

Expanded Learning Opportunities Program Plan Guide

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



Tracy Unified School District

California Department of Education

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

Local Educational Agency (LEA) Name: **Tracy Unified School District**

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

- Art Freiler Elementary School
- Earle E. Williams Middle School
- Louis Bohn Elementary School
- Wanda Hirsch Elementary School
- Gladys Poet-Christian Elementary School
- Louis Villalovoz Elementary School
- George Kelly Elementary School
- North Elementary School
- South/West Park Elementary School
- Central Elementary School
- McKinley Elementary School
- Melville Jacobson Elementary School
- Tracy High School
- Merrill F. West High School
- John C. Kimball High 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 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>.

Expanded Learning Opportunities Program Plan Guide

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:

- Art Freiler Elementary School
- Earle E. Williams Middle School
- Louis Bohn Elementary School
- Wanda Hirsch Elementary School
- Gladys Poet-Christian Elementary School
- Louis Villalovoz Elementary School
- George Kelly Elementary School
- North Elementary School
- South/West Park Elementary School
- Central Elementary School
- McKinley Elementary School
- Melville Jacobson Elementary School
- Tracy High School
- Merrill F. West High School
- John C. Kimball High 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 Boys and Girls Club/T.U.S.D., 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:

- Location of students are known throughout the duration of the program through measures, such as sign-in and sign-out sheets – teachers are required to sign-in and out upon arrival and departure from the program.
- Staff are required to always wear a program shirt or vest and name badge in order to be easily identifiable by students, parents, and all staff.
- Staff ensures that student emergency contact information is current by reviewing it with parents/guardians and updating, if necessary, monthly.
- Staff are CPR and first-aid certified.

- Expanded learning programs are incorporated into existing school emergency response and safety plans. Program staff must identify primary and secondary evacuation locations and are trained in the student reunification process.
- Staff and students participate in practice drills on a regular basis.
- Programs are equipped with emergency response backpacks filled with critical survival items, such as non-latex gloves, first-aid kit, flashlight, and emergency blanket.
- Staff are trained on the communication protocol and whom to report to (e.g., expanded learning site coordinator/supervisor, school administrator) 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 will incorporate the ELOP program and procedures.
- Schools that contract components of their supplemental or enrichment services to another agency will also include the contractor's employees in health and safety trainings, and emergency preparedness drills.

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.

ELOP program staff will receive extensive training in social-emotional practices. The staff will have access to multiple trainings such as MTSS, Person Brain Model, Adverse Childhood Experiences, Love and Logic and Youth Mental Health First Aid. Furthermore, staff will also participate in training regarding curriculum that have built-in social-emotional components.

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 / Supplementation of School Day Learning |
| <i>Extension of the regular school day</i> | Activities that align with our schools learning philosophy and also follow common core standards |
| <i>Instruction Support</i> | On site educators / SJCOE, Region 6, Boys and Girls Club Trainings |
| <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>Fine Arts</i> | Food Art / Painting / Art Clubs / Reader Theater / Dance |
| <i>Physical Fitness</i> | SPARK/Dance / STEAM / Karate/Power Play/Intramural Sport Leagues/CATCH Curriculum |
| <i>Health Promotion</i> | Health Educator / Health Ed.Classes, Dental Presentations, Healthy Eating Habits, |
| <i>Service Learning</i> | Garden Projects,Campus Clean Up |

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|---|--|
| <i>Career Learning</i> | Guest Speakers / Demonstrations/Employment Mentoring /Career Exploration |
| University of Pacific | Summer Pre College Camp |
| Professional Development | |
| <i>Paraprofessional Training</i> | Staff tested through SJCOE (required Every Student Succeeds Act) CODESP Testing that meets 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"> • Leadership Academy • Adolescent Behavior and working with special populations • Adverse Childhood Experiences • STEAM Hub • Program Directors meeting/GRASP IT Consortium • Youth Mental Health First Aid • Quality Improvement Plan Training • Expanded Learning Conferences • Classroom Management |
| <i>Other</i> | STEAM, Bullying, Service Learning, Mandated Reporting, Tennis, Soccer, Social and Emotional, Self-Care |
| | SPARK, CATCH, STEAM, Friday Night Live, Driver Education |
| | |
| | Classroom Management, Lesson Planning |
| STEAM | Lego, Reading is Fundamental, Science activities, Arts and Crafts and STEAM Challenges. |
| | |
| Multicultural Month | Multicultural Lessons and Projects |
| | |
| Clubs/Boys and Girls Club | Multiple Clubs including Cooking, Art, Science, Sewing, Theater, Music, Passport to Manhood and Smart Girls, E sports, Music, Coding, Sports |
| | Movie Production, Sport, and Foreign Language |
| STEAM | STEAM Hub, Robotify Licenses or Steam Licenses, STEAM activities |
| 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. |

