

**Expanded Learning Opportunities
Program Plan Guide**

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

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**This Program Plan Template Guide is required by California *Education Code (EC)*
Section 46120(b)(2)**

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

Local Educational Agency (LEA) Name: Dr. Lewis D. Stallworth, Sr. Charter School

Contact Name: Ms. Gayle Stallworth, M.Ed.

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Contact Phone: 209-948-4511

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

1. Dr. Lewis D. Stallworth, Sr. Charter School

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

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experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

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

Instructions

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

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

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

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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1—Safe and Supportive Environment

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

The proposed sites are located on school campuses:

- Dr. Lewis D. Stallworth, Sr. Charter School

Additional travel for students to attend the program is not required.

San Joaquin County Office of Education (SJCOE) serves as the local educational agency (LEA) for the After School Education Safety Program and lead agency for Getting Results in After School Programs Innovatively and Tangibly (GRASP IT), a consortium of local school districts that are committed to providing high quality expanded learning programs. SJCOE will work closely with Dr. Lewis D. Stallworth, Sr. Charter School., school administrators at each program site and expanded learning programs staff to establish and align health and safety procedures with those of the instructional day. The following measures will be established to ensure a safe and supportive expanding learning environment:

The Expanded Learning Program Director works closely with school and school site administrators to create a school wide safety policy. The program develops policies and procedures to:

- Effectively Communicate procedures with stakeholders
 1. The LEA plans to continue effective communication with an initial conference with parents that explain the policies and procedures.
 2. Flyers of coming events and Policies and procedures are sent home to parents either for or not for signatures.
 3. Class Dojo communicates with parents of events, emergencies, or student behavior.
 4. Direct phone calls are done when needed.
- Effectively communicate emergencies procedures and hazards with stakeholders.
 1. Send out flyers with details on emergency evacuation and hazards material to all parents and stakeholders.
 2. Practice emergency drills with staff and students
 3. Train staff on social emotional learning and trauma informed practices
 4. Give counseling to fearful students when needed or refer to specialist.
- Ensure staff and school partners are trained in First Aid/CPR
 1. At the beginning of the year all staff receives First Aid and CPR training
 2. All staff participate in Sexual Harassment training.

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- Clearly document and communicate incidents in written form and electronic records.
 1. All staff are trained to document incidents during lesson activities, free play, and structured play that occurs, which must be communicated with the necessary stakeholders any procedures that may follow.
 2. All documents are stored in locked cabinets.
- Staff are trained on the following:
 1. During the initial professional development, all staff are trained to conduct the following drills: fire and evacuation and staff will be trained on Active Shooter.
 2. All staff practice these drills monthly.

Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

The proposed ELOP program provides a safe and supportive environment that promotes developmental, social-emotional, and physical needs of students by staffing the program with qualified individuals who:

- Have excellent communication skills.
- Are knowledgeable of the communities in which sites are located, where students are recruited from and reside, and local resources and services that are available to support students and their families beyond the program.
- Represent the diverse culture of the student population being served.
- Are interested in serving as role models for diverse student populations.
- Are adept at actively engaging youth to build positive relationships and foster student involvement.
- Have the capability to intervene calmly when youth are experiencing difficulties or are engaged in physically or emotionally unsafe behaviors.

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2—Active and Engaged Learning

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

The program will provide opportunities for students to experience active and engaged learning that supports and supplements the instructional day by incorporating the following:

Program Goals	Projected Key Activities
Academic Assistance	
<i>Tutoring</i>	1 on 1 tutoring
<i>Homework Assistance</i>	Small Group Tutoring and Homework Help
<i>Extension of the regular school day</i>	Activities that align with our schools learning philosophy and follow common core standards
<i>Instruction Support</i>	On site educators, SJCOE, Region 6, Conferences
<i>Subject matter support</i>	Site Teachers / School District Support
Volunteers	All sites will recruit volunteers for support
Staff Meetings	All Site Mgr. will attend teacher meetings
Educational Enrichment	
<i>Arts</i>	Painting / Art /Clay/Watercolors
<i>Physical Fitness</i>	Physical Education - SPARKS
<i>Health Promotion</i>	Hygiene, Physical Activity, Nutrition, Gardening, Cooking, Parent Involvement, Community Partnerships
<i>Reading</i>	Reading Plus, Smarty Ant's

