparedness & Site Communication: Each expanded learning site maintains written safety procedures that mirror and adapt the school site's Comprehensive School Safety Plan. Program leadership utilizes Catapult EMS, personal cell phones, and site walkie-talkies for immediate communication with the district office and emergency services. Program staff and students participate in scheduled school-day and after-school safety and evacuation drills.
- Staff Identification & Security: Program staff are easily identifiable to students, families, and emergency personnel by lanyards and staff shirts. To assist with early-year transitions, TK and Kindergarten students wear temporary name tags at the start of the program year. Schedules detailing student locations are distributed to families and posted publicly, with immediate signage updates utilized for any schedule modifications.
- Health Records & Medical Needs: Program Director, Site Leads, program health aides, and school secretaries coordinate care using the Aeries database. Site Leads maintain an easily accessible, confidential binder containing student health lists, medical action plans, and emergency contact information for rapid staff deployment.
- Incident Reporting: Staff incidents are formally documented using standard District incident logs, publicschoolorworks.com, and/or Company Nurse. Completed logs are communicated immediately to site administrators and copies are routed to the district office to maintain a compliant audit trail. Student incidents are documented using the program incident logs. Completed logs are communicated immediately to program administrators, Site Leads, families, and when appropriate to the school office. Copies are routed to the program office to maintain records. Serious incidents are reported immediately, and all incident documentation is completed before the end of the workday whenever practicable.
- Staff Training: All personnel receive mandatory, ongoing professional development and hands-on training in critical health and safety tools, including:
 - First Aid and CPR Certification.
 - Mandated Reporter and Child Abuse Prevention.
 - Harassment, Bullying Prevention, and Human Trafficking Awareness.
 - Youth Development and accommodation for students with special needs.

Emotionally Safe & Supportive Environment: The program actively nurtures an emotionally safe, inclusive climate by integrating comprehensive Social-Emotional Learning (SEL) frameworks into daily operations, helping students identify strengths and confidently build new skills.

- Positive Behavior Framework: Staff consistently enforce positive discipline techniques focused on group behavior management that minimizes disruption and maximizes cooperative behavior. Program expectations are outlined in student/parent handbooks, reviewed during orientations, and reinforced daily through three core tenets: Be Safe, Be Responsible, and Be Respectful.
- SEL Curriculum & Tools: To ensure continuity between the instructional day and expanded learning, staff reinforce behavior expectations using research-backed tools:

- Second Step Program & Kelso's Choice: Curriculums are utilized to help students identify big vs. small problems, navigate corresponding emotions, and practice proactive conflict resolution.
- Restorative Practices: Staff use a problem-solving, restorative justice approach to resolve conflicts, focusing on de-escalation and emotional management.
- Positive Incentives: Group expectations are paired with positive reinforcement, including "Above & Beyond" rewards, student stores, and homework completion incentive charts.

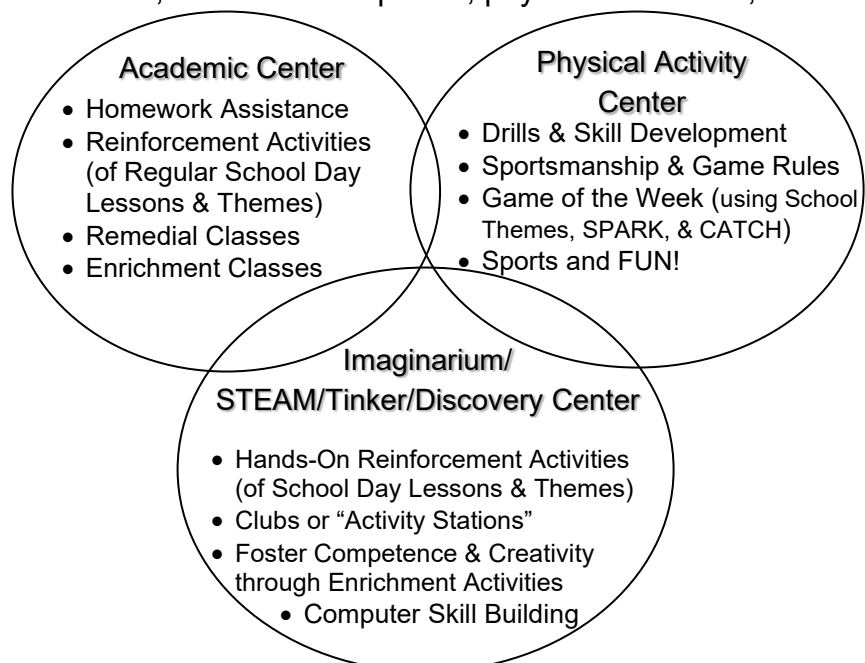
Behavioral Support Interventions: The program utilizes structured "Balance Centers" across all sites. These dedicated, quiet spaces allow students experiencing fatigue, frustration, or emotional distress to temporarily step away from large groups under staff supervision to re-center and regain emotional balance. Balance Centers are supervised, voluntary regulation spaces and are never used for disciplinary exclusion. This intervention minimizes exclusionary practices and supports programmatic retention.

- **Holistic Program Design:** Emotional safety is supported by structural design choices that balance stability and autonomy:
 - Mandatory nutritional snacks conform to CDE guidelines.
 - Balanced daily schedules of academic reinforcement, enrichment, and physical activities.
 - Flexible scheduling models, including age-appropriate cohort classes (e.g. TK–1st, 2nd–3rd, 4th–5th) and all-age dynamic activity centers driven by student choice.
 - Family connection protocols to link households with community resources and supportive services beyond the school day upon request.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that supports or supplements, but does not duplicate, the instructional day. 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). While activities may connect to concepts introduced during the instructional day, lessons are



delivered through project-based learning, enrichment experiences, exploration, creativity, cooperative learning, and student choice. Activities are designed to extend learning rather than replicating classroom instruction or direct academic intervention.

Students regularly provide feedback through surveys, discussions, and activity participation preferences, which are used to inform future programming and enrichment opportunities. Cross-age learning opportunities promote mentorship, leadership development, collaboration, and peer support while fostering a stronger sense of community among participants. 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, enrichment classes, and working in small groups.

Alignment of the regular school day and expanded learning program can be 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,” f) providing strategies for assisting our students, f) and e) 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

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

- 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 informal assistance from certificated teachers. These activities have resulted in tangible outcomes such as student-led portfolios, engineering builds, and community service projects. During intersession programs, skill-building transitions into a thematic camp focusing on themes chosen by a district-wide student vote.
- Students work in cross-age groups where they practice skills such as teambuilding, collaboration, and use of effective communication.
- 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.
- Lesson plans are created that sequence and scaffold skill set for student practice and proficiency. Various activities have reflections built into them.
- Staff and students have made presentations to the School Board, during site visits, and at conferences.

- Remedial and high-level enrichment classes are offered in two sessions per school year and taught by certificated teachers. Students are identified and participate in pull-out classes based on school day assessment results and grade-level teacher collaboration to align pull-out interventions with the students' regular school day academic needs.

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 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.



The Expanded Learning Opportunities Program intentionally develops academic, social-emotional, leadership, communication, and problem-solving skills through hands-on learning experiences, student choice, and meaningful real-world applications. Activities are sequenced and scaffolded to promote progressive skill acquisition while providing students with opportunities to reflect on their growth, demonstrate mastery, and apply new skills in authentic settings.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

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 participate in surveys (as participants as well as administer activity surveys). Based on these written and verbal surveys, sites make room design and activity station adjustments. Students feel comfortable enough with staff that they directly tell us what they like and do not like about the program—mostly verbally and sometimes written. For example, students have written music playlists for Fun Fridays, wish lists for toys and activities, and make suggestions (e.g. activity themes, room names, and refining rules for how to make kickball “more fair” (i.e. TK-K’s don’t get “out” or score, so they can learn the game with older students and be fairly placed on teams). Survey data are reviewed by Site Leads and program leadership during regular planning meetings and are used to identify trends, evaluate program quality, and prioritize program improvements.

Students have multiple opportunities to share viewpoints, concerns and interests that directly impact the program operation. Starting in 2017, the 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 continue to 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 programs are 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. Each site identifies and develops student leaders through structured leadership opportunities including event planning committees, peer mentors, activity leaders, and student ambassador roles. 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 or Project of the Day selections. Furthermore, older students (e.g. 3rd grade and up) provide leadership, such as applying for enrichment classes, lead activities and design intercession logos/t-shirts. The Expanded Learning Opportunities Program intentionally fosters youth voice, leadership, and shared decision-making by providing students with meaningful opportunities to influence program design, evaluate program quality, mentor peers, lead activities, and participate in continuous improvement efforts. Student feedback is collected formally and informally throughout the year and is routinely incorporated into program planning, ensuring that programming remains responsive, engaging, and reflective of student interests and needs.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The Program is aligned with the schools' wellness plan as outlined in the district'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; 30-60 minutes per day.
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	The Program Director meets with the district and

infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.	school site administrative team monthly and regularly checks in with kitchen management. The program follows the district recordkeeping.
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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. Healthy behaviors also include emotional wellness, self-regulation, stress management, positive relationship-building, and social-emotional skill development through daily SEL practices. Students are encouraged to develop lifelong healthy decision-making skills related to nutrition, physical activity, interpersonal relationships, personal safety, and overall wellness. Physical activities are adapted as needed to ensure meaningful participation for students of all abilities and developmental levels. 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. Include how ELO-P will provide access for students with disabilities.

In accordance with EC Section 46120, the program prioritizes and guarantees access to all unduplicated pupils (English learners, eligible for free/reduced-price meals, and foster/homeless youth) in grades TK–6 at no cost to families. Program information, enrollment materials, family communications, and important notifications are translated or interpreted whenever possible to ensure meaningful access for families whose primary language is not English.

Culturally diverse program stakeholder groups merge ideas and support 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 program's 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 Learning for Justice, 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; these students are integrated socially and physically with the main program to avoid "tracking" or segregating students by ability, which violates equity standards. Initially, students are identified by their parents on the enrollment form of any health and/or special needs, so the program can be sensitive to the needs of subgroups. The Site Lead and Health Aide work together to review the student lists and compare health needs as listed on the program enrollment forms and the Aeries student information system. 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 (occasionally with additional assistance from student helpers or volunteers, who are *not* included in the ratio). As possible, 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

Minimum Staff Qualification: What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios (EC Section 46120(b)(2)(D)).

Staff Development: Describe your staff training and developmental plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to staff development. This activity is allowable during the instructional days or the non-school days (EC Section 46120(b)(8)).

Staff Engagement: Detail how the program will provide opportunities for students to engage with quality staff (also see Youth Voice and Choice section above).

