

Winters Joint Unified School District **Expanded Learning Program**



AFTER SCHOOL ENRICHMENT & SAFETY PROGRAM PLAN

2025-2028

Based on State Program Plan Guide

Revised December 2024
Board Approved: January 16, 2025

ASES Grant ID Number 57-23939-2170-EZ

Waggoner Elementary CDS Code 57727020138974

Shirley Rominger Intermediate CDS Code 57727026056410

Name of Grantee: Winters Joint Unified School District

Program Administrator

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Name(s) of After School Program Site(s)

Site Name	Projected Daily Attendance
Waggoner Elementary	122
Shirley Rominger Intermediate	126

Target Population	Percentage of School Population
English Learners	28%
Homeless/Foster	8%
Economically Disadvantaged	44%

Site Coordinator Contact Info

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1. Safe and Supportive Environment

Winters Joint Unified School District (Winters JUSD) Expanded Learning Programs Overview

Winters JUSD is dedicated to creating and maintaining safe, supportive learning environments that prioritize the physical and emotional well-being of all students. Our Expanded Learning Programs (ELP) serve students in grades TK-6, utilizing various grant programs, including the Expanded Learning Opportunities Program (ELOP), After School Education and Safety (ASES), and 21st Century Community Learning Centers (21st CCLC). These grants fund both the main school-year ELP and intersession programs, with the 6th-grade program solely supported by the ELOP grant.

ELP activities are held at Waggoner Elementary School, Shirley Rominger Intermediate School (SRIS), and Winters Middle School. Programs run from the end of the academic day until 6:00 PM on school days, with intersession and summer sessions offered from 8:00 AM to 5:00 PM. Students are grouped by grade level to foster peer connections and promote developmentally appropriate interactions.

Commitment to Safety

Safety is a top priority, and all ELP safety procedures align with those of the regular school day to ensure consistency. Expectations, guidelines, and emergency protocols taught during the academic day are maintained during ELP hours. Staff work closely with school-day personnel to align and refine safety measures. Emergency drills are conducted four times per year, involving both students and staff, and safety protocols are reviewed during annual staff training.

Staff Training and Professional Growth

ELP staff undergo continuous training, mentoring, and evaluation to support their professional development and effectiveness. Training topics include child social-emotional well-being, early childhood development, group management, game facilitation, and mandated reporting. These efforts help foster strong staff-student relationships, making students feel comfortable and supported. Staff often serve as the first point of contact for identifying students in need of additional support, working with families to connect them with social service resources.

All staff members are required to:

- Pass live scan clearance.
- Present a negative TB test every four years.
- Maintain CPR certification.

Student Attendance and Safety Protocols

To ensure student accountability, the After School ELP employs a 15-minute attendance policy. Within the first 15 minutes after the school day ends, the Associate Teacher completes attendance. Staff are informed of any absences or early departures by the Site Coordinator before dismissal. If a student is unaccounted for, staff will:

1. Contact the student's teacher.
2. Issue an all-school call for the missing student.
3. Contact the student's parents.
4. Notify the Winters Police Department if the student remains missing.

Medical and Social Support for Students

Parents complete detailed enrollment forms to inform staff of any medical or social concerns. ELP staff also have access to the district's Aeries system to review student records, and school nurses review the enrollment list to ensure all medical conditions are accounted for. Staff collaborate with school nurses throughout the year to address student needs effectively.

Winters JUSD's ELP is a vital extension of the school day, offering students a safe, supportive, and enriching environment where they can thrive academically, socially, and emotionally.

2. Active and Engaged Learning

Alignment with the Regular School Day

The ELP seeks to support the District's Graduate Profile commitment to ensure all students gain the essential literacy, numeracy, and subject area skills needed to engage in rigorous academic work that prepares them for a variety of postsecondary pathways, including ongoing education.

Expanded Learning Program (ELP) staff maintain regular communication with school staff to ensure alignment with the regular school day. This collaboration occurs through emails, classroom observations, conversations with teachers, and monthly meetings with school principals. ELP adopts district rules, consequences, and policies wherever possible to maintain consistency.

