

**Stockton Unified  
Expanded Learning Opportunities Program**



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# Stockton Unified Expanded Learning Opportunities Program

| School Site Name         |
|--------------------------|
| Adams Elementary         |
| August Elementary        |
| Bush Elementary          |
| Cleveland Elementary     |
| El Dorado Elementary     |
| Elmwood Elementary       |
| Fillmore Elementary      |
| Fremont Elementary       |
| Grunsky Elementary       |
| Hamilton Elementary      |
| Harrison Elementary      |
| Hazelton Elementary      |
| Henry Elementary         |
| Hong-Kingston Elementary |
| Hoover Elementary        |
| Huerta Elementary        |
| Kennedy Elementary       |
| King Elementary          |
| Madison Elementary       |
| Marshall Elementary      |
| McKinley Elementary      |
| Monroe Elementary        |
| Montezuma Elementary     |
| Nightingale Elementary   |
| Peyton Elementary        |

**Stockton Unified  
Expanded Learning Opportunities Program**

|                          |
|--------------------------|
| Pittman Elementary       |
| Primary Years Academy    |
| Pulliam Elementary       |
| Rio Calaveras Elementary |
| Roosevelt Elementary     |
| San Joaquin Elementary   |
| Spanos Elementary        |
| Taft Elementary          |
| Taylor Elementary        |
| Tyler Elementary         |
| Van Buren Elementary     |
| Victory Elementary       |
| Washington Elementary    |
| Wilson Elementary        |

# Stockton Unified

## Expanded Learning Opportunities Program

### **1–Safe and Supportive Environment:**

All Expanded Learning Opportunity Programs (ELOP), are located on each school campus.

Each program, in collaboration with the site principal, develops a required disaster plan with a yearly schedule of monthly drills. The planning, tasks and drill schedule aligns with the District's Emergency Response Crisis Management plan. Line staff are trained in the tasks for which they are responsible in the event of a disaster/emergency. These tasks include the proper procedures to perform and secure building (soft lockdowns, hard lockdowns, active threat), action leave the building, action duck and cover or drop, room clear, and de-escalation.

Stockton Unified School District (SUSD) program facilitators are encouraged to utilize the SUSD phone based emergency notification system, Share911. This allows for direct communication with school administration, faculty and law enforcement. All program facilitators are AED, CPR and First Aid certified.

Line staff receive professional development in social and emotional learning that focuses on providing activities that promote social and emotional development. Line staff are trained to address bullying and teasing immediately. Positive relationships are built and fostered through a variety of strategies including team-building exercises and restorative circles. These activities help build community and respond to conflicts and problems that may arise. In addition, restorative circles give students an equal opportunity to speak and be heard.

Line staff are trained in the importance of developing a supportive and safe environment for students. Line staff are familiar with each students' health and medical needs, how to build relationships with all students, problem solving with students and teaching appropriate social behavior so all students can be successful in the ELO-P. SUSD nurses provide training and develop Health Care Plans to assist line staff working with students with special health needs and adjust activity, as needed.

A daily check-in is incorporated into the program routine as a tool to connect line staff to students. Positive program expectations are developed by students and line staff collaboratively at the beginning of each school year and are taught, modeled, reinforced, and supported throughout the year. Students and line staff are formally involved in the development of disciplinary practices. Students work with line staff to create positive behavior policies and expectations. Line staff model positive behaviors, and acknowledge and reward students for positive behaviors that align with the expectations.

Line staff practice positive behavior management and disciplinary practices consistently. Students are taught, prompted, encouraged, and recognized for respectful behavior and reminded, redirected, and supported using Positive Behavior Intervention Support

# **Stockton Unified**

## **Expanded Learning Opportunities Program**

(PBIS) techniques and strategies. Students accomplishments are shared with parents and celebrated publicly when appropriate. Tangible and social/emotional rewards are given for regular attendance. Sites are encouraged to acknowledge students through monthly/quarterly award ceremonies and daily praise. Students who may have difficulty following the agreed upon program expectations may need an individual behavior support plan to aid positive participation in the program.

Additional steps to ensure student safety include that all line staff are easily identifiable to participants, families and other stakeholders (i.e., staff shirts, vests, and badges). Line staff are required to carry radios to facilitate communication during emergencies, student transitions, or during student check-in and checkout processes. Line staff are required to take head counts of students to ensure everyone is present when moving from activity to another. Each program is required to have at least one accessible emergency binder that includes contact information for students in the event family members need to be reached. If there is an accident or incident, program facilitators are required to complete the applicable report and make parent/guardian contact. A copy of this report is sent to the site administrator and risk management.

