

Expanded Learning Opportunities Program Plan Guide

Prepared by:
WPUSD Ed. Services

Western Placer Unified School District
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Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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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. Carlin C Coppin Elementary School
2. Creekside Oaks Elementary School
3. First Street Elementary School
4. Foskett Ranch Elementary School
5. Glen Edwards Middle School (6th Grade)
6. Lincoln Crossing Elementary School
7. Sheridan Elementary School
8. Twelve Bridges Elementary School

Governing Board Approval Date: June 17, 2025

Review/Revision Date:

Review/Revision Date:

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”:

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. (See [EC Section 8482.1(a).])

“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. (See [EC Section 46120(g)(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.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

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 onsite, 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.

WPUSD is committed to the physical safety of all students and staff. In partnership with the Central California Intelligence Agency, the district is conducting comprehensive vulnerability audits to identify and implement facility upgrades that enhance campus security. Collaboration with the Lincoln Police Department further strengthens emergency preparedness by improving site access, identification protocols, and coordinated response efforts. The district has also increased the frequency of safety drills and adopted the Standard Response Protocol and Standard Reunification Method through its partnership with the “I Love U Guys” Foundation.

Physical safety is reinforced through consistent campus supervision, gated access points, and secure visitor protocols. Additional security measures—including strategically placed cameras and two-way radios—enable real-time monitoring, swift communication among staff, and immediate response during emergencies. These tools enhance situational awareness and ensure that all areas of the campus remain under active supervision.

In addition to structural and procedural safeguards, WPUSD places a strong emphasis on comprehensive staff training and preparedness. All Expanded Learning staff receive ongoing professional development on key safety topics and Positive Behavioral Interventions and Supports.

Incident reporting follows a clear and timely protocol to ensure the safety and well-being of all students. Any injuries or notable events are documented in detail using standardized district forms, including witness statements when applicable, and are reported to district administrators within one hour. This prompt communication enables swift response and continuous monitoring for potential systemic improvements.

Health records and emergency contact information are securely maintained and readily accessible to staff during both regular and expanded learning hours. Staff utilize this information to verify absences, administer appropriate care when needed, and ensure that only authorized individuals are permitted to pick up students. Together, these practices reflect WPUSD's firm commitment to fostering a safe, responsive, and supportive learning environment for every student.

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.

WPUSD is equally committed to fostering emotionally safe, supportive, and culturally responsive environments. The district's expanded learning programs are staffed by individuals who understand the importance of building trusting relationships with students and setting clear expectations for behavior. Programs integrate practices from the Youth Development Institute (YDI) and Positive Behavior Interventions & Support (PBIS). Initiatives like Morning Meetings, Base Education (Tier 1 supports), and Project Cornerstone (focused on emotional safety and anti-bullying) are being implemented across elementary schools. The district also provides high-quality after school programs such as CARE, STAR, and the Foundry, which offer mentoring, tutoring, enrichment activities, and relationship-building opportunities tailored to student needs.

2—Active and Engaged Learning

Explain 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.

The Expanded Learning Opportunities Program in Western Placer Unified School District (WPUSD) is intentionally designed to provide students with active, engaging, and enriching experiences that support and supplement—without duplicating—the instructional day. Each after school program is aligned with the goals and needs of the site's regular day program and is structured around a balanced model that includes one hour of academic support (such as homework assistance), one hour of enrichment, and one hour of organized recreation. Enrichment and recreation opportunities are varied and engaging, including offerings such as STEM, dance, cooking and nutrition, soccer, basketball, gardening, and more. These hands-on activities help reinforce core concepts while providing students with opportunities for exploration, creativity, and physical movement.

Intersession programs are designed to address learning gaps and accelerate student progress through targeted lessons in math, language arts, and English Language Development (ELD), developed by WPUSD Educational Services Specialists and rooted in the principles of YMCA's Project Cornerstone. These lessons foster a sense of belonging, respect, and support among students. In addition to academic reinforcement, intersession includes hands-on science, technology, and art experiences that engage students in meaningful, real-world learning.

Summer programs follow a similar philosophy, offering a four-hour academic block braided with the City of Lincoln's Parks and Recreation Kids Kamp to provide families with a full-day, nine-hour option. Summer programming emphasizes academic recovery and social-emotional learning through reading, writing, math, STEAM projects, SEL lessons, and field trips to the Lincoln High School Farm, where students learn about agriculture and animal care.

WPUSD also offers an after school early literacy program inspired by the work of the district's dyslexia committee. This initiative is designed to ignite a love of reading and build foundational literacy skills for TK–2 students.

