

**Stockton Unified School District**  
**Expanded Learning Opportunities Program**

**2022-2025**



**Board of Education**

Kennetha Stevens  
Sofia Colón  
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**Superintendent**

Dr. Michelle Rodriguez

<b>Elementary School Site Name</b>	
Adams Elementary	Madison Elementary
August Elementary	Marshall Elementary
Bush Elementary	Mata Elementary
Cleveland Elementary	McKinley Elementary
Commodore Skills Elementary	Monroe Elementary
El Dorado Elementary	Montezuma Elementary
Elmwood Elementary	Nightingale Elementary
Fillmore Elementary	Peyton Elementary
Franklin Middle Years	Pittman Elementary
Fremont Elementary	Primary Years Academy
Grunsky Elementary	Pulliam Elementary
Hamilton Elementary	Rio Calaveras Elementary
Harrison Elementary	Roosevelt Elementary
Hazelton Elementary	San Joaquin Elementary
Henry Elementary	Spanos Elementary
Hong-Kingston Elementary	Taft Elementary
Hoover Elementary	Taylor Elementary
Huerta Elementary	Van Buren Elementary
Kennedy Elementary	Victory Elementary
King Elementary	Washington Elementary
Kohl Elementary	Wilson Elementary

<b>High School Site Name</b>	
Cesar Chavez High School	Merlo Institute of Science and Technology
Edison High School	Pacific Law Academy
Franklin High School	Stagg High School
Health Careers Academy	Weber Institute of Applied Science and Technology

## **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 align with the District's Emergency Response Crisis Management plan. (See Appendix-A Site Safety Plan) ELOP 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 the building (soft lockdowns, hard lockdowns, active threat), action leaves the building, action duck and cover or drop, room clear, and de-escalation. Staff and students participate in practice drills regularly.

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

ELOP staff receive professional development in social and emotional learning that focuses on providing activities that promote social and emotional development. Positive relationships are built and fostered through a variety of strategies including team-building exercises and restorative practices. 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.

ELOP staff are trained in the importance of developing a supportive and safe environment for students. ELOP staff are familiar with each student's 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 ELOP programs. SUSD nurses provide training and develop Health Care Plans to assist ELOP staff working with students with special health needs and adjust activities as needed.

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

ELOP 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 (PBIS) techniques and strategies. Students' accomplishments are shared with parents and celebrated publicly when

appropriate. 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 ELOP staff are easily identifiable to participants, families, and other stakeholders. Clothing will be purchased for staff as a form of clearly identifying staff members (i.e., staff shirts, lanyards, vests, and badges). ELOP staff are required to carry radios to facilitate communication during emergencies, student transitions, or during student check-in and checkout processes. ELOP staff are required to take head counts of students using attendance rosters to ensure everyone is accounted for at all times. Sites ensure that students' emergency contact information is current by reviewing with parents and guardians when necessary. ELOP staff are trained on the communication protocol and whom to report to (i.e., ELOP Site coordinator, School Administrator, ELOP Director, etc.), in the event of a health or safety incident, or behavioral issues.

Training will also include steps for proper written documentation of such incidents. The school site safety plan and ELOP program and procedures are aligned. If there is an accident or incident, program facilitators are required to complete the applicable report and make parent/guardian contact. A copy of the incident report is sent to the Site Administrator and risk management. In the event there is an incident or accident with community-based partner staff, the community-based organization is notified to reach out and support their staff accordingly.

To ensure safe and proper check-out procedures, parents/guardians and/or authorized persons are required to sign their child out of the program and mark their early release code, (See Appendix-B Early Release Code) using the Procure, web-based attendance system. Walk-home students must have a completed walk-home form that is signed by their parent/guardian with a predetermined release time and must be approved by the school administrator. (See Appendix- C Walk-home form)

## **2–Active and Engaged Learning:**

ELOP is aligned with the regular school day. The Site Administrator interviews and selects their Teacher Coordinator or Teacher Lead, who is one of the regular credentialed school day teachers. They are the connection between the site administrators, school day staff ELOP staff, students, and families. Academic groups are formed using data from student records and progress in the classroom which can be fluid depending on student mastery and progress. Enrichment learning groups are formed using student surveys and staff recommendations. All programs offer an array of enrichment and academic opportunities that are student-centered and acquire a deeper knowledge through an engaging and active approach.

ELOP Senior Program Specialist provides ongoing support and professional development to the Teacher Coordinator/Lead role to ensure teacher-led intervention and enrichment learning used in ELOP is closely aligned with the

school day curriculum and instruction. The program provides opportunities for students to experience active and engaged learning that supports the instructional day and incorporates but is not limited to, our program intervention and enrichment activities.