To ensure proper check-out procedures, parents/guardians and/or authorized persons are required to sign their child out of the program using Procure, web-based attendance system, and may sign a release to allow their child to walk home at a predetermined time. Walk home students must have a completed walk home form that is signed by their parent/guardian and must be approved by the school administrator.

### **2–Active and Engaged Learning:**

The ELO-P is aligned with the regular school day. The site administrator selects an Academic Hour Teacher Coordinator (AHTC), who is one of the regular school day teachers. They provide a link to site administration, teachers, and the school site. Academic groups are formed using data from student records and progress in the classroom which can be fluid depending on student mastery and progress. All programs include a minimum of five hours a week of academic support.

The teacher-led intervention used in the ELO-P is closely aligned with the school day curriculum and instruction. The District has adopted an online intervention, I-Ready (Curriculum Associates), for intervention in Math and English Language Arts. I-Ready is an intervention backed by timely research conducted in diverse educational settings and is proven to build skills, fluency, comprehension in ELA and foster a deep understanding of mathematic concepts and math habits. Additionally, line staff lead basic mathematics activities to develop fluency using drills, games, and movement. To support literacy, line staff use KidzLit, Reading with Relevancy, and Humane Education, reading and literacy enrichment designed for afterschool programs. These programs promote social-emotional development and critical thinking skills.

To strengthen lines of communication between teacher, parent, and line staff and to ensure effective assistance with homework, the line staff use homework logs to

# Stockton Unified

## Expanded Learning Opportunities Program

communicate with classroom teachers and parents.

All enrichment activities are linked to and support academic and program goals. Enrichment activities engage learning in the areas of literacy, math, social studies, science, visual and performing arts, and civics. Project Lead The Way curriculum delivers lessons on Science, Technology, Engineering, Art and Math. Additionally, a number of collaborative teachers and partners provide instructions in STEAM throughout the year.

Each day, students participate in guided physical activities from the SPARK curriculum, an evidence-based physical education program designed for after school. In addition, thematic units have been created to help promote project and performance-based activities to increase student engagement.

A variety of educational supplies and activities are available at sites including educational games, Lakeshore learning centers, SRA math kits, activities from Teacher Created Materials, MindWare, Nasco Math, and other resources.

Thematic units have been created to support engaging activities and foster youth development. The units are filled with academic, enrichment, and physical fitness activities. Line staff leads these hands-on and project-based learning activities with their students. At the end of each theme, each site has the opportunity to showcase their students' work and talents to their family and community. Who Am I, Compassion, Diversity, and Responsibility are the major themes incorporated in ELO-P each year to help students focus on their own cultural and unique backgrounds and learn about the world beyond their neighborhoods.

- **Who AM I** provides students the opportunity to learn about themselves, where they come from, and where they are headed. It gives them a unique opportunity to share their personal story with others.
- **Compassion** provides the opportunity for students to learn empathy and demonstrate concern for others. Students become motivated to go out of their way to help others by way of service-learning.
- **Diversity** provides the opportunity for students to learn about different cultures. Students learn that each individual is unique and special. By understanding cultural differences, students will become more accepting of others and will have a better understanding of the world around them.
- **Responsibility** provides an opportunity for students to learn how to be responsible to themselves, their families, their school, their community and to the world.

In addition to the thematic units, our primary reading enrichment programs, KidzLit, Reading with Relevancy, and Humane Education, supports social-emotional development through culturally relevant literature.

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# Stockton Unified

## Expanded Learning Opportunities Program

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### **3–Skill Building:**

Studies reveal that students who are actively engaged in school have a greater chance to graduate and go on to become productive members of society. ELO-P students are less likely to be held back in school, have hire attendance levels, and are less likely to drop out of school as a direct result of activities and support offered by Expanded Learning Programs.

The English Language Development Office works with school sites to support English Learners (EL), to receive intervention and support. EL student's benefit from the ability to practice the use of language with peers in both formal and informal settings. Having the additional support provides a level of comfort, which encourages EL students to engage in a greater use of language for the desire to seek assistance. Curriculum like Rosetta Stone will be incorporated to support English Learners mastery of language skills.

ELO-P supports 21st century skills through thematic units and other supplemental materials. Each thematic unit provides connections to ELA, mathematics, social studies, art, science, and SPARK. The ELO-P has also partnered with Prosolve to provide their QUEST kits. QUEST uses gaming concepts familiar to students to develop their ability to think critically and solve problems. QUEST combines a digital game with physical stickers, cards, tokens, and flags. Students complete hands-on challenges while interactive videos tell QUEST's story.

Students work collaboratively as they research information using technology. They showcase their knowledge and skill through presentations, projects, performances, fairs, exhibits, and other culminating activities. These projects require students to take on leadership roles, plan, communicate, work together, think critically and use their creative energy. Each culminating activity provides appropriate activities which allow all grade levels to demonstrate mastery of skills and concepts.