<i>Career Learning</i>	Guest Speakers / Demonstrations/Employment Mentoring
Math	WOWZER's, Math games and challenges
Science	STEAM activities, science experiments, robotics

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Professional Development	
<i>Paraprofessional Training</i>	Staff meet the minimal qualifications for paraprofessionals as stated by school district requirements.
<i>Region 6/ SJCOE Staff Development</i>	Various Staff Development Sessions which can include: <ul style="list-style-type: none"> • Boost Collaborative • Youth Mental Health First Aid • Legacy Summit • GRASP IT Fall Kick Off • Leadership • Self-Management • Classroom Management
<i>Other</i>	STEAM, Bullying, Service Learning, Mandated Reporting, Social and Emotional, Self-Care
Academic Enrichment Social Emotional Learning	Circle Time, Mindfulness Exercises, Conflict Resolution, Team Building Activities, Storytelling Sessions, Buddy System and Guest Speakers
Technology	Coding classes, typing, 3D printing, Cyber Security Awareness
Multicultural Month	Multicultural Lessons and Projects
Clubs	Dance, Art, STEM, Chess, Culinary, Community Service, Book Club, Gardening
	Movie Production, Sport, and Foreign Language
STEAM	STEAM Hub, STEAM projects
San Joaquin County Behavioral Health	Substance Use Disorders (SUD) grant to implement Club Live and Friday Night Live along with Tobacco use and Prevention Education programs.
Kaiser	Professional Development for staff around Social Emotional Learning and Mental Health.
North Central Valley Stem Center	Included in grants for STEAM and liaison to help find STEM partners in the community.

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Department of Justice	Professional Development on Violence Prevention and Mental Health.
San Joaquin Public Health	COVID19, Testing information and data information, Chronic Disease and Obesity Taskforce have opportunities to fund projects and support healthy behaviors, such as safe places to play and access to healthy food.
UC Cooperative Ag Center	Healthy San Joaquin Collaborative Trainings: My Plate, Eat Fit, 4-H Clue, Master Gardener

The above table shows how the different enrichment and academic opportunities provide intentional effort by incorporating the efforts of youth, adults, schools, government agencies and community partners to provide opportunities for youth to enhance their interests, skills, and abilities. The above table also shows the different enrichment and academic opportunities which are student centered and acquire a deeper knowledge through an active approach.

3–Skill Building

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

The program will provide opportunities for students to experience skill building by implementing education literacy and educational enrichment activities that will contribute to the improvement of student academic achievement as well as overall student success.

The educational and literacy element of the program is centered on aligning the curriculum to the regular school day and using extension lessons to help the student's master skills and concepts. Providing experiences beyond the classroom by allowing students to explore the world beyond the classroom. The enrichment piece allows students to experience real world activities that connect to the community. Students participate in activities that are both engaging and educational. The enrichment components generated through ideas from both students and facilitators. The enrichment is academic, California State Standards based and teaches a variety of concepts such as service learning, youth development, life skills, health and nutrition and resiliency. The activities are age and grade level appropriate. Facilitators incorporate math, language arts, science, and social studies concepts into the activities. Facilitators also incorporate STEAM based activities that help bridge the ethnic and gender gaps sometimes found in math and science fields.

