



Wilmar Union School District
WILSON ELEMENTARY SCHOOL

**EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN FOR
WILMAR UNION SCHOOL DISTRICT**

BOARD APPROVED MAY 11, 2023

PREPARED BY: STEPHEN HOSPODAR, SUPERINTENDENT/PRINCIPAL

INCLUSIVE PROTECTIVE CARING DEDICATED PASSIONATE

A California Distinguished School

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:	Wilmar Union School District
Contact Name:	Steve Hospodar
Contact Email:	shospodar@wilmarusd.org
Contact Phone:	707-765-4340

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Wilson School

Purpose

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

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

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

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

Expanding opportunities that are either free or highly subsidized would increase opportunity for students not as likely to enjoy and benefit from engaging extra-curricular. Offering these opportunities on Wilson School's campus would allow more students to participate in a safe and welcoming environment.

2—Active and Engaged Learning

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

It is imperative that a student have a sense of belonging in order to succeed within an educational system. Offering enriching opportunities, at no cost, for our unduplicated students will expand access and opportunity for those students often limited by a fee based system. Enriching opportunities, appeal to different interests. Additionally, extending the enriching opportunities will help develop essential skills and promote a students competency. A student that has a greater sense of competency has a greater sense of belonging.

3—Skill Building

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

Enriching opportunities offered to our unduplicated students will provide a sub-group of students often deterred due to fee based programs will provide greater opportunity for skill building. Offering physical, art, and STEM opportunities will appeal to various students' interests, developing skills within these interests will in turn build upon the development of a student's skills and competency. Therefore giving students greater willingness to continue to develop these skills through high school and beyond.

4—Youth Voice and Leadership

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

Enrichment opportunities and the development of an individual's passion and skill leads to competency, competency leads to voice, and voice to leadership.

5—Healthy Choices and Behaviors

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

Funding provided by ELOP, aligned with our school wellness plan will greatly increase our ability to provide nutritious meals aligned with an extended day.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Within our communities, fee based opportunities are the norm. This practice by cities and private organizations has been the greatest division between the haves and have nots. Developing opportunities at the school site that are not fee based and don't require transportation and parent involvement would greatly decrease the inequities within our fee based system, allowing more students to have a sense of belonging and skill to compete.

7—Quality Staff

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

The ability to pay a respectful wage greatly increases the quality of staff drawn to provide enrichment opportunities.

8—Clear Vision, Mission, and Purpose

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

Providing free opportunities that develop skills in something that a student is passionate about with qualified and engaging staff will develop a student's competency level. A competent student has a greater sense of belonging and have a greater likelihood of becoming a leader within their community. The ELOP funding will create an even playing field, removing the obstacle of a fee based system.

9—Collaborative Partnerships

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

Partners will include individuals and organizations that are qualified to inspire and develop the skill and passion of our students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Quality is better monitored when it can be measured. Staff at Wilson School pay close attention to student academic and socio-emotional development data through quarterly data-cycles. As a student develops competency, skill and belonging it will be captured in student achievement. Additionally, the enrichment program will be monitored through student and family feedback.

11—Program Management

Describe the plan for program management.

A enrichment coordinator and a summer school principal will be hired to ensure quality and consistency.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

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

N/A

Transitional Kindergarten and Kindergarten

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

Wilson School currently has a full-day TK program. Based on enrollment, we will continue with full-day TK. We will comply with the law as it matures. Our TK program has a certificated teacher and a full-time aide. Our TK program has a strong emphasis on socio emotional learning. As the year progresses socio-emotional learning is decreased and academics become a stronger emphasis. Data and data-cycles will continue to be used to inform our instruction. Additionally, the ratio of more than 10-1 will be honored in all enrichment opportunities outside the school day and the summer.

Sample Program Schedule

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

Enrichment Offering letter

Hello Wilson School Families,

Wilson School received a very exciting grant this year. The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade. The grant focuses on developing the academic, social, emotional, and physical needs and interests of English Learners, Foster youth or low-income pupils through hands-on, engaging learning experiences.