Each year the needs of students, parents, schools, and the communities are assessed using data from students, line staff, parent surveys, the Local Control Accountability Plan (LCAP) survey, California Healthy Kids Survey, Peer Leaders Uniting Students (PLUS) surveys, and academic scores. Program Facilitators meet with teachers and administrators and many attend School Site Council and/or site-based PTO/PTA meetings to help determine the needs of the school. Based on the feedback, the expanded learning program can better develop activities and programs that meet the needs of the students and community.

# Stockton Unified

## Expanded Learning Opportunities Program

### **4–Youth Voice and Leadership:**

Based on student feedback and through collaboration, trainings, and academic enrichment, activities are developed. For example, in developing the diversity units, students were surveyed and asked which cultures they were most interested in studying. In addition, overall performance on ELA assessments are considered and guide the development of activities for each unit such as reading and writing skill development.

Formal surveys are administered twice a year to assess student needs and interests. Line staff listen to students and their suggestions are incorporated into the program planning and line staff debriefs. Based on the results, the program creates and develops projects, clubs, and events. Students are included in the program planning and leadership team and regularly have formal opportunities for input in planning, problem solving, decision-making, implementations, and evaluation.

Line staff give lower grade students a menu of choices as a means of informally consulting with them throughout the year about activities they believe would be fun. Line staff can then develop relevant and engaging program activities based on students' choices and feedback.

Line staff engage higher level grade students in their community through meaningful projects and activities on a regular basis. Students are empowered to generate suggestions for ways to engage with the community through service learning projects. Some examples of student led service learning projects include participating in activities such as collecting items for fire victims and preparing care packages for cancer patients.

Humane Education, Kidzlit, Reading with Relevancy, and the thematic binders provide opportunities for students to discuss and address real world issues in a group environment. Line staff is trained in implementing existing materials and creating activities that are grade level appropriate, exciting and engaging. All programs work at tapping into each student's passion and supporting them in transforming their passion into creative activities.

### **5–Healthy Choices and Behaviors:**

To address healthy living, the STEP Up program collaborates with the University of Pacific doctoral students to provide informational presentations on various topics to address healthy lifestyles. To promote active lifestyles, the SPARK physical activity curriculum is included in all afterschool programs. In addition, some sites work with their local community garden where students are able to learn and participate.

## **Stockton Unified**

### **Expanded Learning Opportunities Program**

The thematic unit Responsibility includes a Responsibility for yourself component which incorporates information on healthy eating, nutrition, the effects of sugar on the body and includes a self-reflection on meeting nutritional and physical activity requirements for a health. In the thematic unit, Who Am I? students learn how various parts of the body work and the ways good nutrition supports the human body.

Increased physical fitness is encouraged and scheduled each day. A minimum of thirty minutes is dedicated to active physical activity using the SPARK curriculum developed by San Diego State University.

To provide additional physical activity and expand the opportunity for students to participate in athletics, SUSD developed team sports for grades six through eight coached by SUSD line staff. The sports program has included soccer, basketball, volleyball, football, and track based on student interest. Additionally, ELO-P has partnered with the U.S. Tennis Association. This program introduces students in the after school programs to non-traditional sports.

ELO-P partners, The Table Community Foundation, and YMCA of San Joaquin, participates in community health fairs throughout the year and provides resources to our SUSD families and students enrolled in Expanded Learning Programs. At Family Nights, hosted by the expanded learning programs, sites are encouraged to include presentations on nutrition and healthy movement.

## Stockton Unified Expanded Learning Opportunities Program

To ensure students receive healthy snacks, snacks must contain full servings of any two of the following four food components:

- Fluid milk;
- Meat or meat alternate;
- Fruit, vegetable, or 100% juice; and
- Grain or bread product.