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. All employees successfully complete DOJ/FBI fingerprint clearance, tuberculosis risk assessment or testing (as required by state law), mandated reporter training, and district-required health and safety clearances prior to supervising students. Personnel files for work schedules, time sheets, health and safety screening, and evaluations are maintained by WSD's HR

Department, using an internal checklist. The program maintains staffing ratios of no more than 1:10 for TK-K students and no more than 1:20 for grades 1-6. Site Leads monitor daily attendance and staffing assignments to ensure compliance. Additional staff, substitutes, and cross-trained personnel are utilized when needed to maintain required supervision ratios. 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 or job/college fairs. 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 enrolled in 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, Manager 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: Typically scheduled in August, December and/or June
- ✓ On-the-job Coaching, Team Daily Briefings & Individual Meetings
- ✓ News To U districtwide program 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.

The California Department of Education provides programs with 12 High Quality Standards; with the expectation that programs select 1 or 2 at a time to work on. WSD's program priorities are determined by our CQI results on the ASES Annual Performance Report and data discussed at program leadership team meetings. Over the past eight years, we have heavily focused on the standards of:

- *Active and Engaged Learning*: The program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.
- *Youth Voice & Leadership*: The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.
- *Healthy Choices & Behaviors*: The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle.
- *Quality Staff*: The program recruits/retains high quality staff & volunteers who focus on

creating a positive learning environment and provides ongoing professional development based on assessed staff needs.

- *Safe & Supportive Environment*: To provide a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.
- *Diversity, Access and Equity*: To create an environment where students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

Moving forward, we will continue to embrace the above standards/goals and prioritize:

- *Quality Staff*: The program recruits/retains high quality staff & volunteers who focus on creating a positive learning environment and provides ongoing professional development based on assessed staff needs. Due to the current employment market and challenges experienced over the past several years, we are revisiting this priority.
- *Clear Vision, Mission and Purpose*: The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement.

The program leadership team provides coaching and feedback on ways to implement the standards. We will go into greater detail on implementing and measuring in future individual and group meetings, News To U newsletter, daily briefings, staff manual and the online Prezi's developed by the program leadership team as listed below:

- The Starter Kit: Used primarily for staff orientation for the start of a school year and/or new hires <https://prezi.com/view/dHPBN1HgJZWc2lgRwLt2/>.
- Daily Operations: Used for staff orientation for the start of a school year and/or new hires as well as using pieces of the Prezi to focus on for an in-depth review or to re-visit concepts/procedures <https://prezi.com/view/auKnnXlmWcvASfDsD3ZW/>.
- Helping Students Build Social Emotional Skills in After School for Success in Life: Used to assist staff in building their SEL skill sets as well as to guide staff in assisting students in building their skills, setting the tone for a healthy culture, establishing expected behaviors, and using strategies to promote positive behavior. Used at the start of a school year, new hires and in pieces for an in-depth review or to re-visit concepts/procedures <https://prezi.com/view/5B1VRWSRnWYSv00B1CsE/>.

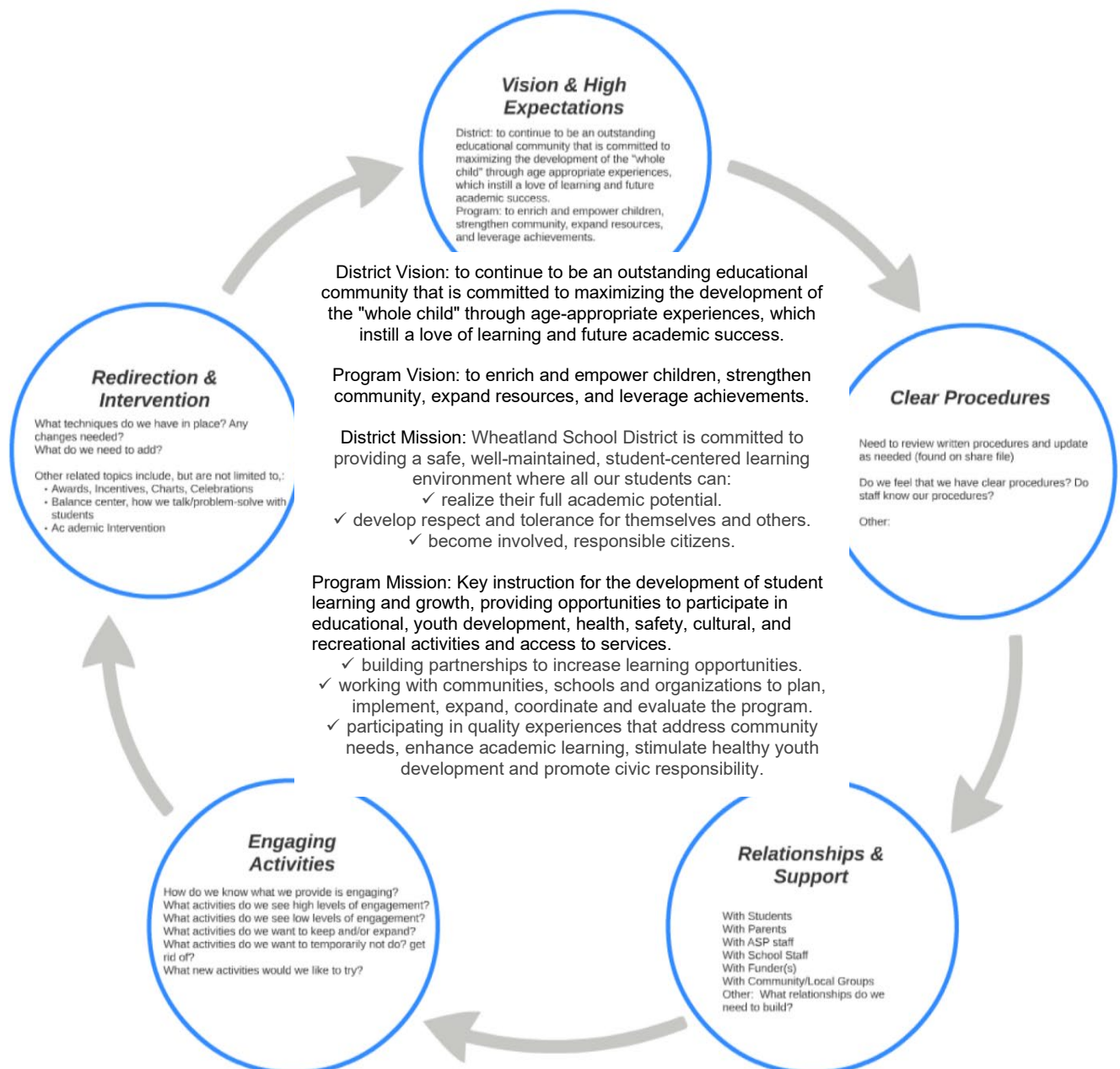
The program provides opportunities for students to engage with quality staff on multiple levels as outlined in previous and future sections. Because students have the ability to choose rooms and activity centers, all staff and students are familiar with one another and staff know all of the students' names at their site.

8—Clear Vision, Mission, and Purpose

Explain 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, district funds, and in-kind 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

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



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 surveys, Quality Self-Assessment Tool, in-person feedback and direct observation 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 our updated plan. This is communicated via the plan posted on the

district's website, in training materials and meetings.

9—Collaborative Partnerships

Community Based Organizations and other Non-LEA Partners: Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Students and Families: Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

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. Parents are engaged via phone, email, surveys, events, meetings, and at student pick-up. 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 that provided field trips, guest speakers and in-kind support.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic

mindset, perseverance, conflict resolution, and school connectedness.

School and expanded learning staff are reporting post-pandemic impacts on many K and 1st grade students whose first exposure to schooling was from home and not in-person at school. Many of these students, while at school, tend to demonstrate a pronounced observable need for the resources, support and skill sets promoted by our social and emotional learning focus. The highest need is emotional regulation – how to understand and manage big feelings. Expanded learning staff implement CATCH (Coordinated Approach to Child Health) and SEL strategies (CASEL, Second Step, Kelso's Choice). At Site Leadership Team meetings, the Program Director, Manager 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.

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.

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 focused on the CA After-School Program Quality Self-Assessment Tool and based on current program needs, 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
- Learning In Afterschool & Summer (LIAS) Self-Assessment Tool
- Crosswalk school site safety & district wellness plans

11—Program Management

Policies, Procedures and Budget: Include as an addendum (or hyperlink) any approved policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc. Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program. How does this budget reflect the needs of students and families within the community? Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

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))." Additional priorities include: grade-levels TK-6th, children of direct staff, students referred for academic remedial and enrichment opportunities, accommodating families with multiple children enrolled (as possible), and order of application.

The Program has solid staff that truly works in team – 1 director, 1 manager, 3 Site Leads, 6-10 certificated teachers, 20+ para-educators/health aides, and floating high school and parent volunteers as available. 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 director and manager have 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, the manager has been with the program over 15 years and the Site Leads have been running program for over 3 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, director and school administrators meet regularly. Selection of the program site supervisors is subject to the approval of the school site principal. The director, manager and Site Leads meet a minimum of once per month and correspond daily. There is an open-door policy at all levels. The Site Leads brief their staff teams daily. The director and manager work 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 newsletters are distributed to staff from the

director and Site Leads. Staff performance is evaluated informally and formally by the Site Leads, manager 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 in-person on the job training, 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, manager and Site Leads. At a minimum, the plan is updated by the director, manager and Site Leads based on collected data 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. Typically the director, staff, and the administrators meet monthly to ensure ongoing monitoring. Meetings are held with Ana Azcona DeJesus, WSD's Chief Business Official and bi-annual meetings with the Wheatland Youth Collaborative. Under the leadership of WSD's Superintendent, Chief Business Official and the 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.

The enrollment process is detailed in the below "General Questions" section under the "Offer and Provide Access" header. The attendance procedures are:

Daily Attendance Process

- Prior to school dismissal, assigned staff check school day attendance (Aeries) and school day sign-out logs (at main School Office)
- At school dismissal, staff report to their designated areas to take attendance of students participating in the After School Program.
 - Attendance Sheets, Blue Absence Slips, Clipboards, and Blue Pens.
- Students check-in to designated areas (i.e. assigned by grade-level or activity). Typically, students are having snack during attendance. Students are expected to arrive at their designated After School area immediately after school dismissal; however, students are given a reasonable amount of time to reach their destination (as determined by program/site leadership; typically 10-15 minutes). Students who are tardy (i.e. arrive after the attendance/absence slips have been given to the Site Lead), report to the Site Lead.
- Within 15 minutes of school dismissal, the Site Lead collects attendance sheets and absence slips and cross-references with:
 - school day attendance and sign-out logs
 - daily messages from parents and enrollment form notes
 - other After School Program classes/activities
 - After School Sign-Out logs

- Site Lead calls students in absent that are unaccounted for.
 - Phone numbers are located in the Student Master Binder and on Aeries.
 - Start by calling the Parent/Guardian home number and leave a message as necessary; also follow-up with cell/work numbers if available.
 - Guidelines on what to say: Hello, this is (your name) from the After School Program. I am calling because (student name) is absent today. {Often parents say that they have the child in their care and forgot to call us. As appropriate, reiterate that it helps with the attendance process when parents call the program and leave us a message when they know their child will not attend.}
 - If a child is “missing” (i.e. the parent expects the student to be in our care), remain calm and do the following to track down where the student is:
 - Check the student’s enrollment form for any notes
 - Call the student’s After School class to see if there is any news about the student
 - Call the school’s Main Office to see if there is any news about the student
 - Call the student’s school day classroom to see if there is any news about the student
 - Call the school’s Main Office to do an all-call for the student to report to the program (specific room); if staffing allows, can do a quick campus search (e.g. bathrooms)
 - Contact program director, manager and/or designee

*Note: as you account for students listed on the “blue slips”, cross out and annotate (e.g. late, picked up, absent list, sent home from school day, etc.) – this way it indicates that you have accounted for every child.