The District has adopted I-Ready (Curriculum Associates), and SIPPS as two of our intervention programs in both Math and/or English Language Arts. These curriculums are foundational and backed by timely research conducted in diverse educational settings and are proven to build skills, fluency, and comprehension in ELA and foster a deep understanding of mathematical concepts and Math habits. I-Ready is also used as our student diagnostic performance assessment.

Additionally, ELOP staff lead basic mathematics activities to develop fluency using drills, games, and movement. To support literacy, ELOP staff uses staff-led and research-based literacy and reading programs. These programs promote social-emotional development and 21st-century learning skills.

All enrichment activities are linked to and support academic and program goals. Student and program needs are assessed by collecting data through various methods, such as interviews, surveys, self-assessments, and observations from program participants, staff, parents, students, and other key stakeholders. Enrichment activities engage learning in the areas of literacy, math, social studies, science, visual and performing arts, and civics. The program provides opportunities for students to experience active and engaged learning that supports the instructional day and incorporates but is not limited to, our program intervention and enrichment activities.

Each day, students participate in guided physical activities from 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.

All program sites will operate ELOP programs at their campuses during the regular school year. Selected sites will operate during before-school, intersessions, and summer programs as a part of their commitment to ensuring students have extra opportunities to expand their 21st-century skills. In addition, students will have extra opportunities to participate in program-based competitions and field trips.

### **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. ELOP students are less likely to be held back in school, have higher 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 students 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 greater use of language for the desire to seek assistance. Curriculums like MASP and Rosetta Stone will be incorporated to support English Learner's mastery of language skills.

ELOP provides 21st-century skills to support all grade levels through thematic units and other supplemental materials. Each thematic unit provides connections to ELA, mathematics, social studies, art, science, and physical activities. ELOP has also partnered with other providers to provide specialized skills and support.

Students work collaboratively as they research information using technology. They showcase their knowledge and skills 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 that 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, ELOP staff, parent surveys, the Local Control Accountability Plan (LCAP) survey, California Healthy Kids Survey, Peer Leaders Uniting Students (PLUS) surveys, and academic scores. ELOP stakeholders meet with the Site Administrators and school day staff. They may 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.

#### **4–Youth Voice and Leadership:**

Based on student feedback and through collaboration, training, 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 is considered and guides 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. ELOP staff listen to students and their suggestions are incorporated into the program planning and ELOP 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.

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

ELOP staff engage students in their community through meaningful projects and activities regularly. 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.

ELOP provides opportunities for students to discuss and address real-world issues in a group environment. ELOP staff are 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, ELOP collaborates with multiple organizations, local Colleges, and Universities to provide informational presentations. Increased physical fitness is encouraged and scheduled each day. A minimum of thirty minutes is dedicated to active physical activity using a different physical fitness curriculum.

To promote active lifestyles, a physical activity curriculum is included in all ELOP programs. Physical activity expands the opportunities for students to participate in athletics, SUSD developed team sports coached by SUSD and ELOP staff. The sports program can include soccer, basketball, volleyball, football, Esports, and more. This is based on student interest. Additionally, ELOP looks to partner with other sports organizations like U.S. Tennis Association and First Tee. These programs introduce students to non-traditional sports.

Expanded learning programs will offer a range of physical activities that meet the needs, interests, and abilities of all students, including boys, girls, students with physical challenges, and students with special healthcare needs. Physical activity opportunities will not be withheld as punishment and will not be used for punishment.

The Responsibility thematic unit includes a responsibility for yourself component which incorporates information on healthy eating, nutrition, and the effects of sugar on the body and includes a self-reflection on meeting nutritional and physical activity requirements for a healthy lifestyle. 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. ELOP works with SUSD staff, ELOP staff, and culinary organizations to teach students how to prepare and make healthy meals. In addition, some sites work with their site and a local community garden where students can learn and participate.

ELOP partners, The Table Community Foundation, and YMCA of San Joaquin, participate in community health fairs throughout the year and provide resources to our SUSD families and students enrolled in ELOP. At Family Nights, hosted by the expanded learning programs, sites are encouraged to include presentations on nutrition and healthy movement.

SUSD food services department develops and shares monthly snack menus with students and families. 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



## 6–Diversity, Access, and Equity:

ELOP embraces diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender expression. ELOP provides ongoing diversity, sensitivity, and disability training awareness.