|                          | Cereal Bar | Milk, White 1% |  | Craisins | Milk, White 1% |  | Cheese Stick | Milk, White 1% |
|--------------------------|------------|----------------|--|----------|----------------|--|--------------|----------------|
| <b>Serving Size</b>      | 1 Bar      | Half Pt.       |  | 1 pkt    | Half Pt.       |  | 1 stick      | Half Pt.       |
| <b>Calories (kcal)</b>   | 157        | 130            |  | 101      | 130            |  | 286          | 130            |
| <b>Total Fat (g)</b>     | 3.35       | 2.5            |  | .36      | 2.5            |  | 21.5         | 2.5            |
| <b>Saturated Fat (g)</b> | .34        | 1.5            |  | 0.03     | 1.5            |  | 12.5         | 1.5            |
| <b>Cholesterol (mg)</b>  | 0          | 15             |  | 0        | 15             |  | 54           | 15             |
| <b>Sodium (mg)</b>       | 112        | 160            |  | 2        | 160            |  | 714          | 160            |
| <b>Carbohydrates (g)</b> | 29.79      | 16             |  | 27.23    | 16             |  | 1.8          | 16             |
| <b>Dietary Fiber (g)</b> | 4.68       | 0              |  | 1.74     | 0              |  | 0            | 0              |
| <b>Sugar (g)</b>         | 7          | 15             |  | 24       | 15             |  | 0            | 15             |
| <b>Protein (g)</b>       | 2.01       | 10             |  | .06      | 10             |  | 21.5         | 10             |
| <b>Vitamin A IU (IU)</b> | 67         | 500            |  | 15       | 500            |  | 714          | 500            |
| <b>Vitamin C (mg)</b>    | .4         | 1.2            |  | 0.07     | 1.2            |  | 0            | 1.2            |
| <b>Calcium (mg)</b>      | 184.2      | 400            |  | 3        | 400            |  | 714.3        | 400            |
| <b>Iron (mg)</b>         | 1.57       | 0              |  | 0.13     | 0              |  | 0            | 0              |

# Stockton Unified

## Expanded Learning Opportunities Program

### **6–Diversity, Access, and Equity:**

The thematic unit, Who AM I? provides students an opportunity to learn about themselves, where they come from and where they are going. It gives them an opportunity to share their story with others. Kidzlit's and Reading with Relevancy's rich literature encourages students to accept and respect their cultural heritage, take pride in their cultural heritage while also learning to respect cultural and ethnic differences. Multiple individual and group activities explore each students' unique heritage.

The Diversity unit allows students to research a culture, explore the lifestyle and traditions of the culture, learn dances, explore unique foods, learn basic phrases in the language, study the history and markers of the culture including art and music. Students read literature, including folktales originating from the culture. The culture studies provide an opportunity for students to learn about how people live and work, how children are educated and explore differences and similarities from their own culture. Students learn that each individual is unique and special. By understanding cultural differences, students will become more accepting of others and will have a better understanding of the world around them.

Utilizing District academic data, students in primary grades with the greatest academic need in the area of English-Language Arts are prioritized for enrollment in ELO-P. Schools are strongly encouraged to target EL students for enrollment who have been EL for six or more years and all newcomers in grades K through 8. The program is inclusive of students with language barriers, special needs and academic deficits.

All information regarding ELO-P is available in both English and Spanish. The program handbook and all notices or flyers are available in Spanish to help communicate the Spanish speaking families. When needed, translators assist to communicate about the program along with district support for translating in languages outside of Spanish. Many of the program line staff are bi-lingual, which helps to better facilitate communication with non-English speaking families.

When necessary, school counselors, mental health clinicians, special education teachers, school nurses, and administrators meet with their site program facilitator and/or line staff to provide appropriate information and training for working with students with special needs. Professional development trainings for special need students are provided throughout the year. ELO-P works in conjunction with the SPED Department to determine student's needs and may provide Special Ed Assist if and when needed.

ELO-P works in conjunction with the Homeless and Foster Youth departments of the District. During homeless and Foster youth intake, parents and guardians are asked about the need for academic support or afterschool care. If supports needed, the Homeless and Foster youth representative communicates directly with ELO-P

# Stockton Unified

## Expanded Learning Opportunities Program

administration for priority enrollment. The ELO-P follows AB 1567 to give priority registration to those families in need

### **7–Quality Staff:**

All line staff who supervise students must meet the minimum qualifications of a paraprofessional which include:

- High school diploma or GED and,
- Completed at least 2 years of college (minimum 48 semester units)
- Obtained an Associates (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate, through a formal local academic assessment and proof of certification
- Fingerprint clearance
- Current T.B. clearance.

The program director ensures that all staff who directly supervise students meet the minimum requirements of an instructional aide. All partners and sub-contractors sign a contract guaranteeing all employees have met the minimum requirements of an instructional aide, have recorded evidence of fingerprinting and a current T.B. clearance. Each quarter, partners provide documentation verifying that all line staff have met these requirements.

SUSD Program Facilitator positions are advertised on-line through EDJoin.org. The expanded learning program seeks applicants who have experience coordinating youth, recreational and/or other educational programs. Line staff are trained and encouraged to apply for program facilitator positions when vacancies occur.