Further enriching the student experience, WPUSD partners with STAR Sacramento to provide scholarships for STAR Galaxy, a comprehensive after school program that combines academic support, fitness and recreation, science, and performing arts. STAR's project-based learning approach emphasizes leadership, collaboration, creative expression, and social-emotional development, while accommodating all learning styles to ensure each child is engaged and supported.

Through a broad range of thoughtfully designed activities, WPUSD's Expanded Learning programs cultivate curiosity, build essential skills, and create safe, inclusive environments where students can thrive beyond the traditional school day.

3—Skill Building

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

Western Placer is proud to be a Youth Development Institute (YDI) district, dedicated to fostering student growth through meaningful engagement and leadership opportunities. As part of this initiative, schools will offer a variety of after-school clubs programs led by teachers, designed to cultivate student interests and develop critical skills. These clubs may include, but are not limited to leadership, yearbook, photography, robotics, coding, K-Kids (Kiwanis), drama, music, art, tutoring, Spanish Club, and Recess Rangers.

Each of these programs is intentionally designed to give students voice and agency, both on campus and within the broader community. By participating, students will build a wide range of essential skills, including communication, collaboration, leadership, language development, STEM competencies, and performing arts abilities. These opportunities not only support academic success but also prepare students to become confident, capable contributors in their schools and communities.

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.

Western Placer Unified School District is deeply committed to elevating youth voice and leadership within its Expanded Learning Opportunities Program (ELO-P). As a Youth Development Institute (YDI) district, WPUSD emphasizes meaningful student engagement by creating structured opportunities for youth to take on leadership roles, influence their learning environment, and contribute to school culture.

One of the primary ways youth voice is integrated into the program is through elective-based after school activities led by teachers and community partners. These electives are intentionally designed to foster student leadership and include options such as leadership clubs, yearbook, photography, robotics, coding, K-Kids (Kiwanis), drama, music, art, tutoring, Spanish club, and Recess Rangers. Each of these programs provides students with the opportunity to lead their peers, contribute to their school community, and explore interests that reflect their identities and aspirations. For example, students in leadership or Recess Rangers programs often help organize campus events, mediate peer interactions, and serve as role models for younger students. Similarly, tutoring clubs allow older students to mentor younger peers, reinforcing both academic content and interpersonal skills.

WPUSD has established a districtwide Student Senate to further strengthen student voice in decision-making. This body serves as a platform for students to express their perspectives on topics such as academic engagement, social dynamics, bullying, harassment, and substance use. Senators collect and analyze survey data from their respective school sites, develop thoughtful recommendations, and present their findings to school leaders and staff. This process not only empowers students to advocate for change but also ensures that the Expanded Learning Programs are continuously informed and shaped by student feedback.

*In support of these efforts, WPUSD utilizes the **YouthTruth** survey of student experience, which invites students to advise adults on improving their schools and communities. YouthTruth feedback often highlights key elements of effective learning environments, the importance of supportive relationships, and the critical need for adults to engage students as agents of change. Student survey results are collected, organized, and shared with school leaders using tools designed to help adults listen better—so they can lead better. This data directly informs program planning and continuous quality improvement, ensuring that student voice is a cornerstone of ELO-P development.*

In alignment with this feedback-driven culture, students also engage in program quality assessment through regular surveys, focus groups, and advisory feedback loops. Their insights help shape programming, ensure cultural relevance, and enhance the overall student experience.

Through these layered opportunities, WPUSD's ELO-P fosters a culture of agency, belonging, and leadership, ensuring that students are not only participants—but partners—in the design and success of their learning journey.

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.

All snacks and meals provided during our Expanded Learning Opportunity Program (ELO-P) meet the USDA Smart Snacks in School nutrition standards, ensuring students have access to healthy and balanced food options. During the school year, nutritious snacks are offered daily, and during summer programs, both breakfast and lunch are provided through WPUSD Food Services.

Whenever possible, fruits, vegetables, dairy, and whole grains are purchased from California growers and producers to support local agriculture and provide students with fresh, flavorful options. These meals are thoughtfully designed to appeal to students while promoting nutrition education and healthy eating habits.

Students will have daily opportunities for physical activity integrated into the expanded learning schedule. This includes structured activities such as group games, outdoor play, and fitness challenges, as well as unstructured time that encourages active movement. Our goal is to support the whole child by promoting lifelong healthy habits through nutritious meals and active play.

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 the ELO-P will provide access for students with disabilities.

WPUSD strongly believes that the diversity among our students, staff, and community should be valued and respected. We strive to provide a safe school environment that allows all students equal access to and opportunities in all of our programs, services, and activities. We proactively investigate unlawful discrimination, including discriminatory harassment, intimidation, and bullying, (for more specifics, see WPUSD Board Policy 5145.3).