Thematic units have been created to support engaging activities and foster youth development. The units are filled with academic, enrichment, and physical fitness activities. ELOP 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 families and community. Who Am I, Compassion, Diversity, and Responsibility are the major themes incorporated in ELOP 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. Reading rich literature and activities encourages students to accept and respect their cultural heritage, and take pride in their cultural heritage while also learning to respect cultural and ethnic differences. Multiple individual and group activities explore each student's unique heritage.
- **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** 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, and study the history and markers of the culture including art and music. Students read literature, including folktales originating from the culture. 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.
- **Responsibility** provides an opportunity for students to learn how to be responsible to themselves, their families, their school, their community, and the world.

All SUSD students are provided equal access to all ELOP services and programs. The District, ELOP Department, and school recruits and provides communication for the registration process through but not limited to; district websites, email communications, handouts, and announcements.

Priority enrollment will be given to foster and homeless youth, Free and Reduced, and EL Learners. Second-priority enrollment will be given to students who are at risk of failing. These students will receive priority enrollment through a pre-registration process. Students will also receive additional support services and relate to local resources to minimize challenges and barriers. ELOP works in conjunction with the SUSD Homeless and Foster Youth departments. During homeless and Foster youth intake, parents and guardians are asked about the

need for academic support or after-school care. If support is needed, the Homeless and Foster youth representative communicates directly with the ELOP administration for priority enrollment. ELOP follows AB 1567 to give priority registration to those families in need.

ELOP recognizes that barriers exist that prevent students from participating and receiving services that would increase academic achievement. The program has put measures in place to increase accessibility and equity and reduce barriers to enrollment and participation such as:

- Expanded learning programs will create an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.
- All program staff will participate in ongoing diversity and sensitivity training and disability awareness.
- Programs will do this by providing ample opportunities for students to share their own diverse experiences and backgrounds. This can be done with cultural show and tell. Students can organize sessions where they can bring in items, foods, or artifacts that represent their cultural background and share stories and explanations about themselves.
- Furthermore, ELOP programs will collaborate with the instructional day to celebrate events of cultural or historical significance, examples can include: Black History Month(February), Women's History(March), Asian Pacific American Heritage(May), Hispanic Heritage(September) and Indigenous Peoples (October)
- In-person and virtual field trips can be incorporated into the program. This can include, but is not limited to visiting museums, cultural centers, and historical sites. Exploring virtual tours online for immersive learning experiences.
- Community Involvement: Engage with families, local community groups, and cultural organizations.
- Homework assistance and tutoring – program staff and tutors will work with students in small learning groups and on an individual basis to provide homework assistance and tutoring services.
- Transportation – Transportation is offered to all students during intersession and over the summer and is provided to those students who attend non-operating programs, Migrant Ed students, and Special Ed students enrolled in ELOP.
- Inclusive Program Design - the program will consider various learning styles, abilities, and backgrounds. When necessary, school counselors, mental health clinicians, special education teachers, school nurses, and administrators meet with their site program facilitator and/or ELOP staff to provide appropriate information and training for working with students with special needs. Professional development training for special needs students is provided throughout the year. ELOP works in conjunction with the SPED

Department to determine students' needs and may provide Special Ed assistance if and when needed.

- Culturally Relevant Content - The curriculum and activities will reflect the cultural diversity of the participants.
- Language Support - materials and instructions will accommodate students who are English Language learners.
- English Language Learners (ELL) - Credentialed teachers will work with ELLs in small learning groups and on an individual basis to support academic needs, vocabulary, and English language acquisition.
- Cultural Sensitive Training - the staff will receive training to be culturally sensitive and aware of biases to meet the diverse needs of the students.
- Community Engagement - Collaboration with the community and cultural organizations to enhance the program's cultural relevance.
- Positive Behavior Support - Implementation of positive behavior support strategies to encourage desired behaviors and address challenging behaviors.
- To meet the program needs of student growth, conducive learning, and youth participation, additional space will be provided including but not limited to portables, and outside venues.

All information regarding ELOP is available in both English and Spanish. The program handbook and all notices or flyers are available in Spanish to help communicate with the Spanish-speaking families. When needed, translators assist in communicating about the program along with district support for translating in languages outside of Spanish. Our partnered agencies recruit, hire, and develop staff who reflect the diversity and cultures of our community. Many of the program ELOP staff are bi-lingual, which helps to better facilitate communication with non-English speaking families.

### **7–Quality Staff:**

The ELOP Director works closely with all community-based organizations to ensure 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 have a current T.B. clearance. Each quarter, partners provide documentation verifying that all ELOP staff have met these requirements.