Partners or sub-contractors provide line staff to lead academic support, enrichment, recreation, and homework help activities. Partner agencies run advertisements in the newspaper, recruit at job fairs, college campuses and on-line job boards such as indeed.com and through social media. Partner agencies seek applicants who are collaborative, able to establish and follow program goals, work effectively with adults and children of all backgrounds, abilities, opinions and perceptions. ELO-P applicants are pre-screened via telephone to ensure line staff meet minimum requirements and program expectations. The interview process includes Math, Reading and Writing assessments.

Line staff hired receive an agency orientation and a SUSD new hire training. Line staff retention is encouraged through on-going training providing skills to enhance job performance. Regular collaboration between program facilitators and partner agencies include teambuilding activities as well as informational items to be shared with line staff. Each facilitator is encouraged to celebrate line staff successes during these meetings.

Throughout the year, all new hires receive comprehensive training which includes program mission and expectations, Positive Behavior Intervention Support (PBIS), scheduling and lesson planning, group management, SPARK, Literacy curriculum, and safety planning.

# **Stockton Unified**

## **Expanded Learning Opportunities Program**

All line staff are expected to attend the beginning of the year team training. The beginning of the year training provides site teams the opportunity to get to know each other, build community and create program systems and processes. Training topics can include safety and de-escalation, interactive team building activities, physical fitness, behavior management, youth development, and an overview of Quality Standards.

Ongoing professional development is determined based on line staff survey needs, site observations, and programming needs. The following trainings are provided through site trainings or individualized workshops. In addition, program facilitators will receive training by the ELO-P department to familiarize them with the newest adoption of curriculum materials and strategies to best support students.

### **8–Clear Vision, Mission, and Purpose:**

Our Mission is to graduate every student college, career, and community ready. In doing so we lift all youth out of circumstances of poverty and scarcity

The LCAP survey, feedback from stakeholder focus groups, including parent and student surveys, assessment data, including attendance and truancy, student level discipline data, i.e., suspension and expulsion, and data provided by the District Health Services Department are reviewed and incorporated into the ELO-P plan to reflect the needs of the community.

District iReady academic data in Fall 2021-22 shows that 13.8% of students in grades K through 8 were “on grade level” in ELA and 6.6% of students were “on grade level in Math grades K through 8. Based on the need for increased academic support, teacher-led intervention, ELA and math core support is provided. Title I and Title III resources are braided together to provide additional academic support for the Expanded learning program.

LCAP funding provides additional resources for student engagement and to serve more students. The intramural program and the thematic units were developed to provide project-based, hands-on activities to encourage student attendance in the ELO-P. Many of the students do not have a safe place to play in their neighborhoods and there is an increasing number of students diagnosed with diabetes or pre-diabetes; the intramural program and SPARK activities provide a safe and supportive environment to increase physical activity for environmentally and health-challenged students.

The Program Goals developed from the needs assessment are:

- Accelerate student progress towards grade level proficiency in math
- Develop early literacy and comprehension to support achievement in ELA
- Increase opportunities for student participation in physical fitness activities
- Enhance student engagement and foster positive relationships at school
- Provide a safe environment for children during ELO-P hours

# **Stockton Unified**

## **Expanded Learning Opportunities Program**

To achieve academic goals sites will schedule student use of iReady intervention pathways and systematically monitor personalized instruction reports to provide support and intervention based on student needs. Instructional support will be provided for select Common Core ELA and Math focus standards using research based strategies such as small group differentiation. Students will receive productive feedback on progress towards learning goals in alignment with the school's values and expectations as a professional learning community. Progress monitoring and evaluation by PLCs will be conducted through iReady Diagnostic growth reports.

Daily exercise helps improve blood flow and brain chemistry to protect memory, improve mood, and strengthen critical thinking. Students will participate in at least one SPARK physical education activity per day to promote lifelong wellness and develop motor, social, and personal skills. Intramurals will be offered for students to compete and collaborate with peers in competitive sport.

To engage stakeholders in the program's mission, vision, and goals, ELO-P holds collaboration meetings at the District and community level. The Assistant Superintendent of Education Services meets with the Program Director on a regularly scheduled basis. The Program Director meets with the program District Coordinators, and the District Coordinators meet with the Program Facilitators and partner agencies to support and provide training required for new implementations.

The ELO-P Advisory Committee also participates in the process as information is shared with committee members regarding the school district's needs for student support and academic achievement, and plans are put in place to support these goals. Members contribute line staff, health and safety support and information, cultural enrichment activities, and provide site support.

Collaborative members of the ELO-P Advisory include the SUSD Department of Public Safety, the SUSD Parent Advisory Committee member, SUSD parent, SUSD Health Services, SUSD PLUS program, SUSD Families in Transition, SUSD Foster Youth, University of the Pacific's Jacoby Center; the Table Community Foundation, and the YMCA of San Joaquin County. Site collaborative groups include site principals, Academic Hour Teacher coordinators, Program Facilitators, and line staff. This ongoing effort between ELO-P and the collaborative groups ensures that the ELO-P is continually improving and the needs of SUSD students are met.