Each Associate Teacher fosters working relationships with the schoolteachers of their students, seeking input to better understand individual student needs. These connections enhance the program's ability to support students effectively and contribute to their overall success.

Homework Assistance and Literacy Focus

A key element of the ELP is homework assistance paired with a literacy component. For 45 minutes to 1 hour daily, students receive help with homework or engage in an academic activity. ELP staff monitor completion and accuracy, documenting progress in academic logs. These logs are shared with parents and schoolteachers upon request and have proven helpful, particularly when students misplace assignments.

The literacy component includes 10-30 minutes of daily reading activities tailored to student needs and grade levels. Options include one-on-one reading, silent reading, or storytime for younger students. Older students, such as those in 4th and 5th grades, summarize their reading to reinforce comprehension skills. Spanish literature is available for interested students. Teachers emphasize that even 10-30 minutes of daily reading significantly benefits students' learning.

Academic Enrichment Activities

In addition to homework and literacy, ELP offers 45 minutes to 1 hour of academic enrichment daily. Activities are grade-appropriate and include:

- **Arts and crafts**
- **Educational games and flashcards**
- **STEM activities**
- **Nutrition lessons**
- **Music and performing arts**

Partnerships with local organizations and schools enhance the program through special projects like robotics, theater, dance, and specialized art activities.

Field Trips and Special Events

ELP organizes recreational and educational field trips, including visits to:

- Bowling alleys
- Children's museums
- Pumpkin patches and mazes
- The Sacramento Zoo
- Local attractions, such as the Bobbie Greenwood Pool and the City Park

Themed parties celebrate holidays, incorporating history, traditions, and healthy food alternatives. Parents are encouraged to contribute to these celebrations.

Real-Life Skill Development

Students engage in hands-on activities that build practical skills, including:

- Gardening
- Science experiments
- Engineering projects
- Team-building games

Curriculum and Resources

ELP utilizes curated curricula, such as KidzScience kits, Scholastic LitCamp, Skillastics kits, Mindworks Resources, Quest, and Summer Scholars. These resources provide engaging, pre-planned activities that maximize learning without overburdening staff.

Recreation and Social Skill Development

Structured games and free play help students develop leadership, social, and teamwork skills. Staff trained by Playworks implement new games weekly, ensuring activities remain fresh and engaging. Recreation has been instrumental in promoting sportsmanship and positive interactions.

Through these carefully designed components, Winters JUSD's ELP provides a comprehensive, enriching experience that supports students academically, socially, and emotionally.

3. Skill Building

The Expanded Learning Program (ELP) provides students with opportunities to develop a variety of essential skills. By focusing on educational literacy, enrichment, and recreation, ELP supports academic achievement and overall student success. Activities are designed to foster creativity, collaboration, communication, critical thinking, and healthy habits while helping students meet grade-level academic standards.

Language Development for English Learners (ELs)

ELP offerings support English Learner (EL) students by providing opportunities to practice language skills in both formal and informal settings. Interactions with peers and educators build confidence, foster oral discourse, and create a sense of trust. This trust encourages students to engage more actively and improves their language development over time.

Social Emotional Learning (SEL)

Students develop SEL skills through various enrichment and recreational activities, enhancing their:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Additionally, participation in the program promotes broader skills, such as analytical thinking, organization, time management, teamwork, and understanding different perspectives and emotions.

Learning and Innovation Skills: The Six C's

ELP integrates critical thinking, communication, collaboration, creativity, cultural awareness and community engagement as aligned to our District Graduate Profile into its curriculum:

- **Critical Thinking:** Students engage in activities such as STEM projects, robotics, forensic science, and gardening, which require analytical and problem-solving skills. For example, students break down the nutritional value of harvested fruits and vegetables, creating recipes and learning practical applications of science.
- **Communication:** ELP provides avenues for student voices, such as idea boxes and interest surveys, allowing them to influence program offerings. Activities like collaborative recipe creation and sharing cultural stories further enhance communication skills.