4–Youth Voice and Leadership:

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

The program will provide opportunities for students to engage in youth voice and leadership by utilizing student feedback, assessment, and evaluations. This will be determined through Dr. Lewis D. Stallworth, Sr. Charter School existing CQI efforts. Quantitative and qualitative results

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will be the main driver of development of training, curricula, and projects that meet students' needs and interests. The Expanded Learning Programs Coordinator will also work closely with school administrators to determine how assessment results can be integrated with the instructional day, while meeting challenging state and local academic standards. The program would like to incorporate a Youth Advisory Board where students can provide input on program activities, share ideas, and contribute to the decision-making process. Currently, the program works with the student government and the students share ideas and concerns with their peers.

A key component of the ELOP program is to engage youth in authentic and meaningful leadership roles. Dr. Lewis D. Stallworth, Sr. Charter School students will have multiple opportunities to take on leadership roles, participate in activities that are essential to the design and implementation of the program, participate in group discussions, and reflect on learning experiences. The program would like to implement Youth -Led Events, which empowers the students to organize and host events such as talent shows, fundraisers, awareness campaigns which allows them to showcase their leadership skills.

5—Healthy Choices and Behaviors

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

The program will provide opportunities for students to engage in healthy choices and behaviors by aligning the school wellness plan to the ELOP to include:

- Moderate to vigorous physical activity
- Nutrition education
- Social and Emotional Learning training
- CPR/First Aid training
- Bridging services for students such as medical and dental services
- Healthy eating habits
- Partnerships within the community that promote health and wellness.

Dr. Lewis D. Stallworth, Sr. Charter School currently, and will continue to, implement healthy practices, and program activities that align with school wellness plans adopted by school districts. Dr. Lewis D. Stallworth, Sr. Charter School believe that children need access to healthy foods and opportunities for physical activity to grow, learn, and thrive, and good health fosters student attendance and academic success.

The students participate in the National School Lunch Program (NSLP) complying with the rules and policies to ensure that students receive a healthy snack. Nutritious snacks are provided for all students who participate in the program through Revolution Foods and funded by the National

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School Lunch Program (NSLP). Expanded Learning snacks under NSLP are authorized by the United States Department of Agriculture (USDA) and the California Department of Education, Nutrition Services Division.

Snack menus are developed by month and are displayed for student and parent information. Expanded learning program staff tracks the number of students who receive snacks/supper daily and reports the information to the respective school district's food services department every month. Snacks served make positive contributions to the diet and health of youth. Furthermore, the program focuses on serving fruits and vegetables as the primary snack, and beverages must meet nutritional standards. Practices that promote healthy choices and behaviors, include, but are not limited to:

- Snacks and beverages include appealing and attractive options for youth.
- Snacks and beverages are served in clean and pleasant settings, and meet minimum nutrition requirements established by federal, state, and local statutes and regulations.

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. Program staff will:

- Reinforce the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities.
- Provide and encourage – verbally and through the provision of space, equipment, and activities periods of physical activity for all participants, as appropriate.
- Encourage students to participate in Expanded Learning program physical activities.
- SJCOE will continue to partner with the San Joaquin County Obesity and Chronic Disease Taskforce. SJCOE brings back educational materials and programming that will benefit the Expanded Learning program students and families, such as diabetes education, health and nutrition education and many other topics.
- SJCOE will continue to partner with San Joaquin Public Health to keep us informed around COVID-19, testing information and data information.
- SJCOE will continue to work closely with the Chronic Disease and Obesity Taskforce which support healthy behaviors, such as safe places to play and access to healthy food.
- SJCOE will partner with the San Joaquin County Behavioral Health Services to provide primary prevention services for substance use disorders. Programs will target populations that are at risk for developing a pattern of substance abuse and ensure programs implemented are evidence-based prevention strategies. Examples include club live and Friday Night Live chapters, active Red Ribbon Week participation, implementing evidence-based curriculum that

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addresses underage drinking, marijuana usage, over the counter cough and cold medication, prescription, and illicit drugs. Programs will also participate in the strengthening families/nurturing parenting groups using an evidence-based program called the Parent Project.