The intention of the Legislature is that elementary school students attend the full day of the program every day. The intention of the Legislature is that middle/junior high school students attend the program for a minimum of 9 hours a week and 3 days a week. While a flexible attendance schedule is offered, and which flexibility may be activity specific, priority is given to students who attend daily. As stated in the WSD After School Program Handbook, students are encouraged to attend the full program daily. Students are signed out from the program by authorized adults. An early release policy is on file and website ([Wheatland School District - After School Programs](#)).

Daily and Monthly Attendance Review Process: Each morning, the Site Lead reviews the previous day’s attendance records for accuracy. This means that when there is a check mark or “1” on the ASP attendance sheet, the student must have a signature and time out written on the sign out sheet for the corresponding day. Also, when there is an “A” or “0” on the ASP attendance sheet, the student must have “absent” written on the sign out sheet for the corresponding day. All attendance and sign-outs must be in ink (preferably blue pen).

- Make sure that the attendance sheet and sign-out sheets match for each child (and that there is both a signature and time out written).
- Correct any errors (for example):
 - If a student was marked as “present” on the attendance sheet, but not signed out:
 - Check to see if student was actually present (reference school day sign-outs/absence lists).
 - If student did not attend, mark absent with an “A” on the attendance sheet and write “absent” on the sign-out sheet for that day.

- If student did attend, but was not signed out, leave a note for the parent to please sign out for that day.
- If a student was marked absent on the School Day attendance (Aeries print out), but arrived to Afterschool and was tardy to school, mark on the School Day attendance print out that they were “in school” and let the school secretary know. Make sure that they were marked as present on the ASP Attendance sheet and signed out.
- As needed cross-reference with other activities.
- Make sure that all students who “walk” or ride the “bus” are signed out by you (e.g. initial and write the time or mark as absent).

At the end of each month, the Site Lead reviews the previous month’s attendance records for accuracy. All attendance and sign-outs must be in ink (preferably blue pen).

- Make sure that the attendance sheet and sign-out sheets match for each child (and that there is both a signature and time out written). This means that when there is a check mark or “1” on the ASP attendance sheet, the student must have a signature and time out written on the sign out sheet for the corresponding day. Also, when there is an “A” or “0” on the ASP attendance sheet, the student must have “absent” written on the sign out sheet for the corresponding day.
- Collect and cross-reference with other attendance sheets as necessary (e.g. AI, GATE, FRC). See “Monthly Attendance and Sign Out: Cross-Referencing” section below.
- Tally ASP attendance sheet totals (total for each student and for each day; the grand totals for student and days must match).
- Attach the sign out sheets to the corresponding attendance sheet (sign-outs should be fastened behind the attendance sheets in order by student).

Monthly Attendance and Sign Out: Cross-Referencing: Many students attend multiple activities after school and will be found on more than one attendance sheet. When this happens, we need to make sure that the child is only counted once (for any particular day). Typically, students are cross-referenced with AI, Enrichment, and Homework Club classes. (*Note: these steps assume that attendance and sign-out sheets have been previously checked for accuracy.) To do this:

- You will need to review for each student that is listed on more than one attendance sheet. Make a legend and assign a highlight color for each class.
- Make a copy of the original class attendance sheets (e.g. AI, Enrichment, and Homework Club). Put the originals aside. Use the copy to cross-reference.
- Now you are ready to compare your grade-level attendance sheets with the class (AI, Enrichment, and Homework Club, etc...) copied attendance sheet. On your copy:
 - When you find that a student is “present” on the copied sheet AND “absent” on the grade-level attendance sheets, then circle the check mark or “1” on the copy.
 - All other times, you will mark an “X” through the day. For example,

- When you find that a student is absent on both attendance sheets, then mark an X through that day on the copy.
- When you find that a student is present on both attendance sheets, then mark an X through that day on the copy.
- When you find that a student is “absent” on the copied sheet AND “present” on the grade-level attendance sheets, then mark an X through that day on the copy.

Monthly Attendance and Sign Out (Developing the Paperwork): Before the start of a new month, Site Leads or the manager creates the attendance and sign-out sheets.

- Use the Attendance Sheet and Sign-Out Sheet templates (MS Word and Excel formats).
- Edit the month, dates, instructor names, and notes as needed. Check for accuracy.
- List students alphabetically by last name and add/delete students as needed. Typically, attendance sheets are by grade-level.
- Prepare a sign-out sheet for each student.
- At the end of each month, remove the prior month’s attendance/sign-outs (and give to manager or director for data entry into Excel attendance database) and replace with the new month’s attendance and sign-out sheets.

Budget planning is built on the following priorities: 1) meeting program requirements to comply with the necessary number of days/hours, minimum staffing requirements, and essential elements of program as described in EC 46210; 2) alignment with district LCAP and EGUSD Strategic Goals; 3) unique needs of each school community based on needs assessments. WSD and the Wheatland Charter Academy are preparing for ELO-P expansion (e.g. tier 2 to tier 1) and increased capacity – looking at facilities (possible portables), creative ways to increase staffing levels, try new and varied program formats, speaking with neighboring districts about promising practices, etc. we are also preparing for additional administrative requirements (e.g. new data requirements and set up systems for Aeries, CALPADS, increased data entry, etc) and possible new positions. We will continue to build on our previous ELO-P efforts.

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 programmatic requirements will be adopted for program guidance. If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Do you have an ASES Grant? Yes Do you have a 21st CCLC Grant? No

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. In coordinating all these funding streams to move towards a single program, WSD will use the most stringent requirements for program guidance. 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 programs (i.e. McKinney-Vento

Homeless, Foster Youth, English Learners, lowest income, as determined by prior year eligibility for free and reduced-price meals) as well as grade-levels TK-6th, children of direct staff, students referred for academic remedial and enrichment opportunities, accommodating families with multiple children enrolled (as possible), and order of application. The number of participating students at each school site is dependent upon staffing (i.e. the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1), facility capacity, as well as the number of spaces as allocated (for ASES). WSD has leveraged funds, examples are to:

- increase the number of students served (beyond the original ASES grant).
- hire a Health Aide for expanded learning programs at every program site.
- attract quality staff, we have created cost-sharing full-time positions via shared positions between school day and after school programs. As staffing is a challenge, we advertise and actively recruit parents and community members to work and/or sub.
- expand after school enrichment classes focusing on fostering connectivity to school, social interactions, and broaden student interest (e.g. theatre, watershed science and art, CATCH cooking/nutrition, and school-community leadership), which regularly engages the students in activities that integrate SEL via students leading multiple activity “stations” with all-inclusive age, readiness skill games as well as promote teamwork and understanding. Teachers report that the activities are building students’ confidences and social connections across grade level groups.
- purchase health and safety supplies; including items for staff identification and visibility.
- prepare for ELO-P expansion (e.g. tier 2 to tier 1) and increased capacity – looking at facilities (possible portables), creative ways to increase staffing levels, try new and varied program formats, speaking with neighboring districts about promising practices, etc.
- prepare for additional administrative requirements (e.g. new data requirements and set up systems for Aeries, CALPADS, increased data entry, etc) and possible new positions.

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. Leadership is coordinated by the Expanded Learning (ASES/ELO-P) Director and Manager 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. (See [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 made a smooth transition to include TK-K students under ELO-P. Staffing is in place to maintain the 10:1 student to staff ratio to serve 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 as 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.

Offer and Provide Access: Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

All programs that occur after school are located on the school campus. For non-school days that the program is open (e.g. summer/intercession), 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 starts on the first day of school and ends on the last day of school, open Monday through Friday from the end of the school day until 6:00 P.M. The program is open on minimum days and is closed on school holidays. The program notifies parents well in advance of any program closures due to staff development days. Students enrolled in the district and who are entering grades TK-8th in the fall are eligible. Students will attend the program at the school site that they attend during the regular school day. Students' enrollment must be confirmed by the After School Office before they are allowed to attend. Parents/Guardians are notified regarding their child(ren)'s enrollment status (via the email they provided on their enrollment request form); parents will either: be notified that their child is confirmed to attend the program and will be sent a detailed enrollment form to complete and return or be notified that their child is on a waiting list and that the program will contact them when a space becomes available.

Enrollment Process

- Draft Enrollment Packet (i.e. web-based Enrollment Form (using Microsoft Forms and Excel) and general information can be found at: Wheatland School District - After School Programs) and obtain Superintendent Approval; as well as develop hard copy Handbook/Brochure and Flyers; schedule a districtwide "all-call"; update website and distribute enrollment information to schools/school parent newsletters/posted on the program parent boards/carts and partners (e.g. Wheatland Youth Collaborative including Beale Air Force Base School Liaison). The program has resources to provide language translation. Additionally, since the forms and information are posted online, parents can

click the translation button on the top right of their computer to access various languages or click on the immersive reader function.

- While the program accepts applications year-long, enrollment requests begin the Friday before Memorial Day at 4PM online at www.wheatlandsd.com. Several days prior to the start of enrollment, an “all-call” is scheduled districtwide. Two to four weeks prior to the start of enrollment, flyers posted at school sites, enrollment information included in school electronic newsletters, and posted on the web site. Parents have quick access via their mobile device or personal computer. Parents may also use program computers as needed or arrive to the school sites in person to obtain a printed copy (and in-person assistance if needed). WSD developed the enrollment request form to be concise and completed on a cell phone, which has been done successfully since COVID. There are two electronic forms: a) an initial short Enrollment Request Form (available districtwide) and b) a full Enrollment Form with detailed information (sent via email to parents when they are offered a space). Parents complete the *enrollment request form* electronically (see sample below).

After School Program Enrollment Request Form - ASES and ELOP 2025-2026

The 2025-2026 C.A.R.E. Program:

- starts on August 13, 2025 and ends on June 3, 2026.
- is open Monday through Friday from the end of the school day until 6pm and is open on minimum days.
- is available to students entering grades Transitional K-8 in the fall at all Wheatland School District schools.
- Space is limited. You will receive an email (to the email address that you provide below) by the first week of July regarding your child's status. Please check your junk and spam folders. Remember to complete your Free & Reduced Priced Meals Form.