### **9–Collaborative Partnerships:**

The collaborative partners involved in the process of updating the expanded learning program plan would include representatives of district-level departments, partner coordinators, Early Childhood, and other members of the ELO-P Advisory.

# **Stockton Unified**

## **Expanded Learning Opportunities Program**

The SUSD Health Services Department collaborates with the ELO-P to plan and prepare for potential health issues. Site nurses inform program facilitators of specific student health needs and provide training to administer treatments or provide services as needed.

ELO-P works in collaboration with The Jacoby Center for Public Service and Civic Leadership, the YMCA of San Joaquin County, and the Table Community Foundation to provide qualified line staff to lead engaging and hands on activities with our SUSD students.

Each school site's Academic Hour Teacher Coordinator works closely with the principal, school-day teachers, and the program facilitator to target students with the most need. The academic hour teacher provides an academic link to the regular school day. School day teachers provide intervention and academic enrichment to students who attend the program.

### **10–Continuous Quality Improvement:**

To improve the quality of the academic enrichment, each school site collects surveys from parents, students and line staff and receives administrators, academic hour coordinators and teacher feedback to assess program goals. Student attendance and assessment scores are used to measure academic achievement and to determine student needs.

To achieve program goals, each site monitors student progress throughout the year and makes adjustments as needed. Each school site will review achievement data as they collaborate in data teams within their Professional Learning Communities (PLCs).

The ELO-P Advisory and school sites developed an evaluation tool that aligns with the Quality Standards for Expanded Learning in California. Stakeholders decided to focus on three key areas: Quality staff, Safe & Supportive Environment, and Youth Development. Stakeholders continue to refine the CQI process to make it less cumbersome and more user-friendly.

At the beginning of each year, ELO-P leadership conducts a meeting with the program facilitators to review the CQI process. The program facilitator puts together a group of stakeholders who will help them with each year's CQI Process. Stakeholder groups typically include students, line staff, community partners, parents, site administration, and certificated and classified staff. Sites then collect data to help assess and evaluate their programs. The following data is collected from the various stakeholders: student and line staff surveys, program observations, and program facilitator and Agency Partner questionnaires

Using the data, the program facilitator then scores their site using the evaluation rubrics. Once the rubrics are completed, a meeting is scheduled that includes the Program

# **Stockton Unified**

## **Expanded Learning Opportunities Program**

Facilitator, Program Coordinators, and the Staff Support Specialist. At this meeting, all parties review the rubrics and the team creates a site improvement plan.

Based on their site improvement plan, sites work on their areas of need. Sites are to collect all evidence of this process. To evaluate their progress, each site reassesses its program by following the data collection and rubric process. The pre and post-data is then compared to determine the progress of their site. Each site then completes and submits the Evidence of Progress form which lists evidence of progress and opportunities for short- and long-term growth.

### **11–Program Management:**

ELO-P's mission is to establish community education centers to keep children safe and to provide intellectual, physical, and psycho-social enrichment. The ELO-P will support each school's core curriculum as well as State and District adopted content standards.

To better support our mission and reach our goals, line staff are strategically trained on all aspects of the program including academic support and enrichment, psycho-social safety, and physical activity. The budget is dedicated primarily to ensuring adequate program staffing, academic support, and enrichment materials and activities.

Each year, sites are given a budget to purchase materials and activities to support the goals of the program. Some examples include science kits to help increase student engagement and achievement and sports equipment to support the SPARK curriculum.

Each site principal interviews and selects a program facilitator to oversee and operate their after-school program. The Site Program Facilitator position is primarily responsible for assuring compliance with all rules and regulations, as set forth by the ASES grant, SUSD rules and regulations and ELO-P policies and practices. Each site principal interviews and selects a community based organization to partner with the District and school site to work directly with their students.

Line staff are responsible to create and follow a schedule which includes:

- Providing a nutritional snack to all students and taking attendance
- Leading academic, physical, and enrichment activities
- Ensuring students are safe at all times

Each site is allocated additional hours for meetings/trainings monthly. To increase support for the site, a support specialist position was created to provide site-based training and support. Additional training time can be requested as needed.

The program plan is reviewed at the beginning of the year with ELO-P staff to assure the program is understood, followed and in place. The plan is reviewed and modified with stakeholders during Advisory meetings yearly as needed. Through surveys and meetings, additional feedback is received from parents and students. This feedback is

# **Stockton Unified**

## **Expanded Learning Opportunities Program**

reviewed and considered by the Advisory Council. At that time, any District or Advisory recommendations are discussed and considered as possible revisions to the plan.