- SJCOE will partner with the Department of Justice to provide focused violence prevention, mental health, social emotional learning training for school district personnel and online violence prevention, mental health, social emotional learning training and evidence-based curriculum such as:

The Person Brain Model, Trauma Informed Adverse Childhood Experiences (ACEs), Living Works Safe Talk Training, Applied Suicide Intervention Skills Training (ASSIST), Youth Mental Health First Aid, Drug Impairment Training, Trauma Informed Practices, Peer to Peer Helper, Restorative Practices, You Matter, Social Awareness, Self- Management, Active Shooter, 360 Degree Situational Awareness, Disarming Dialogue, Behavior Threat Assessments, Tabletop, Stress Inoculation and Crisis Rehearsal.

In collaboration with the Director of the program, SJCOE's Comprehensive Health Department will support the efforts of Dr. Lewis D. Stallworth, Sr. Charter School. SJCOE Comprehensive Department which is responsible for fostering the health, well-being, and resiliency of youth by providing programs that support learning. As such, SJCOE employs staff that is experienced in incorporating healthy nutritional practices and physical activity into the daily routine of students.

As a regional agency, SJCOE leverages resources through various collaboratives. For example, SJCOE's Expanded Learning Coordinator serves on various committees and collaboratives to remain at the forefront of nutrition and physical activity initiatives, such as the Healthy San Joaquin Collaborative whose vision is for the people of San Joaquin County to be physically active, eat healthy foods, and live in communities where policies and environments promote healthy lifestyles; and the San Joaquin County Obesity & Chronic Disease Prevention Task Force, which decreases the incidences and prevalence of obesity, chronic disease, and related risk factors through combined and expanded efforts of its members. In addition, two of the directors of the Comprehensive Health department are on the planning and implementation committee for the state's New Health Framework roll out.

Ways in which healthy nutritional practices and physical activity will be incorporated into the proposed ELOP program will include, but not be limited to:

To address food deficiency issues in our community, we have partnered with various stakeholders such as the following:

- Blessing in a Backpack in which we give out 50-100 bags of non-perishable food in a backpack every Friday during the ASP time as they are leaving.
- Heavenly Hand's Kitchen Outreach and Food Pantry, and Eastside Church of God in Christ Food Closet to provide fresh fruits, vegetables, dry goods and other food staples to the Expanded Learning students and families in need.
- To promote active lifestyles, the SPARK physical activity curriculum is included daily in our program.

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- 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 address healthy living, Stallworth Charter is partnered with Big Smiles Dental who provides free dental care and dental hygiene education. Selected staff of Stallworth Charter School provides free haircuts and styles to students in the ASP.
- Stallworth Charter has an established partnership with Stockton Kings reading program which provides literacy support and the Table Community Foundation which provides community fairs, groceries through Second Harvest Food Bank and Mobile Fresh, mentoring services, and scheduled traditional sport tournaments.
- During our family events, our program includes presentations on nutrition and healthy movement.

6—Diversity, Access, and Equity

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

Expanded learning programs will create an environment in which student's 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 identify and expression. All program staff will participate in ongoing diversity and sensitivity training, and disability awareness.

To create an environment that promotes diversity, The Director of the Expanded Learning Program recruits and hires staff that reflect the students of the community. Many of the staff grew up in the community of Stockton and attended Stockton Unified School Districts.

Kidzlit'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 student's unique heritage.

The Multi-Cultural theme 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 everyone 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.

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Programs will do this by providing ample opportunities for students to share their own diverse experiences and backgrounds, and learn about different cultures, national origins, physical abilities, gender identity, and more. Guest speakers with knowledge or experience working with diverse populations will also be invited to programs, including parents and community members.

Furthermore, ELOP programs will collaborate with the instructional day to celebrate events of cultural or historical significance.