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

* Required

1. Student's Last Name (Apellido del estudiante): * 

Enter your answer

This question is required.

2. Student's First Name (Nombre del estudiante): * 

Enter your answer

This question is required.

3. Student's Grade - Fall 2025-2026 (Grado-caida 2025-2026 del estudiante): * 

Select your answer

This question is required.

4. School Location (Ubicacion de la escuela): * 

- ☐ Bear River (Located in Wheatland; serving 4-8th grades)
- ☐ Lone Tree (Located on Beale AFB; serving TK-5th grades)
- ☐ Charter Academy (Located on Beale AFB; serving TK-5th grades)
- ☐ Wheatland Elementary (Located in Wheatland; serving TK-3rd grades)

This question is required.

5. Parent/Guardian First and Last Name (Padre/guardian primero y ultimo nombre): * 

Enter your answer

This question is required.

6. Parent/Guardian Email (Correo electronico del padre/guardian): * 

Enter your answer

This question is required.

7. By checking this box you are confirming that the data is valid and you are submitting past 4PM on May 23rd. Al marcar esta casilla usted confirma que los datos son validos y usted se somete a las 4pm del pasado 23 de Mayo. * 

☐ I agree (De acuerdo)

Then, parents receive an email that either their child(ren) have been offered a space or that their child(ren) are on a waiting list. If their child is on a waiting list, they are emailed that they will be contacted when a space becomes available. If their child was offered a space, they receive an email with the link to the full enrollment form (full enrollment form attached) such as:

From: Aroz, Tara **Sent:** Tuesday, June 17, 2025 11:14 AM **To:**

Subject: Follow-up email to your enrollment request for the Wheatland School District's After School Programs

This is a follow-up email to your enrollment request for the Wheatland School District's After School Programs. **We are pleased to offer your children a space in the program – starting Wednesday, August 13th!** If you would like the space, please fill out this electronic form <https://forms.office.com/r/Z8e4dguuyv> (1 per child) **no later than Friday, July 18th**. If you would like to decline the space, please let us know asap so we can continue moving our waiting list. Additionally, if we do not hear from you by July 18th, we will consider the offered space declined and we will remove your child from the Program Roster. C.A.R.E. provides safe and supervised after-school environments and enrichment activities to improve academic achievement and school participation. Using a Learning Center format, C.A.R.E. offers: Homework Assistance (2nd/3rd-8th grades as assigned by school) and Computer Labs, Academic Intervention and Enrichment Classes, Physical Activities, STEAM, Arts, and Games. At C.A.R.E., students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, to discover things about themselves, and to build social skills and confidence. Enrichment classes do not feel like traditional school as classes are filled with hands-on and "disguised-learning" activities. Examples of activities are arts and crafts, gardening, inventions, tournaments, individual and group games, and more. Please know that students are provided a nutritious afternoon snack daily and that homework assistance is open Mondays through Thursdays. Your student is called by grade level for homework assistance (i.e. 4th-8th at Bear River, 2nd-5th at Lone Tree/Charter, 3rd at Wheatland Elementary). The homework center offers: a quiet environment for homework completion/reading; staff assistance with questions; staff check for homework completion (We do not correct homework); homework tracking & rewards; parent homework notices, as needed; and access to supplies that include, but are not limited to, pencils, erasers, rulers, measurement tables and charts. Students must attend the regular school day to attend the program - if students are signed out from the school day office and not signed back in to the school day office before school dismissal, then students may not attend the After School Program.

- The Wheatland School District's After School Programs start on **August 13, 2025** and ends on **June 3, 2026**, open Monday through Friday from **the end of the school day until 6:00 PM**. We are open on minimum days and closed on school holidays.
- **Children are required to maintain a minimum attendance rate of 90% (approx. 2 absences per month).** The Legislature intended that elementary school students attend the full day of the program every day in which students participate (EC Section 8483[a][2]) and is not a drop-in or child care program. **Please know that repeatedly signing your child out within 30 minutes of the program start time does not meet the daily attendance requirements.** Parents of children who do not meet these requirements will be notified regarding removal from program.
- **Children attend the full program** (e.g. daily for TK-5th grades and a minimum of 3 days per week for 6-8th grades), unless a written early dismissal policy is in place. A written statement from the parent/guardian specifying dates, times, and the qualifying condition satisfies the early dismissal policy (see sign-out sheet at your child's program site).
- **The program closes at 6:00 PM.** Three late pick-ups per family warrant termination from the program.

Contact Info: Please feel free to contact the program with questions at:

- After School Office in Wheatland (Serving 4th through 8th grade **Bear River School** students): Ms. Patty, Bear River School, Portables, Tel (530) 633-3135 ext. 2222 and (530) 415-2378
- After School Office on Beale Air Force Base (Serving TK through 5th grade **Lone Tree Elementary School and the Wheatland Charter Academy** students): Ms. RayDean, Lone Tree School, Room 35, Tel (530) 788-7342
- After School Office in Wheatland (Serving TK through 3rd grade **Wheatland Elementary** students): Ms. Amanda, Wheatland Elementary School, Room 27, Tel (530) 633-8027 and (530) 415-2350

Thank you and we look forward to seeing your child in the After School Program!

- When parents/guardians submit an enrollment request, students are sorted into "priority enrollment categories" by date received (using Microsoft Forms, Excel, and Aeries).

School sites maximize 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. "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))." Additional priorities include: grade-levels TK-6th, children of direct staff, students referred for academic remedial and enrichment opportunities, attendance recovery, accommodating families with multiple children enrolled (as possible), and order of application. Furthermore, school site Principals can refer a student for enrollment on a case-by-case basis (e.g. occasionally used when there is a high academic need or a family experiencing an unexpected trauma).

- Once the program reaches maximum capacity, there is a waiting list established according to priority order. Enrollment is determined by the number of allocated spaces per school, staffing levels, and facility capacity. Typically, the program "over enrolls" by approximately 10% to account for daily absences. Accommodations are made as deemed by school/district administrators as well as circumstances that fit into the early release policy. For program sites that do not reach maximum capacity, parents are notified of availability via school events, program flyers, and partners.
- A list of confirmed students is sent to each of the school offices and updated as needed. If there is a waiting list, parents are notified that their child is on a waiting list and that the program will contact them when a space becomes available. Attendance is reviewed monthly and any waiting lists are reviewed; the waiting list is moved when enrollment (based on a review of actual monthly average daily attendance data) meets or drops below allocated spaces (i.e. students become inactive due to a change in family circumstances, relocate, etc...).

Field Trips: Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally. ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips. Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Based on the program theme (theme is determined by student vote), 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: a) the local farm that provided the experiential field trip to highlight the different soil types and the importance of Farm to Fork, b) one year the Sacramento Zoo Mobile Unit came out to

support the Animal Planet theme, and c) the B Street theatre to support the Hollywood theme. Future field trips scheduled by the WSD Expanded Learning Program (school year and summer/intercession) will be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

Program Fees: Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 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. If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

No fees are collected by WSD Expanded Learning Program (school year and summer/intercession).

Sample Program Schedule- Regular School Day: Please include 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, and all other grades, 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). Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.

Sample Program Schedule using ASES and ELO-P

Monday-Friday	School Year TK-8th Grade Schedule Sample
7:45-8:30am	Breakfast
8:30am-2:15pm	Instructional Day/Lunch/Recess
2:15-2:30pm	Expanded Learning Check-in/Snack
2:30-3pm	Physical Activity
3-5pm	Academic Intervention/Homework/Enrichment Activities/STEAM Student Choice Rotations
5-6pm	Quiet Activities/Physical Activity/Clean Up/Check Out

Monday-Friday	Summer/Intercession TK-8th Grade Schedule Sample
8-9:00am	Check-in/Breakfast/Physical Activity
9:00-11:30am	Student Choice Activities on Campus: Arts and Crafts, Science, Computers, Intervention Classes/ Swimming/ESY
11:30am-12:30pm	Lunch & Recess (Multipurpose/Cafeteria)
12:30-4:30pm *Snack 3:15pm	Student Time Choice: Computer Lab/Teacher Time/Teen Zone/Kid's Corner Zone/ESY STEAM Zone/Quiet Zone/Tinker Zone
4:30-5pm	Clean up/Check out

This ELO-P Plan may be subject to revisions to better align with future CDE updates to program guidelines and requirements.

Addendum

Full Enrollment Form (Note this online form has been formatted to fit this document)

After School Program Enrollment Form 2025-2026 ASES & ELOP – Sample

' Required

STUDENT INFORMATION

1. Student First Name*
2. Student Last Name *
3. Grade Level (2025-2026 School Year) * ☐ Transitional Kindergarten ☐ Kindergarten ☐ 01st Grade
 ☐ 02nd Grade ☐ 03rd Grade ☐ 04th Grade ☐ 05th Grade ☐ 06th Grade ☐ 07th Grade ☐ 08th Grade
4. School (Enrolled in for 2025-2026 School Year) *
☐ Bear River ☐ Lone Tree ☐ Charter Academy ☐ Wheatland Elementary
5. List Medication at After School (Doctor's note & school forms required) *
(If no medication taken during the After School Program, please type in "none")
6. List Allergies/Chronic Illness (If none, please type in "none")*
7. Special Education * ☐ Yes ☐ No
8. Homeless or Foster Care? (under the McKinney-Vento Homeless Assistance Act and Foster Youth)*
 ☐ Yes ☐ No

PARENT/GUARDIAN INFORMATION

9. Parent/Guardian Name • (Primary contact)
10. Parent/Guardian Phone Number (format e.g. 5306333130) •
Primary contact phone number for absences, illness, etc.
11. Parent/Guardian Phone Number (format e.g. 5306333130) •
Primary contact's alternate/second phone number
12. Parent/Guardian Name
Secondary contact
13. Parent/Guardian Phone Number (format e.g. 5306333130) •
Secondary contact phone number
14. Parent/Guardian Phone Number (format e.g. 5306333130) •
Secondary contact's alternate/second phone number
15. Home Address *
16. Email Address *

STUDENT PICK-UP INFORMATION

17. After CARE, I would like my child to *
- ☐ Be picked up from CARE
- ☐ Walk home/designated location (No later than 5:30pm)

0 Ride bike home (No later than 5:30pm)

18. What time would you like your child to walk/ride bike (No later than 5:30pm):

19. If your child will be picked up from the Program, please list who you give permission *
(This is in addition to Parent/Guardian listed above)

EMERGENCY CONTACT INFORMATION

Please list people **we** may contact who know your child and can take full responsibility should you not be available.