WPUSD strives to develop and maintain school climates that are safe and affirming towards all students and their families. We strive to ensure our programs and practices affirm, value, and uplift all groups represented at our schools, and we aim to treat all students and families in a responsive, fair way. We understand that all of our students bring unique experiences to school and that these experiences are assets to both their own learning and to their broader school communities.

7—Quality Staff

Staff Engagement

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

WPUSD is committed to providing students with opportunities to engage with high-quality, trained staff. As a destination district, WPUSD receives numerous applications for its elementary teaching positions, ensuring that students are supported by highly qualified and dedicated professionals. Teachers and aides receive ongoing training to address the academic and social needs of students, with training offered through both in-person and virtual platforms to increase staff capacity and effectiveness.

WPUSD utilizes a coaching model to provide regular feedback to staff, enhancing their ability to support students effectively. Educational Services Specialists also provide continuous professional development in areas such as Youth Development Institute, integrated and designated ELD, Social Emotional Learning (SEL) supports, and academic language support. These opportunities ensure that staff are well-equipped to meet the diverse needs of students and deliver a high-quality learning experience.

While there is a current challenge in hiring enough staff for the after-school CARE program, especially at sites with the highest needs (Creekside, First Street, and Glen Edwards), WPUSD is actively working to address this by increasing pay rates and exploring additional incentives to attract more staff. These efforts are focused on ensuring that all students have access to high-quality after-school support provided by trained and dedicated staff.

Minimum Staff Qualifications

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. (See [EC Section 46120(b)(2)(D)]).

QUALIFICATION REQUIREMENTS: High school diploma or general education degree (GED). Must have the ability to pass the Paraeducator/Instructional Aide exam or have completed two years of study at an institute of higher education or have an Associate of Arts (AA) degree or higher.

HEALTH & SAFETY SCREEING: All staff have to complete a Live Scan and TB Test.

To ensure we consistently meet required staff-to-student ratios in our after-school program, we implement a multi-faceted staffing strategy that includes proactive recruitment, regular training, flexible scheduling, and ongoing monitoring.

Staff Development

Describe your staff training and development 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-P Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Our staff training and development plan equips team members with the skills and resources needed to support student growth in a safe and enriching environment. Staff participate in professional development at least two days before school starts, five times during the year, and once at year-end. Training focuses on classroom management, building community, academic support, and physical development.

Training is facilitated by district staff, site administrators, and expert consultants, and may include workshops, collaborative planning sessions, and hands-on learning activities. Staff are also provided with resources such as evidence-based curriculum guides, behavior support strategies, enrichment activity toolkits, and access to online learning platforms.

Our LEA may close program operations for up to three additional days during instructional or non-school days for targeted training, in line with ASES, 21st CCLC, and ELO-P guidelines. This ensures staff are well-prepared to deliver high-quality, engaging programming for all students.

8—Clear Vision, Mission, and Purpose

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

Vision: *To be recognized as the leading district in Placer County, providing exceptional educational programs that extend beyond regular school hours, enriching students' academic and personal growth.*

Mission: *To offer students a safe, inclusive, and impactful afterschool experience that fosters both academic success and social-emotional development, meeting the needs of our diverse families.*

Purpose: *To ensure all students will graduate from high school college and career ready, while all students and families are actively engaged in learning and in their school communities.*

9—Collaborative Partnerships

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.

Students and families were engaged in the creation of the Expanded Learning Program Plan through ongoing collaboration with key community partners, including the City of Lincoln Parks and Recreation, STAR Sacramento, Foundry, Placer County Office of Education, and our ACES programs. These partnerships ensure that the voices of students and families are represented in the planning process by incorporating feedback gathered through community outreach, needs assessments, and regular communication with families.

Throughout the year, students and families remain actively engaged through consistent outreach efforts, program surveys, family engagement events, and open lines of communication with program staff. By working together with our partners, WPUSD is able to offer students access to enriching 9-hour days filled with engaging, diverse experiences. These efforts create a welcoming and supportive environment that reflects the needs and interests of the community, ensuring a positive experience for all students.

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.

To design and implement a well-rounded Expanded Learning Opportunities Program (ELO-P), the LEA actively engaged a variety of community-based organizations and non-LEA partners:

Parks and Recreation:

Collaborations with local Parks and Recreation departments provide enrichment and recreational activities that align with our district's Portrait of a Learner competencies, helping students develop both academic and social-emotional skills.