SUSD ELOP positions are advertised through EDJoin.org. ELOP seeks applicants who have experience coordinating youth, recreational, and/or other educational programs. ELOP staff are trained and encouraged to apply for ELOP positions when vacancies occur.

The District interviews and selects sub-contractors to provide ELOP staff to partner with school sites and provide direct services to students. Site

Administration and SUSD staff evaluate their partner organization twice throughout the year to provide their feedback and needs as it pertains to staffing and communication. (See Appendix-D Organization Chart)

All ELOP 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 associate (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.

ELOP works in coordination with the SUSD Career Technical Education (CTE) Department and other organizations to provide internship and career pathway opportunities for high school students to apply their skills in authentic settings while gaining real-world work experience.

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

All ELOP 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.

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, physical activity curriculum, Reading and Literacy curriculum, and safety planning.

Ongoing professional development is determined based on ELOP staff survey needs, site observations, and programming needs. Follow-up trainings are provided through site training or individualized workshops. In addition, program facilitators will receive training from the ELOP 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 ELOP plan to reflect the needs of the community.

ELOP and 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, and hands-on activities to encourage student attendance in ELOP. 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 provides a safe and supportive environment to increase physical activity.

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 ELOP hours

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 toward 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 physical 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 team competitions.

To engage stakeholders in the program's mission, vision, and goals, ELOP holds collaboration meetings at the District and community level. The Assistant Superintendent of the Student Support Services Division meets with the Program Director on a regular scheduled basis to ensure the State and District goals and expectations are being met. Furthermore, the Director of ELOP ensures that ongoing collaboration is happening between all ELOP leaders and staff.

ELOP Advisory Committee also participates in the process as information is shared with all stakeholders regarding the school district's needs for student support and academic achievement, and plans are put in place to support these goals. Collaborative members of ELOP Advisory include multiple SUSD Departments Parents, and Community stakeholders. Site collaborative groups include site principals, Teacher Coordinators/Leads, Program Facilitators, and

ELOP staff. This ongoing effort between ELOP and the collaborative groups ensures that ELOP is continually improving and the needs of SUSD students are met.

## **9–Collaborative Partnerships**

The collaborative partners involved in the process of updating the ELOP plan would include representatives of multiple SUSD Departments, parents, and community stakeholders. Some of our Community stakeholders include The Jacoby Center for Public Service and Civic Leadership, the YMCA of San Joaquin County, and the Table Community Foundation to provide qualified ELOP staff to lead engaging and hands-on activities with our SUSD students. (See Appendix-E Expectations of Partner Agency)

Each school site's Teacher Coordinator works closely with the principal, school-day teachers, the program facilitator, and ELOP staff at the site and district levels to target students with the most need. The Teacher Coordinator provides an academic connection to the regular school day. School-day teachers provide intervention and enrichment learning to students who attend the program.

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

To improve the quality of academic enrichment, each school site collects feedback from parents, students, ELOP staff, administrators, Teacher Coordinators, and teachers 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).

ELOP 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 add additional CQI key areas and make it less cumbersome and more user-friendly.

ELOP department conducts professional development meetings with ELOP staff and community partners to review the CQI process. The Program Facilitator works with their school site and community stakeholders to help them with their CQI Process. Stakeholder groups typically include students, ELOP 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 ELOP staff surveys, program observations, and Program Facilitator and Agency Partner questionnaires.

Using the data, the Program Facilitator assesses and scores their site using the given evaluation rubrics. Once the rubrics are completed, a meeting is scheduled to create 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:**

ELOP's mission is to establish community education centers to keep children safe and to provide intellectual, physical, and psycho-social enrichment. ELOP 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, ELOP 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 curriculum includes Science, Math, English Language Arts, Social Studies, History, and Physical activities to help increase student engagement and achievement.

The ELOP District staff and Site Administrator interview and select 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 State and District. Each site interviews and selects a community-based organization to partner with the District and school site to provide direct services to students.

ELOP district staff will conduct regular site visits periodically to build intentional relationships with site administration, staff, parents, and students. Site visits will provide technical support in the areas, but not limited to, quality standards focus goals, staff, students and parent support, educational partner guidance, etc.

Each site is allocated additional hours for monthly meetings and training. To increase support for the site, a Staff Support Specialist position was created to

provide new hire trainings and ongoing on-the-job support. Additional training can be requested as needed.

ELOP 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

The program plan is reviewed at the beginning of the year with ELOP staff to ensure 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, and the community. This feedback is 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 SUSD cabinet 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 ELOP activities and only used to supplement not supplant other funding.

The budget is managed through the expanded learning office and the district's business office. At the end of each quarter, the Program Director, and the assigned accounting 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 ELOP 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.