- Collaboration: Students work together on projects like maintaining site gardens, developing recipe books, and participating in recreational games. Partnerships with community organizations enrich learning and foster teamwork.
- Creativity: Enrichment activities encourage creative thinking through arts, crafts, and imaginary play, music, theater and dance.
- Cultural Awareness: Students recognize and appreciate each other's diversity and learn about other cultures via activities and celebrations. They also develop their awareness of and sensitivity to the backgrounds and beliefs of others who are different from themselves as modeled by program staff.
- Community Engagement: Students are given opportunities to address issues that affect them in the program and at their school. They are encouraged by program staff to use their voices and engaged in leadership to bring about meaningful change.

Life and Career Skills

Field trips, presentations, and enrichment activities expose students to various career paths, such as law enforcement, emergency response, farming, and scientific research. These experiences help students develop practical life skills and an understanding of different professions.

Tailored Curriculum Development

Each aspect of the ELOP curriculum is carefully designed to meet the needs of students and the community. Staff continually refine the program based on surveys, feedback from schoolteachers, and community input. This iterative process ensures that activities remain relevant and impactful, supporting the growth of students academically, socially, and emotionally.

4. Youth Voice and Leadership

The Expanded Learning Program (ELP) supports the whole child, fostering academic success and community engagement through youth voice and leadership opportunities. By empowering students to influence their environment, the program builds a sense of belonging and essential leadership skills.

Student Voice and Input

Student input is gathered through check-ins, surveys, and monthly roundtable discussions, allowing them to shape program activities. Students plan, implement, and evaluate offerings, ensuring alignment with their interests.

Leadership Opportunities

Students take on roles like teacher helper, clean-up leader, and playground leader, developing skills in teamwork, communication, and responsibility. These roles build confidence and foster lifelong skills.

Classroom Ownership

Grade-specific classrooms serve as creative spaces adorned with student work and collaborative displays on themes like recycling, holidays, and global awareness. These projects reflect student interests and guide curriculum development.

Student-Driven Initiatives

Students propose activities via idea boxes, with feedback leading to curriculum additions such as environmental themes, history lessons, and health literacy. Community-focused projects like park clean-ups and recycling crafts empower students to take civic responsibility and inspire peers.

Guided Leadership Development

Staff are trained in youth development and facilitate discussions to encourage student-led initiatives. Leadership roles and project opportunities evolve with students' growth, fostering independence and confidence.

Conclusion

By prioritizing student voice, leadership, and community engagement, ELP prepares students to succeed academically and become responsible, active members of their communities.

5. Healthy Choices and Behaviors

The Expanded Learning Program (ELP) prioritizes student resilience, a foundational element of the Graduate Profile, through healthy lifestyles, balanced nutrition, physical activity, and hands-on experiences that promote wellness and teamwork.

Nutritious Snacks

Winters JUSD Food Services provides ELP with USDA-compliant snacks, offering two of the four food groups, such as cereal and milk, fresh fruit and crackers, and yogurt and crackers. During intersession programs, breakfast, lunch, and snacks are provided. Staff are trained annually in food safety and civil rights, with snack procedures reviewed regularly. Students' feedback is gathered through satisfaction surveys to ensure quality and variety.

School Garden Participation

Students engage in the care and maintenance of school gardens, working collaboratively to plant, water, weed, and harvest fruits and vegetables. These experiences connect students to healthy eating and allow them to share produce with their families, fostering a sense of ownership and responsibility.

Physical Activity and Recreation

Physical activity is a core component of ELP, with daily opportunities for structured and unstructured play. Students participate in sports like volleyball, soccer, and basketball, as well as group games and activities like yoga, Zumba, and fitness boot camps. Recreational activities emphasize leadership, teamwork, and developing a positive attitude toward fitness.