The Foundry:

The Foundry, a local church group, supports middle school students after school by offering mentorship, homework help, and enrichment activities that promote character development. Their program includes small-group discussions, leadership and life skills workshops, creative outlets like art and music, and community service projects that build teamwork and confidence.

PCOE Preschool Program:

The PCOE preschool program partners with us to support smooth transitions for early learners into the expanded learning setting, ensuring continuity and readiness for school-age programs.

Community Schools:

At our Community School sites—First Street Elementary & Sheridan Elementary—ELO-P students benefit from additional wraparound supports such as wellness services and family engagement opportunities that strengthen school-home connections.

Multi-Tiered System of Support (MTSS):

ELO-P is closely aligned with our district's MTSS framework, allowing staff to collaborate with site teams to address students' academic, behavioral, and social-emotional needs.

Through these partnerships and supports, ELO-P serves as a vital extension of the school day, reinforcing whole-child development in a safe and engaging environment.

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. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

WPUSD collects and utilizes student social, behavioral, and skill development data to support continuous quality improvement (CQI) of our Expanded Learning Opportunities Program (ELO-P). Through regular student and family surveys, as well as ongoing data analysis, we are able to identify both strengths and areas of growth within our programs. This process allows us to be intentional about the design and delivery of activities that support the development of key competencies such as social skills, perseverance, self-control, academic mindset, and school connectedness.

Our ELO-P is closely integrated into the district's Educational Services framework and is reviewed and discussed regularly during educational services meetings. The program is updated annually to reflect new insights and community needs. Additionally, ELO-P is aligned with our Local Control and Accountability Plan (LCAP), ensuring that social-emotional learning and whole-child development are part of our broader district goals. This alignment supports a reflective and intentional approach to program management, ensuring we meet the evolving needs of our students and families.

11—Program Management**Policies and Procedures**

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The management of the WPUSD Expanded Learning Opportunities Program (ELO-P) is overseen by the Educational Services Department. This includes the Assistant Superintendent of Educational Services, the Director of Educational Services, and a Special Projects Coordinator specifically assigned to ELO-P. Oversight ensures consistent

implementation of program policies, procedures, and documentation practices across all sites.

During summer sessions, a designated Summer School Principal will be responsible for managing all summer programming. Additionally, an After School Coordinator will oversee the ASES programs districtwide, ensuring alignment with ELO-P goals and maintaining high standards of quality and compliance.

Documentation and record-keeping practices—including enrollment and registration processes, attendance tracking, and data management—are guided by established district procedures through our PowerSchool SIS. Approved program policies, procedures, and manuals will be included as an addendum to this plan, ensuring transparency and accountability in program operations.

Budget

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 Program³. How does this budget reflect the needs of students and families within the community?

Program Options	Cost 24-25
District office staff	230,000
Certificated stipends & timesheets	160,000
Classified positions	650,000
Classified stipends	32,000
Summer school timesheets	270,000
HS summer school	110,000
Foundry After School Program	130,000
STAR After School Program	255,000
City of Lincoln After School Program	100,000
	1,937,000

This budget reflects a strategic investment in meeting the diverse needs of students and families within the community. A significant portion of funding is allocated specifically to after school programming, including the STAR, Foundry, and City of Lincoln Parks and Recreation. These allocations ensure that families across multiple school sites and community have access to safe, supportive, and enriching extended learning opportunities.

By funding both classified positions and stipends for certificated and classified staff, the budget also prioritizes consistent staffing, which is essential for building trusting

relationships and providing continuity in care and programming. These investments directly address parent and student feedback around the importance of reliable, well-staffed programs that support academic growth and social-emotional development.

Additionally, summer school funding demonstrates a commitment to year-round support, helping bridge learning gaps and provide working families with structured options outside of the regular school year. A key benefit for students is the opportunity to engage in expanded learning activities that reinforce classroom instruction while promoting creativity, collaboration, and confidence within a safe and nurturing environment.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

To ensure the proper implementation of Expanded Learning Opportunities Program (ELO-P) requirements, the LEA has established a clear structure for oversight, coordination, and accountability. The Special Projects Coordinator provides overall leadership and is responsible for aligning the program with state guidelines and funding requirements. This role also oversees program compliance, evaluation, and partnership development to ensure that all components of ELO-P are implemented with fidelity and purpose.

The After School Coordinator manages the day-to-day operations of the program across school sites. This includes supervising site leads, coordinating staff schedules to maintain required ratios, monitoring attendance and participation data, and ensuring that program offerings are aligned with the district's Portrait of a Learner. The After School Coordinator works closely with site principals and partners such as Parks and Recreation, The Foundry, and the PCOE preschool program to ensure seamless delivery and strong communication.