The school day Speech and Language Specialist spill over into the Expanded Learning Program for those students who need support, The program outsources tutoring programs, Spanish translators, specially assigned Behavior Specialist to assist students behavioral and academic needs within the special education department program. For example, 6th grade reading tutor helps ELD students in Spanish electronically with their reading skills. (This is for all ELD students that needs this requirement)

When necessary, school counselors, special education teachers and administrators meet with the Expanded Learning Director and/or staff to provide appropriate information and training for working with students with special needs. Professional Development trainings for special needs students are provided throughout the year.

The program works in conjunction with the Homeless and Foster Youth school wide. During homeless and Foster Youth intake, parents and guardians are asked about the need for academic support or Expanded Learning care. If support is needed, the Homeless and Foster youth representative communicates directly with the after-school program director for priority enrollment. The Expanded Learning program follows AB 1567 to give priority registration to those families in need.

Dr. Lewis D. Stallworth, Sr. Charter School serves a diverse population of students Members recognize that barriers exist which 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:

Collaboration with Schools – Stallworth Charter Expanded Learning Program will establish strong partnerships with the school to identify students who may require additional support due to disabilities, language barriers or other potential challenges.

Bilingual Support - Programs will have the opportunity to employ bilingual staff to be culturally sensitive and to understand the unique challenges faced by ELLs and students from diverse cultural backgrounds.

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.

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Priority enrollment – priority enrollment will be given to Foster, ELL's and Homeless youth. Students will also receive additional support services and be connected to local resources to minimize challenges and barriers.

Parent and Guardian Involvement - programs will be encouraged to communicate with parents to gain insights into student's individual needs and challenges.

English Language Learners (ELL) - program staff will work with ELLs in small learning groups and on an individual basis to support academic needs, vocabulary, and English language acquisition. Program staff will re-visit lessons and concepts learned during the instructional day and assist ELLs with planning for future learning by looking ahead at lessons to be delivered. Furthermore, the program will hire bilingual aides to support academic achievement.

Expanded library hours – will allow students access to textbooks, library books, and other resources beyond the regular school day that helps in the completion of school projects and homework assignments.

Inclusive Programming – the program will ensure that inclusivity is a priority and provide activities that cater to diverse abilities and interests.

Collaboration with Special Education – The program fosters collaboration with special education services, sharing resources, insights and working together to create an inclusive and supportive environment.

7—Quality Staff

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

The program will provide opportunities for student to engage with quality staff by engaging in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning. The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs. The program will retain para educators to help support students with special needs.

The program provides staff and volunteers with:

- Clear titles and job descriptions
- Continuous training and professional development
- Resources and materials to deliver activities
- On-the-job coaching

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The program supports staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program. The program supports staff with competitive pay and creates opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality.

Staff Level:

Staff demonstrate ability to:

- Deliver a program that meets grant requirements.
- Facilitate and incorporate district and program curricula, research-based youth development principles and best practices in program planning and activities.
- Facilitate activities that engage students in active and meaningful experiences that build mastery and expand horizons.
- Welcome and engage volunteers in roles that meaningfully and effectively support student learning.

Staff exhibit:

- Integrity, professionalism, caring, and competency as a positive role model.
- Commitment to building positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents.

Participant Level:

- Participants have trusting and positive relationships with staff.

8—Clear Vision, Mission, and Purpose

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

Dr. Lewis D. Stallworth, Sr. Charter School Expanded Learning program is an integral part of young people's education, engaging them in year-round learning opportunities that prepare them for college, career, and life. Working in collaboration with stakeholders, Dr. Lewis D. Stallworth, Sr. Charter School supports the development and sustainability of high-quality Expanded Learning programs. Dr. Lewis D. Stallworth, Sr. Charter School provide a comprehensive and coordinated system of support and accountability to maintain and improve program quality while encouraging creativity and innovation in the field. Developing and maintaining clearly defined guidelines, program requirements and processes supporting efficient program administration. Communicating with the field in a clear, timely and transparent manner; and championing Expanded Learning as a vital and integral part of the education system. Dr. Lewis D. Stallworth, Sr. Charter School Expanded Learning program was formed to meet the needs of students who are academically low in reading and math to provide extra support in literacy, fluency, and homework support as well as provide a haven for students whose parent work after hours. Student are identified by the data received from the teachers, and school administrators.