The Program Director establishes the budget and presents it to the advisory council and the district's business services office. Indirect rates and administrative costs are determined and not to exceed a set percentage of the total budget. Partner contracts are determined based on staffing needs. All invoices are reviewed and must be accompanied by appropriate documentation. School site expenditures for supplies, materials, and teacher timesheets are routed through the expanded learning office for approval. Funds are used for ELO-P activities and only used to supplement not supplant other funding.

The budget is managed by the expanded learning office and the district's business office. At the end of each quarter, the program director and the assigned budget analyst confirm the budget before the quarterly expenditure report is uploaded into ASSIST. The District also conducts an annual fiscal audit yearly to maintain compliance. Each year, an inventory of all equipment at each site is conducted and physically checked by the program facilitator and line staff.

At the beginning of each school year, partners submit an estimate of matching funds they believe they will be able to provide. The amount is included in the contract signed between SUSD and each partner. At the end of the year, each partner submits a memo with the specific match amount for the year.

Each school year, program facilitators are trained in the recording of site match documentation. Monthly submissions of match documentation reflecting volunteer time, donations and community presentations are prepared by site program facilitators. Upon submission, the program director reviews match documentation of accuracy and fidelity.

The program director meets with other district departments to determine what other district funds can support or match ASES. A system is developed to monitor funding to determine that the 33% match is met each fiscal year. At the end of the fiscal year, all remaining documentation is assembled and reviewed and a record of match documentation is compiled.

The ELO-P commences immediately upon the conclusion of the regular school day and operates a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. As students enter the program, line staff personnel or tutoring teachers sign their groups into the ProCare attendance system. Live student attendance is monitored and managed daily through the ProCare web portal on a computer or using the ProCare app on other devices. At the end of each day, every student is signed out through the system by an authorized person, as noted in the student profile by the family or designated staff. The time and reason for early release are recorded within

# Stockton Unified

## Expanded Learning Opportunities Program

ProCare at student sign out. During intersessions and summer school, ELO-P will operate for a minimum of 9 hours.

Attendance totals are determined by the number of signatures obtained per day according to sign-out reports generated through ProCare. At the end of each day, facilitators must verify there is a signature for each student. Program Facilitators upload their site's daily attendance into a centralized electronic folder which is managed by the program technician. ELO-P attendance is reported to the CDE through ASSIST uploads for the first and second semesters of the school year.

### A Single Comprehensive Program

Currently, ASES and LCAP funds serve 41 TK-8 after-school programs. With the additional ELO-P funding, we will braid all funding sources to create one single comprehensive program. ELO-P funding will allow us to expand program offerings to more students, add 30 non-instructional days (9 hours at **selected** sites), and increase the enrollment at all sites with the goal of eliminating waiting lists depending on staffing levels. SUSD's goal is to create one cohesive program districtwide.

This comprehensive program will incorporate many of our after school program's best practices. These practices include using a single attendance system, aligning the school day and after school safety plan, implementing PBIS, providing teacher-led academic intervention, coordinating the program to align with the school day, leading project base thematic units, creating culminating events that lead to quarterly family night presentations and activities to connect with families, school staff and the community.

### Morning Programs

Sites with later start times will offer morning programs to provide students with academic enrichment and a safe environment to engage in developmental and positive relationships with peers. Morning service will run from 7:30am to school start in order to help accommodate families of need based on work schedules.

| <b>Schools Designated for Morning Programs</b> |                  |               |           |
|--|------------------|---------------|-----------|
| Adams  | Commodore Skills | El Dorado     | Elmwood   |
| Fillmore                                       | Fremont          | Grunsky       | Hamilton  |
| Hong Kingston                                  | Hoover           | Huerta        | Kohl      |
| Marshall                                       | Mata             | McKinley      | Montezuma |
| Pittman  | Pulliam          | Rio Calaveras |           |

# **Stockton Unified**

## **Expanded Learning Opportunities Program**

### **Transitional Kindergarten and Kindergarten**

ELO-P plans to use preschool teachers to provide supervision to TK/K students while leading instruction and enrichment activities. The focus of academic support for TK/K students will be to advance skills in phonics and early literacy. CORE curriculum Benchmark ancillaries are utilized to develop these areas, including the Ready to Advance component (TK), Benchmark Advance Interventions, Interactive teacher resources, and the Interactive learning games. There is also iReady support for phonics and High Frequency Words through the iReady Instructional Groupings report. It provides mini-lessons called Tools for Instruction that focus on TK/K skill development. SIPPS and Heggerty supplemental early literacy curricula is in the early phase of adoption and implementation for the district, but will be an additional resource available to address early foundational needs.

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]).