Together, the Special Projects Coordinator and After School Coordinator provide strong program oversight, using regular site visits, data review, and feedback from staff and families to guide continuous improvement. This leadership structure ensures that the ELO-P is consistently high-quality, compliant with state requirements, and responsive to student needs.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

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.

Do you have an ASES Grant? ☒ Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

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.

WPUSD currently operates ASES-funded after school programs—known as our CARE program—at four school sites: Creekside Oaks, First Street School, Sheridan Elementary, and Glen Edwards Middle School. These programs are in high demand, with existing waitlists at three of our locations. To better meet the needs of our families and create a more comprehensive and universal Expanded Learning Program, WPUSD plans to strategically leverage ELO-P funding to expand access and capacity within these ASES sites.

By aligning ELO-P funds with ASES funding, we will be able to increase enrollment opportunities and ensure that all qualifying families have access to high-quality after school programming. This integrated funding approach will allow us to deliver a consistent, high-impact experience across all sites while maximizing resources and avoiding duplication of services.

As part of our expansion efforts, WPUSD also plans to launch a new CARE program at Carlin C. Coppin Elementary beginning in the 2024–2025 school year. This growth reflects our ongoing commitment to equity and access, ensuring that every student has the opportunity to benefit from engaging, supportive, and extended learning opportunities.

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?

WPUSD has prioritized the development of Transitional Kindergarten (TK) and Kindergarten programming, with focused efforts over the past school year to ensure readiness for the specific needs of this younger student population. Maintaining the required 10:1 pupil-to-staff ratio has been achievable due to the district's existing structure, where all current TK and Kindergarten classrooms already include both a credentialed teacher and an instructional aide. This staffing model is consistently applied during both the regular school year and extended learning

opportunities such as after school and summer programs, ensuring young learners receive the support and attention they need.

To prepare and support staff in working with younger children, WPUSD partners with the Placer County Office of Education (PCOE) to provide targeted professional development. TK teachers and staff participate in specialized training, including the PCOE TK Summer Bootcamp, to strengthen their skills and understanding of early childhood development and instructional strategies appropriate for this age group.

Recruitment of qualified staff is a continuous focus. WPUSD has established a strong partnership with Sierra College, including participation in job fairs and creating opportunities for education students to earn practicum hours by working in our schools. The district is also exploring additional partnerships with Sacramento State and William Jessup University to expand our pipeline of future teachers and aides.

Curriculum and programming for TK and Kindergarten are intentionally designed to be developmentally appropriate, emphasizing play-based learning, social-emotional development, and hands-on, exploratory activities that align with the unique needs of younger learners. Ongoing collaboration between Educational Services and TK teachers ensures our planning remains responsive and tailored to the evolving needs of this important age group.

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 the 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?

Our LEA ensures families receive culturally and linguistically appropriate information about the Expanded Learning Opportunities Program (ELO-P) through multiple communication channels. We use Parent Square messaging in both English and Spanish, digital flyers, our school and district websites, and direct outreach from our bilingual Parent Liaison to reach all families effectively.

The ELO-P enrollment process is fully online to make it accessible and convenient. Families' complete enrollment forms through a secure digital platform, with electronic signatures accepted. Parent Liaison add Links are shared via Parent Square, school websites, and during school events. All completed forms are securely stored in our district's digital system.

To support access, transportation is available through district busses and our ELOP vans, which helps ensure students can safely participate in the program regardless of where they live. These efforts reflect our commitment to equitable access and effective communication for all families.

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.

Our ELO-P includes educational field trips that support academic and enrichment goals. All trips are planned and led by ELO-P staff and follow program requirements, including student-to-staff ratios and district policies.

Students in grades TK–6 will participate in a series of educational field trips designed to support environmental, scientific, and physical learning. They will visit McBean Park for a half-day trip focused on environmental awareness and physical wellness, including nature walks, pool safety lessons, and team games to promote healthy habits. Students will also take a half-day trip to a local farm to explore agriculture, sustainability, and nutrition through guided tours and hands-on planting or harvesting activities. Additionally, a full-day trip to the zoo will offer students the chance to engage in life science learning, with guided lessons and animal observations to deepen their understanding of animal behavior, conservation, different species and more. We hope to utilize ATLAS learning program to help serve students who have greater needs in the area of behavior. The hope increase student engagement and academic success.

District-approved buses will be used for transportation. Each trip includes related classroom activities to reinforce learning before and after the experience.

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 will be collected.