You're receiving this letter to let you know that your child(ren) qualifies for this program. This means that our enrichment classes and childcare are available to your children at NO COST.

To learn more about what afterschool enrichment classes are available visit www.wilsonpetalumaenrichment.org. It's simple, select the activity you would like your child to participate in, and sign them up. When you reach the payment portion of the signup process mark "voucher". If you're interested in your child attending Wilson School's childcare/enrichment program please contact us at 707-765-4340.

Should you have any questions please feel free to contact me at 707-765-4340. For Spanish, call our main office at 707-765-4340 and ask for Diva Shinzato or Vivianna Amador.

Sincerely,

Steve Hospodar

Summer School-High Risk Invitation

April 21, 2023

Dear parents of _____,

Wilson School received a generous grant. The Extended Learning Wilson School will have an in-person summer school program this year. If you are receiving this letter, your son/daughter has been highly recommended to attend our summer academic program. Summer School will run from July 5 through August 4th.

Summer school is an opportunity for your son or daughter to close any achievement gap they may be experiencing and prepare them for the following school year. Although some students may not be looking forward to attending summer school, the benefits will outweigh their reluctance.

The academic portion of summer school is from 8:30 AM through 12:00 PM.

Due to a generous grant, we will be offering an afternoon enrichment program, at no cost to you, in addition to the morning academic program. This program will include sports and arts/crafts.

For scheduling purposes please indicate if your son/daughter will be attending the morning academic portion of this program and if they would be participating in the afternoon enrichment program. Please return this form to the Wilson School front office or your child's classroom teacher by May 1st.

Please mark all that apply...

Yes, my son/daughter will be attending the academic summer school program beginning July 5 through August 4 from 8:30 AM to 12:00 PM.

Yes, my son/daughter will be staying for the district sponsored lunch program from 12:00 to 1:00 PM

Yes, my son/daughter will be staying for the 1st portion of the afternoon enrichment program from 1:00 PM to 3:00 PM

Yes, my son/daughter will be staying for the 2nd portion of the afternoon enrichment program from 3:00 to 5:30 PM

Please let us know if you have any questions, 707-765-4340.

Sincerely,

Steve Hospodar, Wilson School's principal/superintendent
Diva Shinzato, Summer school teacher/principal

Summer School Low Risk Invitation

April 21, 2023

Dear parents of _____,

Wilson School received a very exciting grant this year that will allow Wilson School to have a robust summer school. This grant is specific to foster youth, English Language Learners and low-income pupils. Although your son/daughter is at/or exceeding grade level standards, we would like to extend an invitation to your son/daughter to join us this summer, at no cost.

Summer School will run from July 5 through August 4th.

We will be offering a morning academic program and an afternoon enrichment program, at no cost to you. The afternoon program will include physical activity, child care and arts/crafts.

For scheduling purposes please indicate if your son/daughter will be attending the morning academic portion of this program and if they would be participating in the afternoon enrichment program.

Please return this form to the Wilson School front office or your child's classroom teacher by May 1st. If we do not receive this letter by May 1st, we will assume your son/daughter will not be attending our summer program.

Please mark all that apply...

My son/daughter will be attending the following programs during the July 5 through August 4th summer program

Yes, my son/daughter will be attending the academic summer school program beginning July 5 through August 4 from 8:30 AM to 12:00 PM.

Yes, my son/daughter will be staying for the district sponsored lunch program from 12:00 to 1:00 PM

Yes, my son/daughter will be staying for the 1st portion of the afternoon enrichment program from 1:00 PM to 3:00 PM

Yes, my son/daughter will be staying for the 2nd portion of the afternoon enrichment program from 3:00 to 5:30 PM

Please let us know if you have any questions, 707-765-4340.

Sincerely,

Steve Hospodar, Wilson School's principal/superintendent
Diva Shinzato, Summer school teacher/principal

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

EC Section 46120(b)(2):

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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

EC Section 46120(b)(3):

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

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

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

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

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

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

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

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