20. Emergency Contact (List Name and Phone Number) *

CONSENT FOR PHOTOGRAPHS, INTERNET USE & PHYSICAL ACTIVITY

21. I give my consent to the Wheatland School District (WSD) Program to photograph my child and to use such pictures/stories in connection with their work and to showcase on WSD web site without consideration of compensation of any kind, and I do release WSD from any claims what so ever which may arise in said regards.* 0 Yes 0 No

22. I give my consent to allow my child to use the internet under the supervision of the Program staff. *
0 Yes 0 No

CONSENT TO PARTICIPATE IN THE AFTER SCHOOL PROGRAM

23. If your child has a fever or shows signs of illness, you will be contacted and must immediately pick up your child. In case of an emergency injury or illness, I authorize the Program to call the paramedics. As legal guardian of the above listed student, a minor, I authorize the school representative designee to consent to any x-ray, examination, anesthetic, medical or surgical diagnosis, treatment, and/or hospital care to be rendered upon the advice of any licensed physician and/or dentist. The Program is not responsible for personal items. I have read and understand the above and the policies at <http://www.wheatlands.d.com/After-School-Programs-/index.html>. I give my consent for my child to attend the Program and participate in its activities. *

Please type your full name below to give consent.

After School Programs 2025-2026



Staff Manual

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Contact Info

After School Program on Lone Tree's Campus (serving Lone Tree & Charter Academy TK-5th students)

- Site Lead: RayDean Aroz raroz@wheatland.k12.ca.us
- Office: Room 35 and 788-7342 (or ext. 6131)
- Rooms: 26, 27, 28, 29, 31, 34 and computer lab

After School Program on Wheatland EI's Campus (serving Wheatland Elementary' s TK-3rd students)

- Site Lead: Amanda Luce aluce@wheatland.k12.ca.us
- Office: Room 27 and 633-8027 (or ext. 3227) Cell: 530-415-2350
- Rooms: Cafeteria, 26, 27, and computer lab

After School Program on Bear River's Campus (serving Bear River's 4-8th grade students)

- Site Lead (interim): Patty Spina pspina@wheatland.k12.ca.us
- Office: Portables and 633-3135 (ext. 2222) Cell: 530-415-2378
- Rooms: Portables and FRC

Feel free to contact the Director, Assistant Manager and/or the Site Leads with questions.

Tara Aroz (ext. 6130) Director Ph: 530-788-7342 Cell: 530-923-0376 Email: taroz@wheatland.k12.ca.us

Patty Spina (ext. 6132) Manager Ph: 530-788-7342 Cell: 530-329-1493 Email: pspina@wheatland.k12.ca.us

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in California *Education Code (EC)* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. Social and Emotional Learning is about helping students develop a range of skills they need for school and life. SEL skills include the ability to:

- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions
- Understand and manage emotions

All of these skills are necessary—both for educators and students—to function well in school, community, and careers.

Expectations of Employees

- ☑ **Create a Positive Environment:** Model the golden rule and good leadership skills. Students will tend to act like the adults they are around. Do not use foul language or gossip. Do not pick up or carry children or have children sit on laps.
- ☑ **Dress Appropriately:** Maintain a clean, neat appearance and be ready to play with children. No flip-flops and shoes must have a heel strap. Tank top straps must be two fingers in width, shorts be mid-thigh, and under garments covered at all times.
- ☑ **Be Prepared:** Program staff manage and facilitate students and activities. Instruct the students what to do; asking often gives the impression that they have the right to argue about what you want done. Know what you are going to say, and make sure all concerned are listening.
- ☑ **Give Your Full Attention and Be Alert:** Supervising students is a demanding job that requires your full attention. Know where your students are and remember that what you do impacts others. In the classroom and outside, staff need to remain in their assigned area, move around and spread out to assist students. Keep moving in a regular pattern to survey the area/room. Move to noisy or trouble spots quickly. Keep your eyes moving. When making transitions, students should be in a line – with one staff leading and the other staff at the end of the line. Visit with each other after work.
- ☑ **Personal Cell Phones:**
 - **Staff:** Set personal cell phones to vibrate (may leave in staff box). Do not allow students to use your cell phone or share screen content with them. Notify Site Lead for coverage if personal cell phone use is needed.
 - **Students:** Cell phones are to be stored in their backpack (same as school day). Contact the Site Lead for students requesting to use their cell phone or office phone.
- ☑ **Stay Calm and Keep Your Sense of Humor:** Don't let poor behavior make you angry. Take a few deep breaths if necessary to remain calm and smile. Remember your mood affects students - gentle movements, speech and thoughts.

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 stakeholders 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.

- ☑ **Be Consistent and Fair and Do Not Bluff:** Children are quick to see through and lose respect for the person who continually threatens but does nothing about misbehavior. Don't tolerate one day and suppress the next. Treat students alike.
- ☑ **Know When to Overlook a Situation:** Don't seek problems. If the situation can be handled by talking to students, do so. If the situation is more than the class staff can manage, then call the After School Office/Site Lead (walkie talkie or phone).
- ☑ **Respect Parents, Students & Staff:**
 - Greet students as they enter/exit the program
 - Greet all parents as they enter/exit the program (e.g. when parents drop off and sign-out).
 - Greet staff, refer to co-workers as Mr./Ms./Mrs. (ASP Para's do not refer to themselves or allow students to refer to you as "teachers")
 - Honor your co-workers by being a team-player and treating them with respect.
 - No chewing gum or drinking sodas in front of students; sodas/energy drinks need to be in concealed containers.
 - Use appropriate language - name calling, labeling and foul language have no place at school.
 - Keep school matters confidential - things seen/heard at the program, stay at the program. Honor confidentiality and respect others' privacy. Update your Site Lead with any relevant information.
- ☑ **Follow Chain of Command, and Program Rules and Schedules:**
 - Chain of command is ASP Para Ed - Site Lead - Program Manager - Program Director - Superintendent.
 - Staff must follow the assigned work schedule; work schedule changes must be authorized by the Director. Staff may not arbitrarily change the schedule or "make up" missed hours.
 - Staff must follow the program/class schedule for their site.
- ☑ See **Classified Employee Handbook:** from Human Resources and Union information at <http://www.wheatlandsd.com/Departments/Human-Resources/Contracts/index.html>
- ☑ **Time Sheets:** Your regular pay is scheduled according to your contract, which is based on your regularly scheduled shift. Time sheets are completed for any extra time outside of your regularly scheduled shift (e.g. minimum days). It is your responsibility to complete, sign and submit your time sheet accurately and by the due date to your Site Lead. Time sheets must be filled out in either black or blue ink. Complete your time sheet for the entire pay period. Pay periods are the 13th through the 12th of every month (may change due to holidays). Time sheets should be given to your school's Site Lead on the due date. The due dates are listed on the Payroll Schedule/News To U. Pay days are on or near the end of the month (may vary due to holidays). Please know that if your time sheet is not accurate and/or received by the due date/time, your time sheet will not be included in that pay period.
- ☑ **Leave of Absence/Tardy:** Be on time and ready to work. If you will be absent or late to work:
 1. Contact the Site Lead.
 2. Enter the amount of time not worked into the SmartFind Express system. Make sure that you record your absence #, so that you can put it on the Request for Temporary Leave of Absence Form (Directions, Access ID, and PIN numbers are provided by the District's HR Department).
 3. Complete the Request for Temporary Leave of Absence Form and give the form to your Site Lead as soon as possible.

As a reminder...If you are sick, contact your Site Lead at least 2 hours in advance of the start of

your shift. If you need to request time off, complete the Request for Temporary Leave of Absence Form at least 2 weeks in advance; this form must be authorized by the Program Manager or Director. If you will be late, please call your Site Lead; regardless of how late you are – e.g. 1 minute...1 hour. Missed time needs to be placed in the SmartFind Express system and a form completed. Tardiness negatively impacts the program and may result in disciplinary action.

- ☑ **Staff Accidents/Injuries:** Staff injured at the workplace must call the “Nurse” (see sticker for Nurse workplace injury phone number on each classroom phone). Report an accident/injury to the Director within 24 hours of the occurrence. If the Director is unavailable, report to the Site Lead/After School Office. Record the incident on an “Incident Log” and complete an Employee’s Claim for Worker’s Compensation Benefits Form (DWC-1). The employee completes questions 1-8 and the After School Office completes questions 9-17 of the DWC-1 form. The DWC-1 form is on file at the Office. If the employee requires going to the doctor, the After School Office needs to verify with the district personnel department if the employer has designated a doctor or they are to be directed to the employer’s doctor. The After School Office is to inform the District Office personnel department that an accident/injury has occurred.
- ☑ **Troubleshooting and Grievances (Uniform Complaint Procedure):** The Governing Board encourages the early, informal resolution of complaints at the site level whenever possible. The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaint alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements. Forms may be obtained by contacting the After School Office. The procedure for filing a complaint is:
 - A complaint concerning a school employee should first be made directly to the person the complaint concerns.
 - If unresolved, then the complaint should be directed to the Site Lead.
 - If unresolved, then the complaint should be directed to the Director in writing, for review and analysis.
 - If unresolved, the complaint shall be referred to the Superintendent.
 - The Superintendent's decision shall be final, unless one of the parties involved requests a closed session before the Board of Trustees on the complaint. When a complaint is made directly to the Board as a whole or to an individual Board member, it shall be referred to the administration for study and possible solution.
- ☑ **Program contact** information is on the wallet sized Contact Cards, page 2 of this manual and on our District website. No one should leave campus for field trips without a cell phone/walkie. After School staff should direct questions or requests to the Site Lead (NOT the School Main Office). Staff must follow Chain of Command. Please refer parents to the Site Lead as needed. **When in doubt, call the Site Lead (BR=415-2378; LT/WCA=788-7342; WE=415-2350) or Tara (923-0376).**

PREZI ONLINE STAFF TRAINING

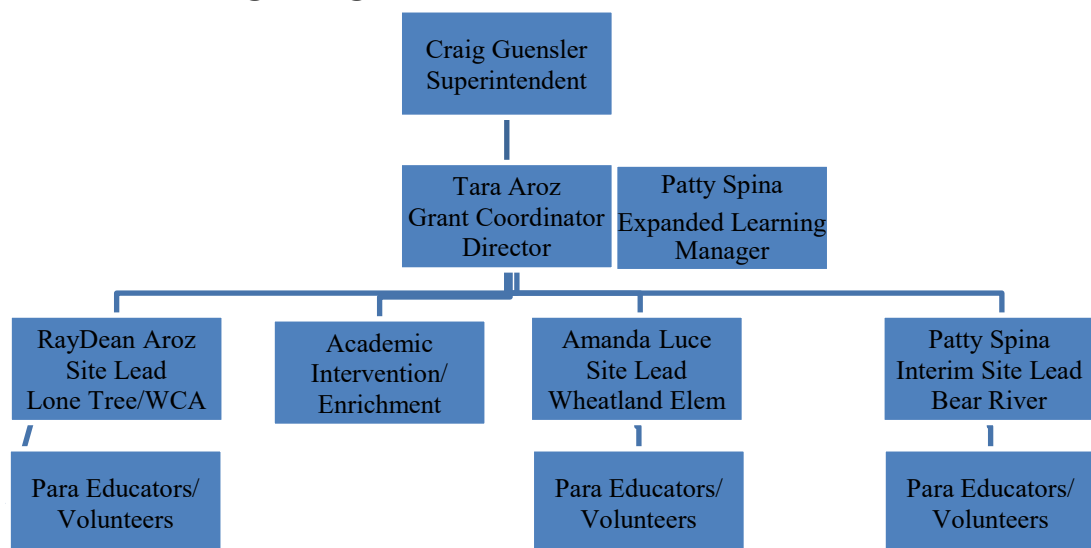
Starter Kit can be found online at: <https://prezi.com/view/gnre7hvm74PBuhPXPyl5/>

Daily Operations can be found online at: <https://prezi.com/view/0Vdp00vYOsRrx0Tlqel/>

Social-Emotional Learning can be found online at:

<https://prezi.com/view/oU5Cm1uApMI9hHuVMl4a/>

PROGRAM CHAIN OF COMMAND



Note: This chart assumes that the Site Administrators work hand-in-hand with the Grant Coordinators and Site Leads/Academic Liaisons to maintain good communication flow, trouble-shoot problem areas and make any necessary site-specific adaptations to ensure quality programming that furthers the Wheatland School District's mission and community priorities.