Sample Program Schedule- Regular Schoolday

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 Schedule Creekside Oaks Elementary

Transitional Kindergarten	
AM TK Class	8:00 – 11:25
Lunch	11:25 – 12:00
CSPP	12:00 – 2:40
CARE (After School Program)	2:40 – 6:00
Kindergarten	
Kinder Class (includes lunch)	8:15 – 1:40
CARE (After School Program)	1:40 – 6:00
K – 5th Grade	
1 st – 5 th Grade Class (includes lunch)	8:15 – 2:40
CARE (After School Program)	2:40 – 6:00
Summer School	
WPUSD Summer School (includes lunch)	8:00 – 12:00
CARE (After School Program)	12:00 – 6:00

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

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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.

Nonschool Days and Hours

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

- (A) For at least 30 nonschooldays, 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 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 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.

CARE After School Program

Parent Handbook



WESTERN PLACER

Unified School District

Welcome

The Parent Handbook is designed to help you and your student become familiar with the ASES Program. Please read this handbook carefully for any questions you might have about the program. Sign and return our Parent - Student agreement to ensure that your student keeps their position on our enrollment list.

Vision Statement

To arm the children with tools to succeed in life along with providing a caring and safe environment.

Goals

- ★ To provide students with a safe, nurturing, and productive after school learning environment with positive role models.
- ★ To promote self-esteem and improve life-skills.
- ★ To increase student academic achievement to meet state standards.
- ★ To involve parents/guardians in the educational and social development of their children.

Hours of Operation

Creekside Oaks Elementary

TK: 11:30am - 6:00pm

Kinder: 1:40pm - 6:00pm

Early Release: 1:40pm - 6:00pm Regular Day: 2:40pm - 6:00pm

First Street Elementary

TK: 11:30am - 6:00pm

Kinder: 1:40pm - 6:00pm

Early Release: 1:40pm - 6:00pm Regular Day: 2:40pm - 6:00pm

Sheridan Elementary

Early Release: 1:15pm - 6:00pm Regular Day: 2:15pm - 6:00pm

Glen Edwards Middle School hours: Early Release: 1:55pm - 6:00pm Regular Day: 2:55pm - 6:00pm

All programs are open on regular school days and early release days.

Enrollment

Western Placer Unified School District offers after school programs at Creekside Oaks Elementary School, First Street School, Sheridan School, and Glen Edwards Middle School.

Students in grades Transitional Kindergarten -8th may attend the program if they are enrolled in one of the schools mentioned above (grade levels vary at each site). Applications can be found through PowerSchool under the 'Forms' tab.

Per the California Department of Education, After School and Safety grant guidelines, first priority enrollment is given to pupils who are identified by the program as homeless youth or as being in foster care (EC sections 8483[c][1][A] and 8483.1[d][1][A]). Enrollment will then be given to students who are recommended by the district and school staff who would benefit from inclusion in the Expanded Learning Program (After School Program). After priority enrollment, students are taken on a first come first serve basis.

- ★ You will be notified via telephone if your student has been accepted into the program.
- ★ You will be notified via email if they are waitlisted.

Attendance Policy and Procedures

Students must attend the After School Program on a daily basis, at least 75% of the regular school days due to the requirements of our funding. However, if they are absent from school, students may not attend the After School Program that day. If a student does not meet the attendance requirements, the student may be dropped from the program and placed on the bottom of the waiting list.

Sign Out Policy

It is required that each child MUST be signed out of the After School Program each day, unless the child has written permission from the parent/guardian to walk home, in which an after school staff member will sign the student out of the program. Children may only be picked up by the person(s) listed on their

enrollment form. The custodial parent(s) or legal guardian(s) are the only persons who can authorize the site to release the child to another individual.

★ **Creekside Oaks Elementary**

Sign-Outs will be held at the front of the school in front of the office. Please sign your student out and call the classroom number, and one of our staff will walk your student out. Frequently not signing your student out can result in absences and ultimately dismissal from the program. Please do not call until you are at the front of the school. **916-434-7282**

First Street Elementary

Sign-out will be held in the cafeteria. Please sign your student out and a group leader will walkie for them. Frequently not signing your student out can result in absences and ultimately dismissal from the program. Please do not call until you are at the front of the school. **916-434-50385**

Sheridan Elementary

Sign-outs will be held in the CARE Portable, room 4. Please sign your student out and a staff member will release them. Frequently not signing your student out can result in absences and ultimately dismissal from the program. Please do not call until you are at the front of the school.