ELOP 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, ELOP staff personnel or tutoring teachers sign their students into the Procure attendance system. Live student attendance is monitored and managed daily through the Procure web portal on a computer or using the Procure 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 Procure at student sign-out. During intersessions and summer school, ELOP 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 Procure. 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. ELOP attendance is reported to the CDE through ASSIST uploads for the first and second semesters of the school year.

## **12–Sustainability:**

The Education Services Director requests and braids other funds such as LCFF, ELOP, ASES, and NSLP snacks, to sustain the program. The District grant writer is responsible for resource development. They actively look for additional grant opportunities to support after-school activities. The District seeks additional community partnerships continually to enhance and support the ASP.

## **A Single Comprehensive Program**

Previously, ASES and LCAP funds served TK-8 grade programs. With the additional ELOP funding, we will combine all funding sources to create one single comprehensive program, Tk-12. ELOP funding will allow us to expand program offerings to more students, add 30 non-instructional days (9 hours at selected sites), and increase enrollment at all sites to eliminate waiting lists depending on staffing levels. Before-school programs will be offered based on the needs of students and parents. Students who attend during this time will be supervised by qualified staff who will provide a safe space, breakfast, SEL, enrichment, academic support, and physical activities. The goal of Stockton Unified is to create one cohesive program that includes all SUSD school sites.

This comprehensive program will incorporate many of our after-school best practices including but not limited to using a single attendance system, aligning the school day and after-school safety plan, implementing PBIS, providing teacher-led intervention, coordinating the program to align with the school day, leading project base thematic units, creating culminating events that lead to quarterly family nights to connect with the families, school-wide faculty and the community, and incorporating mental health, health services, counselors and food services to support the whole child.

## **Morning Programs**

ELOP will offer morning programs to provide students with academic and enrichment support, and a safe environment to engage in development and positive relationships with peers. Morning programs can start as early as 7:00 am to help accommodate families in need based on work schedules.

## **Transitional Kindergarten and Kindergarten**

ELOP plans to use Transitional Kindergarten 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 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 Haggerty supplemental early literacy curricula are 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]).

ELOP staff are trained to support 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 apply 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. 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 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 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. ELOP 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 Program Sample Schedule</b>	
Time	Activity & Description
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> Attendance, Snack, & Restroom Break
2:50 PM-3:50PM	<b>Academic Support</b> Researched-based intervention (Teacher Led)  IReady, Kidzlit, Reading with Relevancy 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> Stretch/warm-up, group cooperation, movement, team games  (Physical Fitness)
4:30 PM -5:15PM	<b>Enrichment &amp; Clubs</b> Art, crafts, performing arts, book club, 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>  Academic assistance/school day support

## Summer School & Intersession

### Program Sample Schedule

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

**APPENDIX A- Site Safety Plan**

**Expanded Learning Plan Site Safety Plan  
EMERGENCY RESPONSE CRISIS MANAGEMENT ERCM  
RESPONSE TEAM**

A crisis is an event or series of events that impact the operation of the school and/or school community. A crisis may occur on school property and involve the physical plant, or it can occur off school property and outside of school hours. A crisis may be a natural event such as an earthquake, or it may be a human event such as suicide or a hostage situation. An orchestrated set of responses is necessary to minimize the potentially negative emotional impact of the event.

The STEP Up ERCM is comprised of designated staff members and district support personnel who are able to assist with the identification, assessment and intervention of students and staff affected by a traumatic event such as a natural disaster, sudden death, suicide, bus accident, drive-by shooting, etc.

**AFTER SCHOOL ERCM TEAM MEMBERS**

<b>TITLE</b>	<b>PRIMARY PERSON NAME</b>	<b>DESIGNEE IF Primary Person is unavailable</b>
ADMINISTRATOR	Name: Phone: Email:	Name: Phone: Email:
Program Facilitator Incident Leader Facilitator	Name: Phone: Email:	Name: Phone: Email:
1. Facilitator Student Accounting Coord.	See Facilitator Above	See Backup Above
2. Facilitator Site Safety and Security Coord.	See Facilitator Above	See Backup Above
3. Facilitator Police & Fire Liaison	See Facilitator Above	See Backup Above
4. STAFF Central Communication and Recorder	Name: Phone: Email:	Name: Phone: Email:
Academic Hour TEACHER	Name: Phone: Email:	Name: Phone: Email:

## Expanded Learning Program Site Safety Plan Drill Schedule, Procedures, and Report

Emergency Action	Specific Signal	Frequency	Scheduled Drill Dates	Actual Drill Date	Drill Time/Min. /Sec.
<b>1. Action Secure Building</b> (student unrest, weapons, intruders, etc.)	Voice Signal “Soft Lockdown” “Hard Lockdown” or “Active Threat”	Monthly	1. 8/20/23 2. 9/17/23 3. 10/15/23 4. 11/16/23 5. 12/13/23 6. 1/21/24 7. 2/18/24 8. 3/22/24 9. 4/15/24 10. 5/16/24	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
<b>2. Action Leave Building</b> (Fire, bomb threats, etc.) Points of evacuation on site: (Where do the students meet outside?) _____  Point of evacuation-off campus-within walking distance (Where do the students meet off campus?): _____	Fire Alarm and Voice Signal “Leave the Building”	4x /Year	1. 8/31/23 2. 10/27/23 3. 1/26/24 4. 3/30/24	1. 2. 3. 4.	1. 2. 3. 4.
<b>3. Action Duck and Cover or Drop</b> (earthquakes, explosion, weapons, etc.)	Voice Signal “Duck and Cover” or “Drop”	4x /Year	1. 9/8/23 2. 12/3/23 3. 2/4/24 4. 4/8/24	1. 2. 3. 4.	1. 2. 3. 4.
<b>4. Action All Clear</b>	Voice Signal “first last name all clear”	As needed to clear each drill.	See above.		

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Facilitator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX B- Early Release Form English/ Spanish**

**STOCKTON UNIFIED SCHOOL DISTRICT ELOP PROGRAM**

**EARLY RELEASE FORM**

A child may be released early from the \_\_\_\_\_ afterschool program prior to the end of the program time of \_\_\_\_ p.m. based upon the conditions outELOPd below. This agreement will be in effect as of \_\_\_\_\_ through the last day of the program or through \_\_\_\_\_.

**NAME OF STUDENT:** \_\_\_\_\_

**CHECK APPLICABLE BOX:**

1. Attending a parallel program
2. Family Emergencies (such as a death in the family, catastrophic incidents, etc.).
3. Medical Appointments.
4. Safety issues (darkness, weather)
5. Child accidents that occur during program time (program staff should call parent or guardian).
6. Religious obligations/events
7. Family needs
8. Transportation
9. Other conditions as prescribed by the Administration.

Parent, guardian, or program staff should sign the child out; in the case of program staff signing out the child, it is recommended that the child's signature or initial be recorded as well.

\_\_\_\_\_  
Signature of Parent/Guardian or  
Authorized Individual

\_\_\_\_\_  
Date

**DISTRITO ESCOLAR UNIFICADO DE STOCKTON  
PROGRAMA EXTRACURRICULAR “ELOP”**

**FORMULARIO DE SALIDA ADELANTADA**

Un estudiante puede irse del programa extracurricular de la escuela \_\_\_\_\_ antes de la salida programada de las \_\_\_\_\_ p.m. bajo las siguientes condiciones. Este acuerdo entrará en efecto desde el día \_\_\_\_\_ hasta el último día del programa o hasta el día \_\_\_\_\_.

**NOMBRE DEL ESTUDIANTE:** \_\_\_\_\_

**MARQUE LA CAJA APROPIADA:**

1. Asistiendo a un programa paralelo (programas en la escuela o deportes fuera de la escuela como fútbol *soccer*, baloncesto, etc.)
2. Emergencias Familiares (como una muerte en la familia, incidentes graves, etc.).
3. Citas Médicas.
4. Problemas de seguridad (oscuridad, clima)
5. Accidentes del niño(a) durante la duración del programa (personal del programa deben llamar al padre o guardián.)
6. Obligaciones/eventos religiosos
7. Necesidades de la Familia
8. Transportación
9. Otras condiciones, dictadas por la Administración.

Padres, guardianes, o personal del programa deben de firmar por el estudiante a hora de salir, en el caso que el personal del programa firme por el estudiante, es recomendado que el estudiante firme su nombre o sus iniciales también.

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\_\_\_\_\_  
Firma del Padre o Guardián o  
Persona Autorizada

-----

Fecha



**APPENDIX C- Walk home forms – English/Spanish**



**Stockton Unified School District  
Expanded Learning Opportunities Program  
Walk Home or Transportation Release Form  
School Year \_\_\_\_\_**



**School Location:**

**Home School:** \_\_\_\_\_

**Child's Name:** \_\_\_\_\_ **Birthdate Age:** \_\_\_\_\_

**Child's Address:** \_\_\_\_\_  
\_\_\_\_\_

**Parent/Guardian contact number:** \_\_\_\_\_

**Email address:** \_\_\_\_\_

✓ **CHECK ONE Below:**

**Walk Home** My child has my permission to walk home from the ELOP/After School Program; therefore, I give my permission for the ELOP/After-School staff to sign my child out of the ELOP Program at the end of the daily program or no later than 4:30pm. Or specific time to leave \_\_\_\_\_

The release time may change during the winter hours, due to earlier sunset time.  
**PLEASE NOTE:** Once signed out, students are expected to leave the campus. Failure to do so may result in being released from the ELOP program.