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Since 2011, the Mission is to provide community education to keep children safe Expanded Learning and provide intellectual, physical, and psychological enrichment. It is designed to support the school core curriculum as well as their adopted standards.

Goals: To increase language arts, mathematics, engagement, and physical fitness in a safe and fun environment.

9—Collaborative Partnerships

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

SJCOE has established a system of collaboration with local school districts to provide services that complement the instructional day. Dr. Lewis D. Stallworth, Sr. Charter School enter into an agreement with the San Joaquin County Office of Education (SJCOE) to work together with SJCOE toward the mutual goal of providing safe, meaningful expanded learning opportunities in San Joaquin County.

Dr. Lewis D. Stallworth, Sr. Charter School have contracted with SJCOE to provide professional development, training, and technical assistance, assisting with student accommodations or modifications, and serve as the liaison between the California Department of Education, Regional Lead, and sites. SJCOE also coordinates and participates in monthly collaborative meetings that serve as a forum to share best practices, strategies for improvement, and assessment results. Dr. Lewis D. Stallworth, Sr. Charter School agree to assign representatives to actively participate in collaborative meetings. Additionally, the Director of the program will meet with the school administrator monthly to discuss issues and upcoming school and expanded learning program events.

San Joaquin County Office of Education collaborative members include:

1. Kaiser Permanente Northern California Community Benefits Program –Social Emotional Learning and Mental Health awareness.
2. Boys & Girls Club of Tracy – will provide facilities, professional development, enrichment services, curricula funded through community-wide grants (e.g., grant projects funded through Health Plan of San Joaquin, Kaiser Hospitals Foundation, Dignity Health Care, Mayor’s Youth Commission Task Force (City of Tracy). They will also assist with fundraising efforts.
3. University of the Pacific – administer applicable federal, state, and local companion grant proposals to support health education programming for expanded learning programs; create and provide health education programming; participate in bi-monthly collaborative meetings to share best practices and develop strategies to improve and sustain health education; and introduce physical therapy as a career pathway to participating students.

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4. University of California Cooperative Extension – provide free, physical activity, and nutrition curriculum and resources; professional development opportunities; and parent nutrition education workshops.

5. San Joaquin Public Health – SJCOE will continue to partner with San Joaquin Public Health to gain knowledge around Coronavirus (COVID-19), orders and guidance, health education materials, testing information and data information.

6. San Joaquin County Behavioral Health- Substance Abuse Prevention trainings/professional development will be offered to the Expanded Learning programs.

7. Department of Justice- School Safety and Violence Prevention will offer professional development/trainings to the Expanded Learning programs.

Dr. Lewis D. Stallworth, Sr. Charter School collaborative members include:

1. Big Smiles Dental - Big Smiles is an in-school dental program designed to address today's dental crisis and keep children healthy. Their innovative model offers state of the art dental care to students in the comfortable and familiar surroundings of their school, keeping them in class and learning.
2. Stockton Kings – The Stockton Kings are an American professional basketball team of the NBA G league based in Stockton and are affiliated with the Sacramento.
3. University of the Pacific – is a private university and its main campus is in Stockton.
4. Parent Institute for Quality Education - provides families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential.
5. The Table Community Foundation - The Table Community Foundation's (TCF) mission is to create a better world through change in youth one community at a time. They are committed to creating solutions by recognizing the need for innovative approaches to address existing problems to empower and partner with communities, other non-profit organizations, and local stakeholders.