Glen Edwards Middle

Please call the Panther Pride Classroom to release your student from the program. Your student will sign themselves out and meet you at the front of the school. You must call the classroom number in order to release your student. We will not allow calls or texts to your students as a means for dismissal. **916-645-4020**

Absent Student Policy

It is the family's responsibility to notify the Program Facilitator if your student will be absent. If the student is scheduled to attend and does not report to the After School Program, the site staff will make every effort to verify the absence with the school staff and/or contact the parent(s) or legal guardian(s). Students who are absent from school will automatically be absent from the program. There is no obligation to reach out in that circumstance.

Late Pick-Up

It is imperative that all children be picked up by the end of the After School Program time. This handbook contains each sites' time schedule. Emergency contacts will be called for any child who is not picked up by the end of the After School Program time. A late pick-up warning will be given for the first infraction, after that you will receive a formal write-up. Three formal write-ups

will result in the removal of your child/children from the program for the remainder of the year. State law considers children left at the school site after closing time, without notification, to be abandoned. If we have used every contact available and cannot find anyone to pick up your child, the Lincoln Police Department or Placer County Sheriff will be contacted to take custody of the child.

Early Release Policy

This policy EC Section 8483 (a) (1) is for parents to grant permission to release their student from the after school program before the ending time of the program.

The early release is used for students when they have other academic obligations, sporting events, appointments, or family needs which may interfere with the hours of the after school program. The early release will be tracked on the attendance sign out sheet.

It is the parent/guardian's responsibility to notify the staff regarding the early release request.

A parent/guardian can grant permission for early release by the following methods:

- ★ An older sibling can sign a student out
- ★ A designated adult on the registration form can sign a student out

A parents/guardian can change who is granted permission to sign out their student by notifying the after school program staff.

Daily Schedules

Homework

Students will have 1 hour of academic time, consisting of either homework, small group instruction, and/or academic games/activities. We try our best to help students complete their homework. However, with our limited time, some students might not complete all their homework during the program. Please check your child's homework daily to make sure it's done. We are a homework assistance program, not homework completion.

Recreation

Students have the opportunity to participate in organized sports activities and to learn fair play and good sportsmanship. We will continue to provide recreation opportunities for students including games, sports, and other special recreation activities. At least 30 minutes of physical activity will be provided at least four days a week. Other recreation activities may be scheduled for 2-3 times a week. Free time or "free play" will be minimal during program hours.

Enrichment

We strive to develop students' awareness, character, and self-esteem. The enrichment portion of the after school program will provide the tools necessary for children to live a healthy and responsible life. Enrichment activities may include fine arts, character development through curriculum and play, nutrition education, etc. Enrichment components will be scheduled throughout the year and will follow a weekly schedule. Outside instructors may provide extra enrichment services to the students.

Parent Involvement

Parents are strongly encouraged to check student's homework to ensure After School staff has reviewed it. If parents are interested in volunteering in the After School Program please contact the After School Coordinator. Volunteers must have a TB test and Life Scan on file with the District Office.

Field Trips

The After School Programs offer some field trips and/or special activities to our students. Some of these activities may require additional money and/or transportation. Information regarding upcoming field trips or activities will be available at least one month prior to the trip.

Movie Release

As a special activity, students occasionally view movies during the After School Program. All movies at the middle school and elementary level will be rated either G or PG. If you do not wish for your child to watch G or PG rated movies, please contact your site supervisor.

Consent to Release Information

The After School Programs work closely together. As part of our program we will be sharing information with other school staff, program evaluators, and funders. Sharing this information ensures continued funding as well as the best possible services and support for your child.

Media Release

The After School Program staff may photograph, videotape, and/or audiotape members and others participating in the program. Any or all of these forms of media may be used at the discretion of the Western Placer Unified School District After School Programs for working with and promoting the program. If you do not want your child photographed or published, please contact your site supervisor.

Health Information

Emergency/Health Information

Parents are asked to provide emergency and health information on the After School Program enrollment form. Information on the form includes home and places of employment phone numbers, names and phone numbers of emergency contacts, persons allowed to pick-up children, and, if any, the

child's health issues. It is important the After School Program has this information and it is current at all times.

Illness Policy

Health rules are designed to protect the well being of all children. It would be greatly appreciated if you would keep your child at home if experiencing:

- ★ a fever
- ★ a cold with heavy nasal discharge
- ★ a persistent cough
- ★ symptoms such as: sore throat or vomiting
- ★ a contagious disease

If an After School Program participant becomes ill, a parent or authorized person will be called to pick up the student. .

Accident or Injury

Mild scrapes will be reported to a parent or guardian by way of a phone call or verbally. An Incident Report will be completed for more serious injuries and will be placed on file. Staff will use standard first aid and universal precautions when treating scrapes or falls.