**Bus/Van Transportation:** This school site has transportation available for students during the ELOP programs. My child has my permission to ride the Stockton Unified School District provided OR the contracted transportation service from the ELOP/After School Program to the assigned destination; therefore, I give my permission for the After School staff to sign my child out of the ELOP Program.

I understand that my child may miss a significant amount of the after-school program by taking this form of transportation home as it is not provided at a later time.

**Parent/guardian Print:** \_\_\_\_\_

**Parent/guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\*The Site Administrator must approve by signing below before the student can walk or take the bus home.

**Administrator Name:** \_\_\_\_\_

**Administrator Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_



**Distrito Escolar Unificado de Stockton**  
**Programa de Oportunidades de Aprendizaje Ampliado**  
**Formulario de liberación para Caminar a casa o Transporte**  
 Año escolar \_\_\_\_\_

Ubicación de la escuela: \_\_\_\_\_

Escuela Designada: \_\_\_\_\_

Nombre del Estudiante: \_\_\_\_\_ Edad: \_\_\_\_\_

Dirección del Estudiante: \_\_\_\_\_  
 \_\_\_\_\_

Número de contacto del Padre/Tutor: \_\_\_\_\_

Dirección de Correo Electrónico: \_\_\_\_\_

✓ MARQUE UNO:

**Caminar a Casa.** Mi hijo(a) tiene mi consentimiento de caminar a casa desde el programa después de la escuela; por lo tanto, **doy mi consentimiento para que el personal del programa ELOP firme su salida de mi hijo(a) fuera del programa**, diariamente al final del programa o a más tardar a las 4:30 p.m. hora específica para irse \_\_\_\_\_

El tiempo de salida puede cambiar durante las horas de invierno, debido a que el sol se oculta más temprano. **TENGA EN CUENTA:** Una vez que se firme su salida fuera del programa, se espera que los estudiantes abandonen la escuela. De lo contrario, puede resultar darle de baja al estudiante del programa de Oportunidades de Aprendizaje Ampliado.

**Transporte en Autobús/Van:** Esta escuela tiene transporte disponible para los estudiantes durante los programas ELOP. Mi hijo(a) tiene mi consentimiento de viajar en autobús/van provisto por el Distrito Escolar Unificado de Stockton o servicio de transporte desde el Programa hasta el destino asignado; por lo tanto, **doy mi consentimiento para que el personal después de la escuela firme su salida de mi hijo(a) fuera del Programa ELOP.**

Entiendo que mi hijo(a) puede perder un tiempo significativo del programa después de la escuela al tomar esta forma de transportación a casa, ya que no es provisto en un horario más tarde.