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Dr. Lewis D. Stallworth, Sr. Charter School has an established continuous quality improvement process that it currently uses for its program. School and community needs will be identified through review and analysis of information and data sets from various sources, such as community needs assessments, California Healthy Kids Survey, U.S. Census Bureau, state testing results, SARC's, and Dr. Lewis D. Stallworth, Sr. Charter School ongoing self-assessment results. The Expanded Learning Director has an established procedure for getting consent to collect information from program stakeholders, and for information and data collection that protects their confidentiality. Dr. Lewis D. Stallworth, Sr. Charter School CQI cycle and timeline consists of:

Assessing the quality of the program by collecting data through various methods, such as interviews, surveys, self-assessment, and observations from program participants, staff, parents, and key stakeholders.

At the beginning of each year, the principal conducts a meeting with the Expanded Learning Director to review the CQI process. The Expanded Learning director puts together a group of stakeholders who will help them with each year's CQI Process. Stakeholders' groups typically include students, partner staff, community partners, parents, site administration and certificated and classified staff. Using the data, the director then scores their site using the evaluation rubrics. Once the rubrics are completed, a meeting is scheduled that includes the Principal, the Expanded Learning Director, and partner agencies. At this meeting, all parties review the rubrics, and the team creates a site improvement plan. Based on the improvement plan, the program will work on their areas of need. The Expanded Learning Director is to collect all evidence of this process. To evaluate their progress, the Expanded Learning director and stakeholders will reassess the program by following the data collection and rubric process. The pre and post data is then compared to determine the progress of the program. The Expanded Learning Director then completes and submits the evidence of progress form which lists evidence of progress and opportunities for short-and long-term growth.

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11—Program Management

Describe the plan for program management.

The budget supports the overall purpose of the program by funding expenditures that are necessary for the operation of a quality program, such as:

- Contracted services with the San Joaquin County Office of Education for personnel (Expanded Learning Programs Coordinator) who is responsible for supporting program oversight, continuous quality improvement, program assessment, supporting program development and implementation, coordination of professional development opportunities, providing training and technical assistance and ensuring compliance with local, state, and federal requirements, information and data collection and reporting outcomes to stakeholders.
- Books and supplies – office and program materials and supplies, such as STEM kits, printer cartridges, and copying necessary for the daily operations of the program.
- Services and other operating expenditures – mileage for personnel to attend program meetings, and travel and conference.
- Programming and Curriculum – this includes educational materials and supplies and curriculum development and licensing. This includes costs for guest speakers and instructors.
- Technology – computers, tablets, or laptops. Software licenses and internet and technology support.
- Transportation – cost for field trips, if applicable, cost for transporting students to and from the program.
- Meals and Snacks – nutritious snacks and beverages.
- Communication and Outreach – marketing and outreach materials.
- Evaluation and Assessment – Tools for program evaluation and assessment materials to track student progress.
- Subcontracts and agreements – for participating schools to provide direct services to students; professional evaluation services; and other contractors that provide academic support and enrichment services.
- Facilities – this includes rental or usage fees for facilities and maintenance and cleaning cost
- Indirect – support general costs not directly attributed to the grant program, such as utilities, operations, supervision, and other general administrative support.

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- Administration- Administrative Staff salaries, office supplies and administrative expenses.
- Personnel – salaries for program Director, Instructors and Support Staff. Training and Professional Development Expenses.
- Enrichment Activities – Cost for educational field trips and supplies for hands on workshops and activities. Fees for external programs and or presenters.
- Purchase of EZReports – a web-based Expanded Learning management and reporting software. EZ Reports meets the data collection and reporting requirements of the California Department of Education.

SJCOE's Expanded Learning Coordinator will work in collaboration with the Director of the Expanded Learning program. The coordinator hosts bi- monthly consortium meetings at SJCOE. The coordinator will prepare all meeting agendas; keep meeting minutes; disseminate information and materials; provide budget updates; facilitate professional development opportunities; provide training and technical assistance; secure additional resources from various sources; access countywide resources; and assist sites with statewide and local assessment and evaluation. The Expanded Learning Coordinator will also conduct site visits at least twice per year, or more if needed, to assess curricula and program compliance, conduct student and staff interviews, and review personnel records to ensure program staff meet minimum qualifications requirements for all positions and comprehensive activities.