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|---------------|--|
| Kaiser | Professional Development for staff around Social Emotional Learning and Mental Health. |
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| North Central Valley Stem Center | Included in grants for STEAM and liaison to help find STEM partners in the community. |
| 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. One example would be the garden club. Students build, design, and cultivate their school garden. With deeper knowledge of gardening and what food are in season, students can showcase what they have grown for their peers and conduct a farm to fork approach. Students will have the opportunity to have an authentic way to share projects to a wider community audience.

School and community needs were identified through analysis of various sources and information and data sets (see Section 8 for needs assessment), such as CALPADS, California Healthy Kids Surveys (CHKS), U.S. Census Bureau, state testing results, School Accountability Report Cards (SARC), Parent, Student and Staff surveys and GRASP IT's ongoing CQI efforts. Boys and Girls Club/T.U.S.D CQI cycle 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, students, and other key stakeholders.
- Reviewing and assessing the data to develop an action plan for program improvement and professional development for staff.
- Implementing the plan while reflecting on progress to improve program quality.

All program sites will operate expanded learning programs at their campuses during the regular school year and robust summer programs, as part of their commitment to ensuring students have extra opportunities to acquire 21st century learning skills. Planned program activities were narrowed down with the guidance of school administrators, teachers, students, and parents. Program activities will be geared towards improving student academic achievement and overall student success:

- Academic assistance – tutoring, career exploration, homework assistance, and credit recovery.
- Enrichment services –career exploration, service learning, advanced arts education, Science Technology Engineering Mathematics (STEM) education, garden club, running club, student-run farmer’s markets, health and nutrition education, and physical activities.
- Students will have the opportunity to attend summer camps and pre college summer programs.

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. The program would like to purchase Robotify or STEAM licenses and laptops, so students are able to engage in an online setting. STEAM prepares our students with the technological innovations they will experience in their lifetime. The program allows students to be in a safe and structured environment while parents are working. Without the planned activities, the students will not have the opportunity to thrive in an environment that encourages exploration and creative expression. The planned program allows students to uncover their potential and uncover their interest and be part of their own community.

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 Boys and Girls Club/T.U.S.D existing CQI efforts. Quantitative and qualitative results 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. Boys and Girls Club/T.U.S.D has already been working on new collaborations to secure training and curricula for projects and activities determined through ongoing assessments to be of high interest to students, teachers, and the community, such as creative writing, intramural sports, robotics and coding classes, farm to fork projects, and multi-cultural dancing. San Joaquin County is a booming agriculture industry, which grosses nearly \$3 billion annually, making it the largest industry in the county, and the sixth most productive agriculture county in California and the nation.

A key component of the ELOP program is to engage youth in authentic and meaningful leadership roles. Boys and Girls Club/T.U.S.D, 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.

Youth voice is an integral piece of program design and implementation. Students currently provide input and feedback regarding program design through participation in Boys and Girls Club/T.U.S.D ongoing self-assessment, such as focus groups and student surveys that are conducted. Program staff, school administrators, and parent advisory committees seriously consider student input regarding development or modification of program practices, curricula, policies, and opportunities for student leadership.

Students will hold leadership talks as needed and discuss key programmatic issues or concerns. Program staff will actively participate to provide guidance and answer questions. The student leadership will consist of student leaders from ELOP school sites. The student leadership will meet to discuss how they have overcome challenges at their site or in their communities, seek advice from their peers, and share successful ideas. Students have already identified school clubs as a way for them to connect with their peers to problem-solve challenges faced in their schools, neighborhoods, and communities. Boys and Girls Club will provide opportunities for students to participate in the following student-led clubs:

- Girl Power Club/Pathway to Manhood Club – supports healthy growth and development of young women and men that are struggling with home or relationship issues. This club focuses on building social and coping skills and connects youth with a positive adult that can support them during difficult times.
- Intramural sports clubs – intramural co-ed sports such as basketball, soccer, volleyball, and ping pong give students the opportunity to participate in competitive sports in a safe environment, while learning to work together to accomplish a goal. This club will be available at all expanded learning programs
- Esports Gaming - Esports, or electronic gaming sports, can offer several benefits. Esports can be inclusive, attracting a diverse group of students who might not be interested in traditional sports. It provides an engaging and social activity that can bring students together, fostering a sense of community. It develops teamwork and communication skills. Esports often involves team-based games, promoting teamwork and effective communication among participants. Players learn to coordinate strategies, communicate efficiently and work towards a common goal.
- Cooking Club - which is a club that works on cooking projects and exploring unfamiliar cuisine or cooking techniques.