Staff will always notify parents of a head injury and encourage students to be picked up after injury.

When a serious accident or injury occurs, the Program Facilitator or designated staff member will attempt to notify parents and emergency contacts. More serious accident/injuries may require:

- ★ ambulance/paramedic/911 notification
- ★ a hospital visit
- ★ follow-up care by a doctor/dentist

Child Abuse/Neglect

The State of California considers all After School Program staff “Mandated Reporters” of child abuse or neglect. This requires the staff to report any and all cases of suspected child abuse. If abuse/neglect is suspected the proper authorities will be contacted and an incident report will be filed. It is helpful to advise staff regarding accidental injuries that have occurred at home.

Children’s Rights

Each student in a Western Placer Unified School District After School Program is entitled to the following rights and/or privileges:

- ★ to be treated with respect and dignity in his/her personal relationship with staff and/or other persons.
- ★ to be provided with an environment free from the following: corporal punishment, humiliation, intimidation, ridicule, threats, physical restraint, or mental abuse.
- ★ to be provided with an environment that includes all of the necessities of care.

Staff Member’s Rights

Each staff member employed by the Western Placer Unified School District After School Program is entitled to the following rights and/or privileges:

- ★ to be treated as a professional caregiver by parents, students, school staff, and visitors.
- ★ to be provided with a safe and healthy environment.
- ★ to be provided with an environment free from the following: threats, harassment, humiliation, intimidation, ridicule, or mental/physical abuse.

In order to protect the rights of staff members employed by the Western Placer Unified School District, infringement upon these rights may result in the suspension or dismissal of a child or family.

Parent's Rights

Any parent, guardian, or child representative has the right to be informed of the appropriate procedure regarding grievances, questions, or complaints. The procedure is as follows:

Step 1: Contact the After School Program's Program Facilitator

Step 2: Contact the After School Coordinator

Behavior Policy

Students participating in the After School Programs are expected to follow the rules of their specific school sites and any other site-specific established rules.

Each site provides universal guidelines and uses specific disciplinary procedures to coordinate with the day to day operations of the school. Students are required to follow the school day rules in the after-school programs. In order to maintain a safe and fun environment the After School Program staff will work closely with you and your child to ensure proper behavior. If, however, the problem persists, a disciplinary citation will be issued. The After School Staff, After School Coordinator, and parent will receive a copy of the write-up. Three disciplinary Citations can result in suspension and possible dismissal of your child from the program.

The main purpose of the Citation is to inform parents of behavior issues so that they can help to correct the behavior issue before it escalates and to help identify behavior patterns in order to help correct behavior issues. These following behaviors will warrant the use of a citation:

SAFETY VIOLATIONS

- ☐ Playing in the restroom
- ☐ Running/Wandering in the halls
- ☐ Improper use of playground equipment
- ☐ Cutting After School Program
- ☐ Throwing Objects
- ☐ Rough Playing

____ Possession of drugs, dangerous objects for no reasonable use to students (immediate suspension or dismissal from program)

____ Child is picked up late by parent (after 6pm).

DISRESPECT FOR OTHERS AND SELF

____ Ignored directions

____ Disrespectful/Rude/Disruptive

- ___Used foul language and actions
- ___Name calling
- ___Getting into teacher's/student's desk and belongings
- ___Stealing
- ___Body harm to another person (immediate suspension)

Receiving Citations will result in the following consequences

1st – Warning and parent contact 2nd

– 1 Day Suspension

3rd – 5 Day Suspension

4th – Removal from Program

Warnings and suspensions may be skipped based on the severity of the conduct violation

physical contact of any kind between one student and another will automatically result in suspension

After School Program Contacts

After School Coordinator

Ashlie Snider :

asnider@wpusd.org 916-645-5135

Creekside Oaks Elementary

2030 First St. Lincoln 95648

After School Program: **916-434-7282** School Office: **916-645-6380** Program

Facilitator: **Rocio Garcia rogarcia@wpusd.org**

First Street Elementary

1400 1st St, Lincoln, CA 95648

After School Program: **916-434-5038** School Office: **916-645-6330** Program

Facilitator: **Suzanne Novak snovak@wpusd.org**

Glen Edwards Middle School

204 L St, Lincoln, CA 95648

After School Program: **916-645-4020** School Office: **916-645-6370** Program

Facilitator: **Hunter Dora hdora@wpusd.org**

Sheridan Elementary

4730 H St, Sheridan, CA 95681

After School Program: **530-633-8119** School Office: **530-633-2591** Program

Facilitator: **Wendy Garcia**

wgarcia@wpusd.org