Healthy Lifestyle Promotion

ELP integrates health and nutrition education, leveraging its farming community roots. Staff use CalFresh's CATCH curriculum to provide diverse physical activities. Role modeling by staff and conversations about healthy choices further inspire students to adopt active lifestyles beyond the program.

By combining nutrition, physical activity, and hands-on learning, ELP promotes academic success and fosters lifelong healthy habits.

6. Diversity, Access, and Equality

Program Promotion

The ELP employs a comprehensive outreach strategy to ensure all families are aware of the program. Advertisements are distributed via Parent Square, school newsletters, Facebook, and the district website. Staff attend events like kindergarten registration, open houses, and parent orientations to provide information and answer questions. Communications are provided in both English and Spanish to accommodate the district's bilingual population.

Promotional efforts also extend to:

- The City of Winters newsletter (mailed with water bills).
- Presentations at ELAC, DLAC, and Migrant Ed meetings.
- The Winters Express newspaper.
- Flyers and announcements targeting priority groups in primary languages.
- Messages through Parent Square to all parents in their preferred language.

Priority Registration for Unduplicated Students

Students identified as English Learners, those eligible for free/reduced meals, foster youth, and homeless youth receive priority registration. These families are notified in advance through Parent Square and other targeted communications. A waitlist prioritizes these students when capacity limits are reached.

Cultural Celebrations and Integration

ELP celebrates cultural diversity through activities like family recipe sharing, hands-on cooking demonstrations, and holiday traditions. Students explore the history and traditions of diverse cultures globally through crafts, reading, and projects that enhance understanding and appreciation.

Support for English Learners (ELs)

ELP aligns with the district's English Learner Master Plan, grouping students into Structured English Immersion, English Language Mainstream, or Bilingual Alternative programs. Staff receive specialized training in English Language Development and collaborate with district staff to assess and support students' language acquisition needs through homework help, intervention programs, and linkage to the school day curriculum.

Support for Students with Disabilities

ELP works closely with school site coordinators to adapt programming for students with disabilities, ensuring consistency with their Individual Education Plans (IEPs). Regular evaluations with parents and teachers help address unique needs, easing the transition between school and after-school environments.

Fostering Inclusion and Belonging

The program emphasizes the importance of diversity and inclusion by creating opportunities for students to explore their heritage, share family traditions, and engage in global cultural studies. These activities foster a sense of pride, belonging, and mutual respect within the student community.

7. Quality Staff

Hiring Process and Criteria

The District uses EdJoin to advertise ELP positions. Each role has specific qualifications:

- **Instructional Aides:**
 - High school diploma or equivalent.
 - Negative TB test, Live Scan clearance, and passing the district's Instructional Aide exam.
 - Experience with youth is encouraged but not required.
 - Interviews conducted by Site and Program Coordinators.
 - Onboarding includes on-site visits, program review, and student introductions.
- **Associate Teachers:**
 - High school diploma or equivalent.
 - Same requirements as Instructional Aides, with preference for youth group experience and ECC credits.
- **Site Coordinators:**
 - Same qualifications as Associate Teachers but must have experience as an associate teacher.
 - Management experience is encouraged.
- **Program Coordinators:**
 - Bachelor's degree or higher required.
 - Management experience necessary.

Promotion from Within

Site and Program Coordinator roles are typically filled through internal promotions to incentivize staff excellence and ensure program continuity. Wage increases accompany promotions.

Youth Employment Opportunities

The District also hires former program participants as interns or TAs. Positions are advertised to high school juniors and seniors, with candidates recommended by teachers or the principal. High school interns follow the same hiring process as staff and must demonstrate responsibility, trustworthiness, and an interest in working with children.

Professional Development and Training

Staff undergo extensive, year-round training to ensure quality programming:

- **Initial Training:** Includes one-on-one sessions, online courses, district orientation, and classroom shadowing.
- **Individual Trainings:** Topics include social-emotional learning, restorative practices, behavior guidance, integrating academics and enrichment, and more.
- **Group Trainings:** Monthly sessions focus on leadership, time management, multitasking, and program development, led by Site and Program Coordinators.