RULES (Review with Students)

Group Agreements

- Turn chair around before you go to the bathroom, water fountain, or washing hands
- Raise a hand for - help, if you want to change rooms, utilize the bathroom, wash hands
- Eyes on staff and no talking when staff use the attention getter (100% attention)
- Address staff by Mr./Ms./Mrs.
- Clean up after yourself

Weather

When it is raining or extremely hot outside, students will be taken indoors for physical activity and recess. No child will be allowed to walk home in inclement weather; they must be picked-up. The definition of "inclement weather" is lightening/heavy rain and at the discretion of the Site Lead.

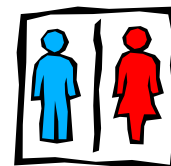
Play Area

- Use all equipment/materials appropriately – e.g. no hanging upside down; no climbing *up* slides; no jumping off swings; no running on walls; no running on playground equipment.
- Students will wear shirts and shoes outside at all times.
- Stay within the program/activity area boundaries; do not leave the area without permission.
- Personal items are not allowed in the playground area.
- If you have sand, woodchips or gravel in your shoes, empty your shoes outside.
- No rock, gravel, woodchips or sand throwing at any time.

Restrooms

- No playing in restrooms or around them, including no water play near the restrooms.
- One person to a stall. No standing or climbing on sinks toilets or partitions.

- Place paper towels in trash can after use. Use quiet voices in the restrooms.
- Report any messes/problems to staff.



Other

- Keep hands and feet to self. Do not pick up/carry other students.
- Stay on the sidewalks. No climbing on porches, railings, or fences.
- Do not hold the sprinklers in place or stomp on the sprinkler heads.
- Do not pull the grass out. Leave the trees and bushes alone.
- Stay away from animals and their homes.
- Shoes/shirts must be worn at all times.
- Students are not to be in classrooms without adult supervision.
- Students address staff as Mr./Ms./Mrs.
- Respect school property and materials.
- Leave personal items at home; the program is not responsible for personal items.
- No nuts, gum or lollipops.
- Students should keep their personal items in their backpacks (including cell phones). Students should use the Program Office phone to contact their parent(s).
- No students are allowed to open or obtain items from staff boxes and/or designated staff cabinets that store personal items, regardless of relation to you.

After School Snack Procedures

- A. The After School Program follow current guidelines. The Program has a scheduled snack time that is no shorter than 15 minutes and no longer than 30 minutes in duration. Each student is encouraged to take a snack. Remind Site Lead if you need an alternate snack for students with allergies. During the scheduled program snack time, students may also eat their snack items that have been brought from home.
 - a. A “complete” snack consists of at least two different components of the following four:
 1. A serving of fluid milk
 2. A serving of meat or meat alternative
 3. A serving of vegetables or fruit or full strength vegetable or fruit juice
 4. A serving of whole grain or enriched bread or cereal
 - b. Candy is not considered a snack and students are asked to keep all candy in their backpacks.
 - c. We work with parents regarding accommodations for students with food allergies.
- B. Snack distribution: Upon student arrival, students choose whether or not to take a snack (i.e. a snack item and juice) from the designated snack area.
- C. When students arrive to the after school designated area, students sit and eat snack while After School staff take attendance. A snack will be counted for each student who takes a snack. Students who refuse a snack or who are absent that day are not counted on the production sheet/log. Students will raise their hands to have something opened. Students with snack from home must sit in a pre-designated area (away from other students due to allergies). All students are responsible for cleaning their area.
- D. A snack equals a food item and drink. Students who do not wish to eat their snack, may put their unopened snack into the “share/returned box” crate. Students who just want one item (i.e. either the food item or the juice), must take both and may choose to return the item that they don’t want into the “share/returned box”.
- E. By the end of each day, all remaining snacks in the “share/return box” crate must be returned to the After School Office and all remaining “untouched” snacks must be returned to the

school kitchen or designated snack return area. “Untouched” snacks are defined as the snacks that students who refuse a snack or who are absent from the program.

Snacks are divided by the school kitchens by age group and put into crates/buckets. Designated staff pick up and return snack crates to the designated area. Crates are labeled by grade/group as well as the amount of snacks in the crate. Please put both the snacks and the juices into the same crate.

Grade level group crates/buckets are updated with the amount of snacks/juices needed as enrollment changes. The Site Lead updates and communicates with the kitchen managers/leads on a regular basis.

Production logs are filled out daily by the Site Leads and submitted weekly to the Director or Manager, who batches the sites’ production sheets and forwards the sheets/logs to the designated staff at the District Office.

STUDENT ARRIVAL AND DEPARTURE

Attendance

- Attendance is taken immediately after school by After School Para Educators. **If a child checking in is not listed on the attendance sheet, the After School Para Educator will notify the Site Lead immediately. If a child arrives to program after the After School Para Educator took attendance, the After School Para Educator must tell the Site Lead immediately.**
- The Site Lead will track down the status of students referred by After School Para Educators.
- Students can leave and re-enter the program when they are signed out and signed back in by an ADULT (see Enrollment Form for approved contacts in the Master Binder).

Student Sign-Out

All children must be signed out when they are picked up. Students must be signed out by their parent/ guardian/designee (18 years old and over) and authorization to release must be verified by the Site Lead. Students riding buses, escorted to cars, or walking home will be signed out by the Site Lead. No child will be allowed to walk home in inclement weather. The definition of “inclement weather” is lightening/heavy rain and is at the discretion of the Site Lead. Parents/Guardians must sign their child(ren) out upon pick-up. Students can leave and re-enter the program only if they are signed out and signed back in by an adult listed on the Enrollment Form.

Early Release Sign-Out: The Early Release Policy and related legislation is described below. We ask that parents write their qualifying condition for early release (e.g. “doctor’s appointment”) in the Notes/Early Release line next to their signature on their child’s sign-out sheet. **Children are required to maintain a minimum attendance rate of 90% (approx. 2 absences per month).** The Legislature intended that elementary school students attend the full day of the program every day in which students participate (EC Section 8483[a][2]) and is not a drop-in or child care program. **Please know that repeatedly signing your child out within 30 minutes of the program start time does not meet the daily attendance requirements.** Parents of children who do not meet these requirements will be notified regarding removal from program.

Student Pick-Up

Always greet parents when they enter your class and spend a few moments letting parents know about their child’s strengths and behavior as well as the activities the students did that day. Staff will display the I.D. sign and ask for I.D., until staff is familiar with pick-up person(s). Staff will only allow the persons listed on the Enrollment Form to pick-up students. If you are not sure, please call the Site Lead for verification. Parents must update any Student Pick-Up Information with the Site Lead. Three late pick-ups per family warrant termination from the program.

EARLY RELEASE POLICY

The ASES (Prop 49) grant requires that programs stay open until 6:00 pm. Elementary school students are recommended to attend the program for a minimum of 15 hours per week. Middle school students are recommended to attend the program for a minimum of 9 hours per week. Children may leave the program early under conditions established by the program in writing.

Legislation *Every after school component of a program established pursuant to this article shall commence immediately upon the conclusion of the regular school day, and operate a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day. Every after school component of the program shall establish a policy regarding reasonable early daily release of pupils from the program. For those programs or school sites operating in a community where the early release policy does not meet the unique needs of that community or school, or both, documented evidence may be submitted to the department for an exception and a request for approval of an alternative plan. [Ed Code 8483]*

Policy

Children may be released early from the after school program based on the following conditions:

- Attending parallel programs (e.g. programs in the school or community, soccer, baseball, music lessons, Youth Center, etc.).
- Family emergencies (e.g. a death in the family, catastrophic incidents, etc.).
- Medical, dental, mental health, and legal appointments.
- Child incidents that occur during program time (e.g. staff call parent or guardian).
- Weather and other conditions (e.g. safety) as prescribed by the school.
- Military exercises, custody agreements, and court appearances.
- Parent choice (e.g. elementary school students attend a minimum of 15 hours per week and middle school students attend a minimum of 9 hours per week) and family schedules (and other circumstances as approved).
- Observance of religious holidays or ceremonies.
- Extreme transportation constraints (e.g. Busing Smartsville students from Beale AFB, parent pick up on way home from work and live too far to go home and return).
- Walkers; students are authorized by their parent/guardian to walk home. Students will be signed out by staff thirty minutes before dark during the winter months.

There are many students who would LOVE to attend the program and limited space is available. It is a policy that "Early Releases" need to be kept to a minimum. If the CARE Program staff feels there is a problem, they will notify the Site Lead/Director who will contact home to discuss ways to change the situation. Parent, guardian, or program staff should sign the child out. We ask that parents write their qualifying condition for early release (e.g. "doctor's appointment") in the Notes/Early Release line next to their signature on their child's sign-out sheet. There may be times when family circumstances may require that the child(ren) not attend the program for an extended period of time, in such as case, parents may request a "leave of absence" from the Site Lead. To ensure your children's safety, they are not allowed to leave and re-enter C.A.R.E. without a parent/authorized adult. To further ensure safety, only persons listed on the Enrollment Form are allowed to pick-up and sign-out your child. They must show I.D. **Children must be signed out by a parent or authorized adult. Three late pick-ups warrant termination from the program (including Camp programs).**

ACCIDENTS, EMERGENCIES, ILLNESSES AND ABUSE

Request After School Health Aide and/or Site Lead assistance for the following:

- ☺ Injured student. Never move or pick up a child that cannot get up on his/her own. Walkie immediately for **URGENT** assistance.
- ☺ If a child is bleeding more than a scratch (i.e. nosebleed, large cut, etc.) or gets an injury above



the shoulders. Walkie immediately for **URGENT** assistance.