Boys and Girls Club/T.U.S. D understands the importance of youth voice, not only in program development, implementation, and improvement, but also as a skill. Students in both lower and higher grades are given choices during enrichment activities. Staff and older students will also provide guidance for younger students who are still developing decision making skills. Students in higher grades will also have opportunities to provide leadership among their peers and younger students to tackle real-world problems in their communities. At the site level, students will actively participate in identifying problems they, their families, neighbors, and friends face in their communities. Students will be encouraged to use critical thinking skills to debate, and problem solve these challenges. Expanded learning staff will serve as debate facilitators helping to guide students in their decision-making process. Students will take the lead in developing an action plan that includes identification of community resources, finding potential partners, determining if there are related costs and fundraising ideas, creating, and distributing related outreach and communication materials, and identifying ways to showcase their results. Projects will be student-driven, be authentic and meaningful and will result in a culminating event that focuses on the positive impact made by students.

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 programming.

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.

Boys and Girls Club/T.U.S.D currently, and will continue to, implement healthy practices, and program activities that align with school wellness plans adopted by school districts. Boys and Girls Club/T.U.S.D believes 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.

Tracy Unified School District programs serve supper/snack through the respective school district's food services department. Snacks/suppers meet minimum California nutrition standards and costs are reimbursed through the United States Department of Agriculture (USDA) reimbursable meal program. The programs (non-title 1 schools) who are unable to serve the supper program will receive a healthy snack paid out of the ELOP dollars.

To foster healthy choices and behaviors among students, our program incorporates the following strategies:

- Educational Sessions: The program integrates educational sessions into our curriculum that focus on topics such as nutrition, physical activity, stress management, and healthy habits. These sessions are designed to empower students with knowledge and skills to make healthier choices in their daily lives.
- Physical Activities: Our program includes structured physical activities and exercise sessions to promote physical fitness and well-being. These activities may include sports, fitness challenges, yoga, or dance sessions, providing students with opportunities to stay active and develop healthy exercise habits.
- Healthy Snacks: During the ELO-P (Extended Learning Opportunities - Programming) hours, nutritious snacks are provided to students to fuel their bodies and support their learning.

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.
- School district food services departments will approve and provide all snacks and beverages served in expanded learning programs.
- Fundraising activities that involve food will meet the nutrition standards for foods and beverages sold individually by each school district. GRASP IT will encourage fundraising activities that promote physical activity, such as basketball shoot outs, and student/staff tournaments.

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. Integration of physical activity will compliment and fully embrace regular physical activity as a personal behavior. 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 afterschool program intramural sports.
- 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 afterschool program students and families, such as diabetes education, health and nutrition education and many other topics.
- SJCOE will continue to partner with the University of the Pacific. The Physical Therapy Department conducts classes in our afterschool programs educating students on physical fitness and the benefits of exercise.

- 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 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, Table Top, Stress Inoculation and Crisis Rehearsal.

The ELOP program will be overseen by SJCOE's Comprehensive Health Department, in collaboration with the Tracy Boys and Girls Club 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:

- Provision of healthy snacks during program hours.
- Hydration encouragement through water dispensers and reusable bottles.
- Nutrition education workshops covering balanced eating and meal planning.
- Incorporation of physical activity breaks like stretching or brief walks.
- Utilization of outdoor spaces for recreational activities.
- Implementation of hands-on cooking classes focusing on healthy meal preparation.
- Engagement in fitness challenges to promote physical activity and goal setting.

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.

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. For example, programs will plan for special classes that celebrate diversity; this is done through art and music classes - where students learn about diverse visual and performing artists, folk music, and instruments; and cooking classes - where students learn to make or taste foods from all over the world. 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 (e.g., Cinco de Mayo and acknowledge the contributions of outstanding individuals in society).

Tracy Unified School District serves a diverse population of students. Staff 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:

- **Inclusive Programming** – the program will ensure that exclusivity 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.