Evaluation and Continuous Improvement

Staff are evaluated regularly through classroom observations by supervisors. Feedback guides additional training as needed, ensuring alignment with annual Continuous Quality Improvement (CQI) goals, student feedback, and parent and school site recommendations.

The District remains committed to expanding ELP offerings and ensuring all staff meet high standards of excellence.

8. Clear Vision, Mission and Purpose

Community and Demographics

Winters, a rural city in Yolo County, has a population of 7,540, with **52.4% Hispanic** and **76.3% White** residents. The school district serves 1,555 students, with 28% identified as English Learners and 44% as socioeconomically disadvantaged.

Challenges and Community Needs

The cancellation of private/community based elementary after-school programs in 2017, due to daycare centers ceasing to accept students past 2nd grade, led to academic decline among students. The City's agricultural workforce, with limited formal education and English proficiency, struggles to provide supervision and academic support for their children. This became more evident during the COVID-19 pandemic when many students had no one to supervise them at home.

Program Impact

ELP directly addresses the needs of this vulnerable population by offering:

- After-school care until 6 p.m. for working families.
- Academic assistance, which strengthens student engagement and helps reduce absenteeism (supported by research from the Afterschool Alliance).
- Physical education, fitness, and healthy living initiatives to improve physical fitness outcomes.

Engagement Partner/Stakeholder Collaboration

Key engagement partners include:

- **City of Winters, School District Leadership, Parents, Students, and Community Partners.**
Through focus groups and surveys, a strategic vision for ELP was developed, with full support from the City Council, School Board, and Superintendent. The program aims to provide a safe, enriching environment that supports academics and offers extracurricular activities.

Enrollment and Promotion

The program's enrollment is supported by active involvement from school principals who promote ELP and recruit teachers to collaborate on curriculum needs. High school principals encourage students to volunteer as interns. Regular input from parents and students through surveys helps shape the program's direction.

Program Goals

ELP's primary goals are to:

- Provide a safe and supportive space for students.
- Offer academic assistance and enrichment activities.
- Foster social development and life skills.

Staff are recruited and trained to meet both academic and emotional needs, ensuring they create an engaging and supportive environment for students.

Continuous Improvement

ELP's effectiveness is regularly assessed through:

- Staff meetings to identify areas for improvement.
- Feedback from parents, teachers, and students.
- The After School Program Quality Self-Assessment Tool.

Addressing the Achievement Gap

To monitor the program's impact on disadvantaged students, the district tracks progress through surveys, diagnostic and formative assessments, and state testing results. ELP aligns with Winters JUSD's Local Control and Accountability Plan (LCAP), which focuses on:

1. School environments and climates are safe, welcoming, and inclusive places that support all students' success and wellness.
2. All students are engaged in school experiences that enhance their learning and growth.
3. All students achieve academic success in a broad course of study and demonstrate college, career, and civic readiness.

Expanding Opportunities

ELP supports students by extending learning opportunities beyond the traditional school day. By offering comprehensive programming for students, particularly those from underserved backgrounds, the program strengthens student engagement and prepares them for future success. Partnerships with local community organizations and Winters JUSD staff enrich the program and provide students with a broad range of experiences.

ELP is a vital tool in bridging the achievement gap and helping students reach their full potential.

9. Collaborative Partnerships

Winters JUSD utilizes the ASES and 21CCLC grants to manage and expand its ELOP, including staffing, program development, facilities, transportation, and food services. The program has nearly doubled its reach, serving 280 students in after-school and summer sessions. The expansion to include grades 7 and 8 is planned for the 2024-2025 school year, following successful growth in TK-6.

ELOP partners with Winters JUSD staff and local organizations to offer a wide range of additional programs, including the Nighthawk Volleyball Club and Putah Creek Club, along with partnerships with Winters Participation Gallery, Yolo Arts, Winters Friends of the Library, and Putah Creek Council. In the upcoming year, further partnerships will be developed.