The program will have a director who will oversee the daily operation of the expanded learning program and be responsible for supervising instructional aides/paraprofessionals. Instructional aides/paraprofessionals will report directly to the Director of the program. Instructional aides/paraprofessionals will perform a wide variety of academic support, such as homework assistance, tutoring, working in small learning groups; and enrichment services, such as setting up art education materials and supplies, and helping students with service-learning projects. This position will be responsible for providing quality learning intervention skills that promote academic competency in core subject areas. Instructional aides/paraprofessionals will project genuine enthusiasm, lead group activities, support students as leaders, have effective communication skills, and assist in the development of lessons and activities.

The Director and any stakeholders are encouraged to actively participate in meetings hosted by the San Joaquin County Office of Education. Frequency of site level meetings will vary based on the needs of the program, specific student, and community needs, and staffing levels. Meetings at the site level will be scheduled by the Director.

Methods of communication between SJCOE and the program will consist of meetings, telephone calls, emails, and written agreements.

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General Questions

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

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

The funding will be used to provide one comprehensive program and to allow access for more students to participate in Expanded Learning programs. The intent is to run ELOP with ASES as one comprehensive program. ELOP funds will be used for learning opportunities outside normal school hours. The intent of the funding will be to extend instructional learning time, training for staff, tutoring programs, academic support, after school clubs, summer camps, intervention, physical education, leveraging community-based organizations to provide services and enrichment opportunities.

Program Plan Guide Transitional Kindergarten and Kindergarten

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

Our LEA program services transitional kindergarten and kindergarten program that is designed as a full day small combo class with multiple instructing staff members to meet the needs of our diverse student population. The curriculum for literacy is McGraw Hill, Wonders and Pearson Envision for math.

Students are scheduled to begin at 8:30 am and end the day at 2:00 pm. Students have the opportunity to attend the Afterschool program with an assigned instructor after day school has ended.

**1. TK students are born between Sept and Feb with a maximum class size of 24 with 12:1 ratio as well as our Kindergarten class with at least one credentialed teacher.
2. This program follows the schoolwide program of at least 180 days of school. We have provided and extra five days.**

3. Recruiting and Enrollment is through word of mouth, online ads, enrollment forms, and survey. Most of our student population consists of multiple family members, friends, and community members in the area.

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Sample Program Schedule

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

Instructional Day:

8:30 am to 3:00 pm Transitional Kindergarten or Kindergarten Class, 1st – 8th

- Social Emotional Learning

- Whole group instruction
- Small group instruction
- ELA/Math/Science/Supplemental
- Exploration/Free Choice
- Outdoor/Indoor (Gym) Activity (PE)
- Nutrition

2:20 pm to 6:00 pm ELOP

- Academic Enrichment
- Nutrition-Outdoor activities (exercise and sports)
- Enrichment activities (art, science, clubs, music & movement)
- Exploration/ Free choice

Summer Intersession Schedule:

- **8:00 am – 8:50 am: Nutrition (Breakfast)**
- **8:50 am – 9:00am: Bathroom/Transition**
- **9:00 am- 11:00 am: Academic Enrichment/Intervention**
- STEM challenges
- Music-Dance
- Crafts/Building blocks
- Art/Technology
- Math manipulative
- Literacy activities
- Science
- **11:00 am – 12:00 pm: Music/Cooking class**
- **12:00 pm – 12:30: Nutrition (Lunch)**
- **12:30 pm: Recess**
- **1:00 pm – 3:00 pm: Outside Activities/PE**
- **3:00 pm - 5:00 pm: Snack Time/Free Choice/Board Games**

Children have an opportunity to explore their interest - (crafts, building blocks, art, technology, math manipulative, literacy activities, science