Currently before and after school programs have served transitional kindergarten and kindergarten students at a 20:1 ratio. Staff are trained in supporting TK/K students in developing skills needed to be successful in school. Expanded learning staff coordinate with Kinder and TK Teachers and Para educators in meetings and attend training sessions that are applicable to early childhood education. Before and after school staff may spend time shadowing in TK/K classes to understand daily operations and observe students to be better equipped to provide services during non-school hours.

Additional staff development is available through our Early Childhood Education and Curriculum Department in classroom management, Early Learning Foundations, and early literacy curriculum. In addition, academic extension will be offered.

Transitional Kindergarten and Kindergarten classrooms will be utilized before, during, and after school programming. A summer bridge program is offered before the school year during non-instructional school days to provide students with a tour of the classroom and sites. Introductions and engagements with both expanded learning staff, teachers, and other school staff. The Early Childhood Education Program coordinates the annual Bridge Program for interested families as indicated during TK and kindergarten enrollment.

Stockton Unified School District will recruit staff through existing programs and district hiring fairs scheduled through the SUSD Human Resources Department. To maintain the lower pupil-to-staff ratio, Stockton Unified School District will ensure that an additional staff member is working in each transitional kindergarten/ kindergarten room.

Early Childhood Education, Curriculum, and Expanded Learning will provide an orientation training to ensure all staff understand the importance of developmentally appropriate activities and curriculum. Ongoing training throughout the school year will be offered to all staff. Utilizing district approved and board adopted core curriculum and

## Stockton Unified

### Expanded Learning Opportunities Program

supplementary programs will ensure that developmentally appropriate lessons are provided daily. Ongoing training will focus on the developmental and social emotional needs of children ages four and five. ELO-P staff will have access to Early Childhood Education staff as a direct support to children and families.

#### Sample Program Schedule for Before & After School Programs/Summer & Intersession:

| <b>Before &amp; After School Programs<br/>With Certificated Teacher support</b> |   |
|---|---|
| <b>Time</b>   | <b>Activity &amp; Description</b>   |
| 7:00 AM-8:30AM  | <b>Check-in, breakfast, Enrichment</b>  |
| 8:30 AM-2:30PM  | <b>Regular School Day</b>   |
| 2:30 PM- 2:50PM   | <b>Check-In</b><br>Attendance, Snack, & Restroom Break  |
| 2:50 PM-3:50PM  | <b>Academic Support</b><br>Researched based intervention (Teacher Led)<br>IReady, Kidzlit, Reading with Relevancy<br>Lakeshore, S.T.E.A.M (Staff led) |
| 3:50 PM-4:00PM  | <b>Restroom/ Active Break</b>   |
| 4:00 PM-4:30PM  | <b>SPARKS / CATCH</b><br>Stretch/warm up, group cooperation,<br>movement, team games<br>(Physical Fitness)  |
| 4:30 PM -5:15PM   | <b>Enrichment &amp; Clubs</b><br>Art, crafts, performing arts, book club,<br>S.T.E.A.M, thematic projects, sports                                     |
| 5:15 PM-5:25PM  | <b>Restroom/ Active Break</b>   |
| 5:25 PM-6:00PM  | <b>Homework</b><br>Academic assistance/school day support   |

## Stockton Unified Expanded Learning Opportunities Program

| <b>Summer School &amp; Intersession<br/>With Certificated Teacher support</b> |   |
|---|---|
| <b>Time</b>   | <b>Activity &amp; Description</b>   |
| 7 AM-8:00AM   | Check-in, Breakfast, Enrichment   |
| 8:00 AM-12:30PM   | Summer School Day   |
| 12:30 PM- 1:00 PM   | Lunch   |
| 1:00 PM- 1:30PM   | <b>Expanded Learning Program<br/>Check-in</b><br>Attendance, & Restroom Break   |
| 1:30 PM- 2:30 PM  | <b>Enrichment &amp; SPARKs<br/>Rotation 1</b><br>Art, crafts, performing arts, book club,<br>S.T.E.A.M, thematic projects, team<br>games and sports |
| 2:30 PM-2:45 PM   | Snack/ Restroom/ Active Break   |
| 2:45 PM-3:45 PM   | <b>Enrichment &amp; SPARKs<br/>Rotation 2</b><br>Art, crafts, performing arts, book club,<br>S.T.E.A.M, thematic projects, team<br>games and sports |
| 3:45 PM- 4:00 PM  | Restroom/ Active Break  |
| 4:00 PM-5:00 PM   | <b>Enrichment &amp; SPARKs<br/>Rotation 3</b><br>Art, crafts, performing arts, book club,<br>S.T.E.A.M, thematic projects, team<br>games and sports |