Communication and Collaboration

The Program Coordinator maintains regular communication with Site Coordinators, who meet monthly with staff and principals to discuss student progress and program goals. ELP staff also engage with instructional day teachers to ensure alignment and meet student needs. The City of Winters plays a vital role, offering free use of city facilities, including the park and pool, and collaborating on various programs.

Community and Volunteer Involvement

ELP collaborates with several community partners:

- **Winters Police and Fire Departments:** Provide safety presentations and field trips. The Police Department leads a forensic science curriculum where students investigate a crime scene.
- **Yolo County:** The Yolo County Office of Education offers staff training and technical support. Yolo County 4 H assists with STEM and nutrition curriculum.
- **Winters Farm to School Program:** Master Gardeners work with students on gardening, nutrition, and cooking, teaching them about healthy food choices.
- **The Palm Foundation:** Supports the program through grants and fundraising, focusing on garden and nutrition projects.
- **Local Businesses:** Partnerships with Upper Crust Bakery, the Pizza Factory, and others provide additional resources and support.
- **Student Volunteerism:** High school students assist with homework help, enrichment activities, and year-round science programs.

Program Activities and Field Trips

ELP organizes field trips to local landmarks such as the Winters Library and Bobbie Greenwood Pool. Students also engage in educational activities with the Putah Creek Council, learning about local ecosystems.

Communication with Families

ELP maintains a strong communication strategy, ensuring that parents are informed through bilingual flyers, Parent Square messages, and the program's Facebook page. Information includes healthy living tips, nutrition resources, and recipes for families to try together. Parents are also invited to Family Nights to engage in math games, reading challenges, and other enrichment activities.

Ongoing Program Development

ELP continuously seeks new partnerships and improvements to its curriculum. Current negotiations involve collaborations with institutions like the University of California-Davis, the Sacramento Zoo, Yolo County Food Bank, and the Crocker Art Museum to further enrich the student experience.

10. Continuous Quality Improvement

Winters JUSD ELP is regularly evaluated for effectiveness and improvement. We collect data from various sources, including observations, participation rates, family input, student surveys, and document reviews, to inform an action plan for program enhancement. This may involve adjusting resource allocation, updating program goals, and providing professional development for staff.

The program follows California's Quality Standards for Expanded Learning and uses the California After School Program Quality Self-Assessment Tool (CAN-QSA) to assess alignment with these standards. This tool is implemented annually by program and district staff, incorporating input from students, parents, and staff to ensure the program supports positive relationships, family involvement, inclusivity, and community needs.

Evaluation Process

Program effectiveness is assessed through ongoing communication with school teachers, principals, parents, and community members. The Program Coordinator conducts formal site visits to ensure compliance. Reviews are also conducted by the Sacramento County Office of Education (SCOE) and Yolo County Office of Education (YCOE), including onsite visits and technical assistance.

The Quality Self-Assessment Tool is completed annually, with discussions held at staff meetings to address areas needing improvement. Program success is measured by tracking positive behavioral changes, homework completion rates, grade improvement, higher test scores, and students' attitudes toward learning.

Student Success Measurement

Student success is measured through school attendance, surveys, Classroom Connection Forms, iReady testing, and feedback from parents and teachers. This data helps guide decisions for program improvement.

Attendance

The program reviews attendance twice a year, noting its correlation with academic success. ELP attendance is compared with day school attendance, and parental meetings are held for students with low attendance. Strategies to improve attendance are discussed during staff meetings.

Surveys and Feedback

Annual surveys for students, parents, and teachers are used to gather feedback, which is reviewed by staff and principals to adjust strategies. Classroom Connection Forms track student progress in behavior and academics, with teachers providing recommendations for improvement.

11. Program Management

The ELP Coordinator, under the direction of the Assistant Superintendent of Educational Services, oversees the program, collaborating with Site Coordinators to manage daily operations and support program improvements. Regular staff meetings address ongoing needs, student achievements, and challenges. The Assistant Superintendent and the District's Business Office monitor the budget and fiscal reporting.