Padres/Tutor: \_\_\_\_\_

Firma del Padre/Tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

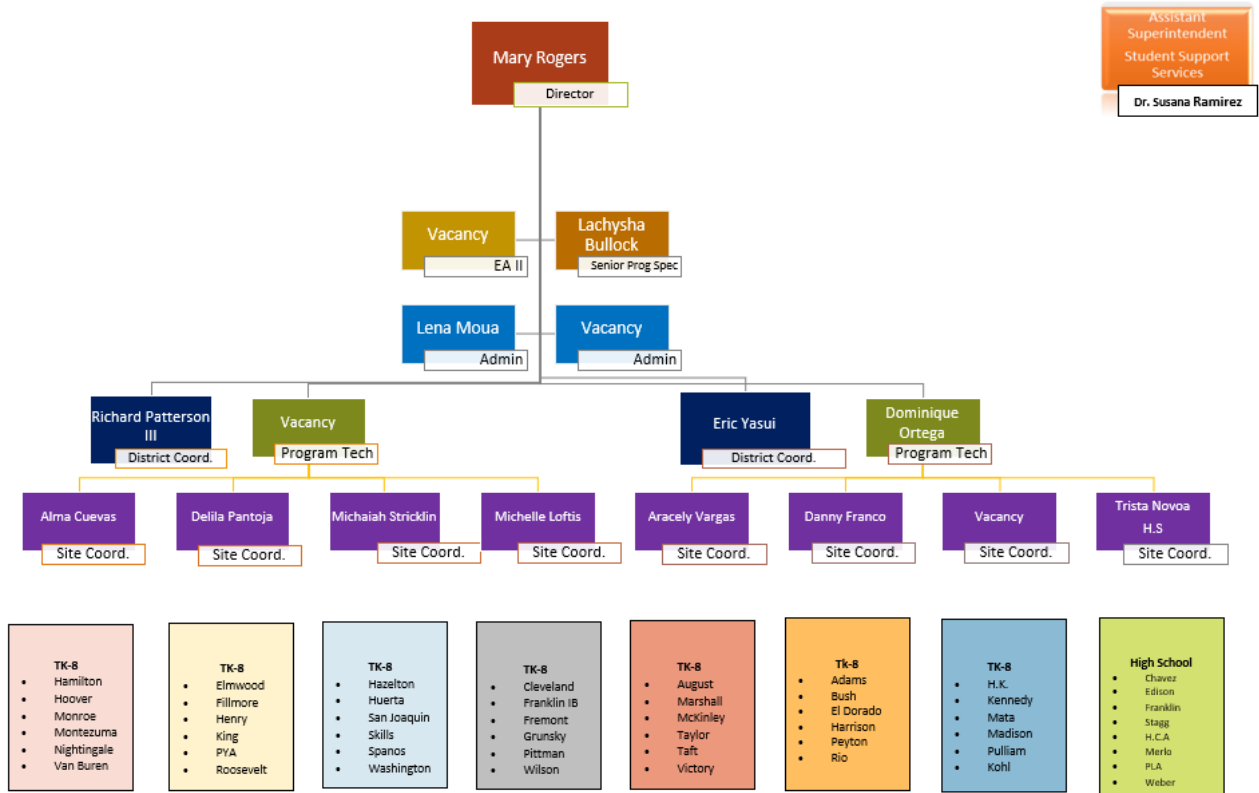
\*Debe tener la siguiente aprobación:

Nombre del administrador(a): \_\_\_\_\_

Firma del administrador(a): \_\_\_\_\_ Fecha: \_\_\_\_\_

# APPENDIX D- Organizational Chart

## Expanded Learning Opportunities Program- Organizational Chart



ELOP Coordinator's meet with Site Admins and Program Facilitators monthly, provide monthly trainings and PD's, provides strategic site support plans, and ensure program compliance.

ELOP January 2024

## APPENDIX E- Expectations of Partner Agency



### SUSD Expanded Learning Programs

#### Partner Agency Expectations

- The agency will recruit and hire to assure that all sites are fully staffed daily
- When sites are short-staffed, the agency will provide a substitute, or an agency coordinator will take the group if available
- The agency will conduct an overview of their organization's policies, procedures, and ELOP program expectations
- Prior to being sent to a school site, all newly hired staff must receive program training. New hire trainings will be conducted weekly by the Staff Support Specialist, and/or Partner Agency's
- The agency will email a daily staff roster to their program facilitators, staff support specialist, and STEP Up management, by 11:30 am daily
- The agency is responsible to collect and manage timesheets and manage payroll documentation
- The agency is responsible for handling staff issues and discipline
- The agency will respond when needed to a request from your program Facilitator, staff support specialist, and ELOP management pertaining to line staff.
- The agency will problem-solve and collaborate regularly with Program Facilitators, staff support specialists, and ELOP Coordinators
- The agency will sign in the front office and Procure upon arriving at the site. Sign out using Procure system when leaving. In addition, follow your organization's sign-in procedures.
- The agency will check in with the Program Facilitator upon arrival on site and meet when appropriate during the site visit.
- The agency will assist staff in establishing a positive relationship with the staff support specialist and Program Facilitator
- The agency will ensure that all staff are complying with and implementing rules and expectations for student behavior.
- The agency will observe and ensure that staff members are following directions regarding professionalism related to the code of conduct: dress code, language, behavior, cellphone usage, etc.
- The agency will observe and ensure that staff members are actively involved in implementing the program plan as described by their daily job expectations. Refer to the staff expectation check-off sheet
- The agency coordinator and staff support specialist will work together on staff support plans with input from the facilitator.
- For student safety and when needed, the agency coordinator will step in to redirect and help get the group back on track.
- When needing to communicate with staff while they are with students, please limit discussion to ELOP Program issues and procedures without disrupting the operation of program activities.
- All agency handouts for students must be approved by the District office before being sent home to families. Submit documents to the site administrator, or to help expedite process, you may submit to ELOP department

Revised 12/2022