- ☺ In the event of an emergency or a violent incident. Walkie immediately for **URGENT** assistance.
- ☺ If a child becomes ill at the program.
- ☺ Student bathroom accidents.
- ☺ **If you cannot reach the Health Aide or Site Lead call Tara immediately at 530-788-7342 or 530-923-0376.**
- ☺ **You are a mandatory reporter.** If you suspect child abuse/neglect, immediately report by:
 - contacting the Yuba County Child Protective Services (CPS) at 530-749-6288.
 - contacting local police or sheriff at 530-633-2821.
 - submitting a written report on Form SS 8572 within 36 hours of making an oral report (online at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf).

MEDICATIONS

Medications **CANNOT** be left in the classrooms. Consumption of drugs, prescription or otherwise, can be hazardous to the health of the students. Rules for medications:

- ☺ ALL meds from staff/students **MUST** be submitted to the After School Office.
- ☺ Non-prescription drugs such as aspirin, vitamins, and throat lozenges/cough drops must also follow this rule.
- ☺ Health Aide and Site Lead will administer medication.

Any student who is required to take non-prescription medication and/or medication prescribed by a physician in After School may be assisted by designated personnel if the school district receives (1) a written statement from the physician detailing the method, amount, and time schedules that the medication is to be taken and (2) a written statement from the student's parent/guardian indicating the desire that the school district assist the student in the matters set forth in the physician's statement. Medication must be in the original container appropriately labeled by the Pharmacy. Parents may request that the pharmacist dispense two bottles of medication; one for home and one for school. If a child needs to take medication during the Program, contact the Site Lead for information about forms and coordination with the school day.

VOLUNTEERS

Sign In the Volunteer Log, Assignments and Requests for Volunteers

Volunteers must have fingerprint clearance through our District Office prior to volunteering.

Fingerprinting must be completed using a Live Scan system at a local law enforcement agency.

Volunteers will be responsible for the fee charged. A Junior or Senior high school volunteer with a written recommendation from their school administrator does not need to use the Live Scan system.

All volunteers must sign the Volunteer Log and are assigned by the Site Lead.

BEHAVIOR MANAGEMENT

When a student breaks a rule and has been warned about the behavior, s/he will problem-solve with staff (and other students as necessary). The Staff and Student will discuss the behavior and ways to "be safe, be responsible and be respectful". There may be incidences when the student needs some time to calm down before problem-solving, so have the student sit in an area for no longer than 5 minutes. At the end of the 5 minutes, s/he will tell or show staff the correct behavior before returning to activities. Complete an Incident Log and notify the Site Lead if a student repeatedly disrupts an activity within the same day and is not responding to staff direction. The criteria for a child requiring discipline is any act harmful to themselves or other children, or actions that hinder cooperative play or activities. Examples are hitting, biting, throwing things, forceful pushing, continuous bullying, running away, using abusive/obscene language or behaving in a disruptive manner.

In situations where a student's behavior disrupts the class and cannot be managed by the classroom staff, the student will be escorted to the Site Lead or the Site Lead will be called to remove the student from the class. Staff must write an incident log(s) detailing what happened. The After School Site Lead/Office will determine the length of removal from a room/activity and may call parents to discuss the situation. Situations that require one-to-one intervention or disrupts the program operations may result in suspension or termination from the program. Suspension or termination must be authorized by the After School Director.

Methods of Disciplinary Action May Include:

- ❖ Talking with the child, temporarily removing the child from a stressful situation or limiting the child's participation in some activities, and balance center activities.
- ❖ If a child repeatedly misbehaves, cannot get along with other children and does not respond to staff discipline, the After School Para Educator will notify the Site Lead and complete an incident report. A discussion with the parent and Site Lead will be held.
- ❖ Children may be suspended/terminated from attending the Program if the child's behavior disrupts or interferes with the operation of the Program. Suspension/termination must be authorized by the After School Director. Suspension/termination is for the length of the Program year (i.e. a student expelled in the 2025-26 school year is eligible for reenrollment at the start of the 2026-27 school year).

Behavior Procedure

- ☺ When a student breaks a rule, talk with the child, temporarily remove the child from a stressful situation, or limit the child's participation in some activities until they are ready.
- ☺ If a child repeatedly misbehaves, cannot get along with other children or does not respond to staff discipline, the Para Educator will **write an incident log** and **notify the Site Lead**. A discussion with the parent will be held.

If a student does not respect the rights of others and disregards the verbal reminders from staff, the following consequences can be expected:

- ☺ Using Kelso's Choice, Second Step and Conflict Resolution techniques (may include temporarily removing child from activity to de-escalate - A good rule of thumb is 1 minute per child's age or grade).
- ☺ Parents contacted by phone and/or note (by After School Office). Conference between parent – Para Educator, Site Lead and/or Director and possibly student.
- ☺ Disregard of the rights of others or interference with the program operation will result in suspension or termination. Director must authorize suspensions/terminations.

Positive Discipline

DEFINITION: Managing group behavior to reduce disruptions and to increase cooperative and responsible behavior.

PROCESS:

1. Structure (Review the daily agenda and rules with students-After School Rights, Room Rights and your activity rules).
2. Limit-setting (Respond to misbehavior/ reasons for misbehavior—have a system that you follow consistently; i.e. pocket charts, bulletin board, etc...).
3. Responsibility Training (Teach the rules – take time frequently to review rules...have students tell you the rules and agree upon them. Teach students to monitor their own behavior as well as their peers).
4. Back-up systems (hierarchy of consequences).
 - Know how you will handle consequences in your room (among classroom staff).
 - When necessary, contact the After School Site Lead or Tara.

IMPORTANT: Make every effort to tell parents at least 1 positive thing that their child has done/about their child every day...It is discouraging to parents, children and staff to focus solely on the negative.



Behavior Management and Discipline Summary

When students are acting out, misbehaving, not listening, etc...

1. Pull student aside and find out what happened.
2. Discuss what happened with student(s)
 - a. inform student why you are speaking with them
 - b. what rules they should be following and why
 - c. ask student what they will do better next time – safe/responsible/respectful choices (when problem-solving, no longer use “good choice”, instead use “responsible choice”, “safe choice”, and “respectful choice”).
3. Let student(s) know if they do it again, what the consequences are (because you just discussed and informed them about it)...for example,
 - a. Temporarily removed from activity
 - b. Notify the Site Lead
 - c. Site Lead informs parents

NOTE: If the situation involves more than 1 student, then talk to each student individually (using the above process) and then talk to them as a group, so everyone is on the “same page”. Continue to write incident logs. Hand in your completed ***incident log(s) immediately to the Site Lead***. If the situation seems urgent or explosive, contact the Site Lead immediately (and write incident log). When calling for the Site Lead over the walkie, use the terms “urgent” and non-urgent”. “Urgent” includes emergencies, threats, any injury neck or above, bathroom accident, student fight, student left the program area/room, etc.

As a reminder, unacceptable methods of discipline include but are not limited to: capital punishment (e.g. push-ups, running laps, etc. for punitive reasons); writing sentences/definitions; and threats and school referrals. For more detailed information about discipline and behavior management review the Prezis. If you feel that you need assistance managing your classroom, please see your Site Lead or the Director.

BEHAVIOR MANAGEMENT CONTINUED...

GROUP AGREEMENTS

- Turn chair around before you go to the bathroom, water fountain, or washing hands
- Raise a hand for help, if you want to change rooms, utilize the bathroom, wash hands
- Eyes on staff and no talking when staff use the attention getter (100% attention)
- Address staff by Mr./Ms./Mrs.
- Clean up after yourself

PROBLEM SOLVING PROCESS (On our incident logs and posted through out the program)

What: Get an account of what happened from all sides.

Why: What were the conditions immediately before? What needs were trying to be met?

How: How did it feel? – Strongly communicate to all parties how their actions or reactions make others feel. Focus on building empathy

Now What?: Next time what will you do differently? Youth identify strategies (establish an alternate course of action. Next time these same conditions occur, what will you do differently?)

I Will: Make sure all participants understand the plan. Get commitment in their own words to follow plan. “Can you do that?”

AFTER SCHOOL RIGHTS

I have the right to be **happy** and treated with **kindness**.

I have the right to be **myself**. I have a right to be **safe**.

I have a right to **learn**. **It is my responsibility to respect these same rights for others.**

CONSEQUENCES

If a student does not respect the rights of others and disregards the verbal reminder(s) from staff, the following consequences can be expected:

- Appropriate Time Out (this may include but is not limited to a discussion and review of agreements/expectations/use problem-solving process, a “walk & talk” with the Site Lead, temporarily remove from activities, use of balance center)

- Parents contacted by phone, in-person at pick-up, and/or note
 - Conference between parent – instructor and/or Site Lead and possibly student
- Disregard of the rights of others and/or interference with the operation of the Program will result in suspension or termination from the Program.

ROOM RIGHTS

- I have the right to be **happy** and treated with **kindness** in this room. This means that no one will laugh at me or hurt my feelings.
- I have the right to be **myself** in this room. This means that no one will treat me unfairly.
- I have a right to be **safe** in this room. This means that no one will yell, scream, or shout and my opinions and desires will be considered in any plans we make.
- I have a right to **learn** in this room. This means that I will be free to express my feelings and opinions without being interrupted or punished.
- **It is my responsibility to respect these same rights for others.**

LIFE SKILLS

Caring: "I care."

Patience: "I can wait."

Confidence: "I can do it."

Integrity: "I do what's right."

Initiative: "I can get started."

Effort: "I do my personal best."

Perseverance: "I don't give up."

Teamwork: "I can work with others."

Responsibility: "You can count on me."

Problem-Solving: "I look for answers."

After School Tool: Appropriate Adjectives & Phrases

It is sometimes possible to convey an accurate evaluation of a child by using a word or a short phrase. This appendix contains a list of appropriate adjectives and phrases. When using them, be sure that the comments have personal; application to the specific child being evaluated.

Appropriate Adjectives

Affectionate	Eager	Restless
Aggressive	Enthusiastic	Rude
Alert	Friendly	Selfish
Ambitious	Gracious	Self-reliant
Appreciative	Happy	Sensitive
Bashful	Imaginative	Serious
Capable	Impertinent	Talented
Cheerful	Impolite	Talkative
Conscientious	Inattentive	Tattling
Consistent	Inconsistent	Thoughtlessness
Cooperative	Interested	Unhappy
Courteous	Neat	Unreliable
Defiant	Nervous	Unsocial
Dependable	Overcritical	Untruthful
Destructive	Poised	Vivacious
Dictatorial	Popular	Well-adjusted
Disobedient	Quarrelsome	Willing
Disorderly	Quiet	Withdrawn
Dissatisfied	Resentful	
Domineering	Reserved	

After School Tool: Department of Diplomacy-How Shall We Say It?