Winters JUSD uses the CAN-QSA results to update the EL Program Plans annually to reflect community needs. Current funding from ASES, 21st CCLC, and ELO-P supports 248 students, up from the original 88 students. However, limited resources have created a waitlist for the program.

ELO-P funding enhances field trips to local museums and cultural events, and helps fund the expansion to include transitional kindergarten and 6th grade. This funding also supports fine

arts activities, including music, theater, dance, robotics and provides supplies to meet program needs.

Program Leadership and Responsibilities

The **Program Coordinator** manages grant duties, budgeting, staff training, curriculum review, recruitment, marketing, and fiscal reporting. They also supervise Site Coordinators and serve as a liaison between the district superintendent and city manager.

Site Coordinators oversee daily operations, manage associate teachers, develop grade-specific curriculum, and handle parent communications. They also collect feedback via surveys and create lesson plans, ensuring safety protocols are followed.

Associate Teachers maintain classroom operations, communicate with parents and schoolteachers, assist with homework, lead enrichment activities, and manage student safety.

Insurance and Fiscal Responsibility

Winters JUSD provides liability insurance for all ELP participants, including staff, students, and parents. Budgets are monitored and updated regularly, with adjustments made in consultation with Site Coordinators, the Program Coordinator, and district officials.

Training and Development

The Program Coordinator and Site Coordinators attend webinars, training, and conferences, staying connected with the Regional Expanded Learning Network for best practices and updates.

In-Kind and Matching Funds

- The district provides classroom space, computer support, supplies, and janitorial services, valued at approximately \$90,600 annually free of charge to the program.
- Parent donations contribute an additional \$2,000 annually.

Attendance Tracking

Students are signed in upon arrival, with attendance recorded and submitted monthly. A "15-Minute Policy" ensures that all sign-outs are documented. Absences and early releases require parent documentation, and excessive absenteeism may lead to program removal.

Early Release Policy

To meet program funding requirements, students must attend for at least 3 hours daily. Early release is permitted for excused reasons such as medical, religious, or parental choice, with documentation required. Excessive early release or absenteeism may result in dismissal from the program. Repeated late pick-ups or non-compliance with attendance policies may also lead to removal.

Program Plan Review

The Program Coordinator regularly reviews grant assurances and ensures all mandates are met.

If any requirements are not being fulfilled, staff work together to address and resolve the issue promptly.

12. Sustainability

The Expanded Learning Program (ELP) is supported by multiple funding sources, including 21st Century Community Learning Centers (21st CCLC) grant funds, Expanded Learning Opportunities Program (ELO-P) grant funds, and community donations. In addition to these existing sources, we plan to apply for other grants to support various aspects of the program. We will also continue to engage in local outreach efforts to maintain high student participation and recruit qualified local staff.

To retain students, our goal is to create a welcoming and engaging environment that encourages students to return and recommend the program to their peers. We keep the program dynamic by continuously seeking new ideas and gathering participant feedback on what they'd like to see.

Our recruitment efforts include advertising through local newspapers, the district website, school newsletters, and flyers sent home with students. We will also engage with local organizations, such as Rotary, City Council, and the school board, to further promote the program. Flyers and materials will be distributed in both English and Spanish to ensure accessibility for all families. Additionally, the program maintains a Facebook page to share updates and successes with the community.

ELP also utilizes a referral system where teachers and principals identify students at risk of retention or who need additional academic support. This allows us to tailor our outreach efforts and adjust our recruitment methods as necessary throughout the year.

Winters JUSD is committed to the long-term success of ELP. The Program Coordinator will take responsibility for exploring new grant opportunities, maintaining partnerships, and ensuring the program's sustainability. The sustainability plan will be revisited annually, with adjustments made as needed based on available resources and program requirements. Staff will also collaborate to secure additional resources and partnerships, ensuring continued growth and success.

“Engaging, Educating, and Empowering Every Learner.”