Harsh Expressions

Euphemisms

Awkward and Clumsy	Appears to have difficulty with motor control and muscular coordination
Does all right if pushed	Accomplishes task when interest is frequently stimulated
Too free with fists	Resorts to physical means of winning his point or attracting attention
Could stand more baths; dirty, has bad odor	Needs guidance in development of good habits of hygiene
Lies	Shows difficulty in distinguishing between imaginary & factual materials
Steals	Needs help in learning to respect the property rights of others
Cheat	Needs help in learning to adhere to rules of fair play
Insolent	Needs guidance in learning to express him/herself respectfully
Lazy	Needs ample supervision in order to work well
Rude	Needs to develop a respectful attitude toward others
Dishonest	Either lies or steals, please note above definitions
Selfish	Need help in learning to enjoy sharing with others
Coarse	Needs assistance in developing social refinement
Noisy	Needs to develop quieter habits of communication
Is a bully	Has qualities of leadership but needs help in learning to use them democratically
Babyish	Shows a lack of maturity in relationships with others
Often late	Needs guidance in developing habits of punctuality
Has disgusting eating habits	Needs help in improving table manners
Associates with gangs	Seems to feel secure only in group situations; needs to develop a sense of independence
Disliked by other children	Needs help in learning to form lasting friendships

Staff Skills Assessment*

We want to plan training that meets your needs. Please respond to the following statements about your experience/expertise. Thanks.

YOUR NAME: _____	No experience/ expertise	Some experience/ expertise	A lot of experience/ expertise	Check this column if you would like more information in this area
Writing lesson plans.				
Planning activities for students.				
Using project-based learning.				
Getting kids interested & engaged in activities.				
Connecting with parents.				
Resolving conflicts.				
Managing classroom/group behavior.				
Engaging the kids in group decision-making.				
Building positive relationships with kids.				
Letting kids take on leadership roles in your class/group.				
Knowing academic standards for the groups you work with.				
Understanding the needs & interests of the kids we serve.				
Knowing about learning theory – i.e.: understanding how kids learn.				

1. Other topics that you would like training on?

2. What kind of training helps you the most?

- ___ Workshops by outside providers
- ___ Workshops by your supervisors or others in your organization/collaboration
- ___ Sharing experience and ideas with your peers
- ___ On-the-job coaching (ie: someone watches you and gives you feedback)
- ___ On-line training
- ___ Reading books and/or articles
- ___ Other (please describe):

* Adapted from the National Summer Learning Association.

SELF-EVALUATION TOOL: *After School Activities Coordinator*
(ADAPTED FROM: Quality Standards for Expanded Learning in California and www.nsaca.org)

SUMMARY DESCRIPTION OF POSITION:

To provide Homework, Enrichment and Physical Education activities:

- Facilitate engaging learning activities that match student's interests, are theme-based, and are lesson plan driven.
- Provide opportunities for students to succeed through developing and strengthening their leadership, decision-making, and social skills.
- Work as a team, with student input, to design/implement age-appropriate, fun disguised-learning activities.

1. Staff relate to all students in positive ways.

- ☐ Staff treats students with respect and listens to what they say.
- ☐ Staff makes students feel welcome and comfortable.
- ☐ Staff responds to students with acceptance and appreciation.
- ☐ Staff is engaged with students.

2. Staff responds appropriately to individual needs of students.

- ☐ Staff knows that each child has special interests and talents.
- ☐ Staff recognizes the range of students' abilities.
- ☐ Staff can relate to a child's cultural style and primary language.
- ☐ Staff responds to the range of students' feelings and temperaments.

3. Staff encourages students to make choices and to become more responsible.

- ☐ Staff offers assistance in a way that supports a child's initiative.
- ☐ Staff assist students without taking control, and encourage students to take leadership roles.
- ☐ Staff give students chances to choose what they will do, how they will do it, and with whom.
- ☐ Staff helps students make informed and responsible choices.

4. Staff interacts with students to help them learn.

- ☐ Staff asks questions that encourage students to think for themselves.
- ☐ Staff shares skills and resources to help students gain information and solve problems.
- ☐ Staff varies the approaches they use to help students learn.
- ☐ Staff helps students use language skills through frequent conversations.

5. Staff uses positive techniques to guide the behavior of students.

- ☐ Staff gives attention to students when they cooperate, share, care for materials, or join in activities.
- ☐ Staff set appropriate limits for students.
- ☐ Staff uses no harsh discipline methods.
- ☐ Staff encourages students to resolve their own conflicts. Staff step in only if needed to discuss the issues and work out a solution.

6. Students generally interact with one another in positive ways.

- ☐ Students appear relaxed and involved with each other.
- ☐ Students show respect for each other.
- ☐ Students usually cooperate and work well together
- ☐ When problems occur, students often try to discuss their differences and work out a solution.

7. Staff and families interact with each other in positive ways.

- ☐ Staff makes families feel welcome and comfortable.
- ☐ Staff and families treat each other with respect.
- ☐ Staff shares the languages/cultures of the families they serve, and the communities they live in.
- ☐ Staff and families work together to make arrivals and departures between home and the program go smoothly.

8. Staff works well together to meet the needs of students.

- ☐ Staff communicates with each other while the program is in session to ensure that the program flows smoothly.
- ☐ Staff is cooperative with each other.
- ☐ Staff is respectful of each other.
- ☐ Staff provides role models of positive adult relationships.

9. Staff use prep time appropriately.

- ☐ The supplies are replenished and the area is clean and organized.
- ☐ Materials are gathered in advance and ready to be used with students (and samples made as needed).
- ☐ Lesson plans are completed in a timely manner and followed.
- ☐ Materials are arranged so that students know where to go and that various activities can go on at the same time without much disruption.

10. The activities allow students to take initiative and explore their interests.

- ☐ Staff give students the experience of learning through multiple senses.
- ☐ Staff provide activities that raise awareness, promote thought-provoking discussion, and opportunities for students to think critically.
- ☐ Staff select or create projects that relate to young people's lives.
- ☐ Staff engage students on a regular basis to share their perspectives about what they want to learn and do in the program.

11. The planned activities support skill building and allows students to be independent and creative.

- ☐ Staff give participants the opportunity to work in groups that have a clear purpose.
- ☐ Staff sequence activities to allow students to build on previously learned skills.
- ☐ Staff facilitate students' reflections and offer constructive feedback to help students learn from their experiences of successes, mistakes and failures.
- ☐ Staff develop learning goals for each activity and communicate these goals to students.

12. The daily schedule is flexible, and it offers enough security, independence, and stimulation to meet the needs of all students.

- ☐ Staff knows where the students are and what they are doing.
- ☐ The routine provides stability without being rigid.
- ☐ The students have a clear understanding of the room/activity rules.
- ☐ Individual students move smoothly from one activity to another. Accommodations are made for students who finish activities slower or faster than the rest as well as for various ability/skill levels.
- ☐ When it is necessary for students to move as a group, the transition is smooth.
- ☐ Staff report and remove any observable safety hazards in the program space.
- ☐ Staff note when students arrive, when they leave, and with whom they leave. Staff check identification of student pick-up, follow a system to keep unauthorized people from taking students from the program, and report unknown adults to the Site Lead.

After School Program 2014-2015 INCIDENT LOG

Please report all incidents to Site Lead and maintain communication with parents.

Staff Names: Ms. Smith **Site:** BR **Room:** F-108

TIME, DATE AND INCIDENT	ACTIONS TAKEN
10/30/14: Approximately 4:30pm Student placed hand in door jam and door closed partially on the student's hand. The student inadvertently closed the door on himself. The student immediately teared up and his hand became swollen and red. I immediately walked the Site Lead, who brought an ice pack. Student was able to move hand and wiggle fingers, there was no blood/cut, and the hand seemed to function normally. After about 5 minutes, some slight bruising was seen around the middle and ring finger knuckles.	Called Site Lead. Applied ice pack. Monitored student. Site Lead: • Brought ice pack • Talked with student • Contacted parent (to notify of incident as well as see if they would like to check out the status of the injury - parent declined and said that they would come pick up their child at their usual time)

Staff Comment	Parent Comment	Parent Signature

SAMPLE INCIDENT LOG

Staff Name(s): Ms. Smith & Site Lead Site: L.T. Room: Game Room

Description	Student involved: Janet Jones Date of incident: 3/13/2018 Time 3:15pm-4:00pm	Actions Taken
What	In Game Room students were playing silent ball. During the game Janet called a student "out." Then a second student shouted, "Janet you're out... OUT OF YOUR MIND!". Janet was embarrassed and became physical and took her frustration out on a third student who was just trying to play the game and wasn't engaging Janet. During the incident Janet refused staff redirection and kept fighting over the ball with the third student. After the third attempt to redirect Janet, she stopped. Staff tried to talk to Janet about what happened, but she refused and shut down due to her frustrations. Staff called Site Lead for assistance. Janet used the balance center from 3:15pm-4:00pm until she was able to collect herself and let me (the Site Lead) know what happened. After sometime at the balance center she was able to explain the incident. As detailed above. Janet and I went over the student/group agreements in the classroom. We talked about the definitions of "respect" and "responsibility", and discussed the expectations of we treat each other. I also, discussed with the class (as a group) about using off-handed comments to be funny or sarcastic and how our word choice/tone can hurt and affect people feelings and actions. Additionally, I reviewed with the room staff about how to address off-handed comments immediately and talked about ways to intervene before events escalate.	See description for actions taken
Why		
How		
Now What		

Staff Comment	Parent Comment	Parent Signature

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an afterschool 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.

Regular Schooldays and Hours 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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Non-school Days and Hours EC Section 46120(b)(1)(B):

(A) For at least 30 non-school days, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.

(B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3): Local educational agencies 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 opportunity programs across their attendance area.

Grades Served EC Section 46120(b)(4): Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners EC Section 46120(b)(6): Local educational agencies 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 opportunity programs offered across their attendance areas.

Audit EC Section 46120(c)(1): Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals EC Section 8482.3(d)(1-2):

(A) [Local educational agencies] 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.

(B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale EC Section 46120(b)(5): Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio EC sections 8483.4(a) 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 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.

Program Components 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.

Third Party Notifications EC Section 8483.4(b-d):

(A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B) For purposes of this section, an "event" includes any of the following:

- (1) Death of a child from any cause.
- (2) Any injury to a child that requires medical treatment.
- (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
- (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
- (5) Epidemic outbreaks.
- (6) Poisonings.
- (7) Fires or explosions that occur in or on the premises.
- (8) Exposure to toxic substances.
- (9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency. When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

The Expanded Learning Opportunities Program (ELO-P) provides additional funding to support before and after school programs, extended summer offerings, and intersessional programs for students in grades TK-6. The funding, authorized by AB 130, has enabled the District to expand before and/or after school programs to all elementary sites and offer full-day before and after school care for students in half day transitional kindergarten or kindergarten programs. All programs offer a minimum of 9 hours of programming including the school day. This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded Learning”: Expanded Learning refers to 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]) 2

“Expanded Learning Opportunities”: “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]) Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element: An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See[EC Section 46120(d)(3)])

Enrichment Element: These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off- Site Locations: Off-Site or Non- LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.