- **Parent and Guardian Involvement** - programs will be encouraged to communicate with parents to gain insights into student's individual needs and challenges
- **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** – most of the geographic areas within the school district boundaries of the proposed schools consist of areas where students can walk to and from the program or parents can pick up their child.
- **Priority enrollment** – priority enrollment will be given to foster and homeless youth. 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.
- **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, programs will hire bilingual aides to support academic achievement.
- **Equitable Access:** Efforts are made to ensure equitable access to program resources and opportunities for all students, regardless of background or circumstances. This may include providing financial assistance for program fees, offering transportation assistance, or adapting program activities to accommodate students with specific needs or challenges.
- **Linguistic Inclusivity:** Recognizing the importance of language diversity, the program provides support for students who speak languages other than English. Bilingual staff members or interpreters may be available to facilitate communication, and language-learning resources may be offered to help students strengthen their English skills or maintain proficiency in their native language.
- **Cultural Awareness:** The curriculum incorporates diverse perspectives, cultural traditions, and historical backgrounds to promote understanding and appreciation of different cultures. Through literature, arts, and discussions, students are exposed to a rich tapestry of experiences and are encouraged to share their own cultural heritage.

7—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 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

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.

Boys and Girls Club/T.U.S.D. programs are 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, Boys and Girls Club/T.U.S.D. supports the development and sustainability of high-quality Expanded Learning programs. Boys and Girls Club/T.U.S.D. 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. Boys and Girls Club/T.U.S.D value accountability, service, courage, integrity, and respect. These core values help to guide the programs and future work.

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.

The San Joaquin County Office of Education (SJCOE) has established a collaborative system with local school districts to provide services that enhance both the instructional day and expanded learning programs. The Boys and Girls Club and the Tracy Unified School District (T.U.S.D.) have entered into an agreement with SJCOE to work together toward the shared goal of providing safe and meaningful expanded learning opportunities in San Joaquin County. Through this partnership, the Boys and Girls Club and T.U.S.D. have contracted with SJCOE to offer professional development, training, and technical assistance, as well as act as the liaison between the California Department of Education (CDE), Regional Lead, and individual sites. Additionally, SJCOE coordinates and participates in monthly collaborative meetings to share best practices, improvement strategies, and assessment results. The Boys and Girls Club and T.U.S.D. commit to assigning representatives to actively participate in these collaborative meetings, ensuring a concerted effort toward achieving program goals. The afterschool program staff work closely with teachers and school administrators to support students, fostering open communication channels to address student needs effectively. SJCOE also provides updates to policy and procedures and works closely with the CDE during FPM and audits to maintain compliance.

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

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Boys and Girls Club/T.U.S.D. has an established continuous quality improvement process that it currently uses for its expanded learning sites. 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, SARCs, and Boys and Girls Club/T.U.S.D. ongoing self-assessment results. The After-School Programs Coordinator has an established procedure for getting consent to collect information from program stakeholders, and for information and data collection that protects their confidentiality. Boys and Girls Club/T.U.S.D. 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.
- Data Collection Timeline: April (prior to a new school year) – teacher surveys and focus groups. June to August (immediately following the end of the school year) – information and data from GRASP IT schools.
- Persons/Partners Responsible: SJCOE After School Programs Coordinator, site supervisor/coordinator, school administrator, contractors/consultants.
- Reviewing and assessing the data to develop an action plan for program improvement and professional development for staff.
- Data Assessment and Action Plan Timeline: April to August – upon completion of information and data collection. October (of the following school year) – instructional day reporting is due to CDE.
- Implementing the plan while reflecting on progress to improve program quality.
- Implementation Timeline: August (of the new school year) – a full summary of assessment results is completed and shared with program sites. September – assessment results are presented in a staff meeting before November (following reporting to CDE and additional data analysis) – results are shared with program sites and the After-School Programs Coordinator holds meetings at each site to share results and determine next steps.
- Persons/Partner Responsible: SJCOE After School Programs Coordinator, Boys and Girls Club/T.U.S.D. expanded learning programs, school administrators, students, parents, and other stakeholders.

The following program-wide objectives were established because of the most recent needs assessment:

1. Provide safe, educationally enriched, learning environments to students, as measured by assessments (i.e., California After-School Program Quality Self-Assessment Tool), program attendance, surveys (e.g., California Healthy Kids Survey), and focus groups.
2. Increase student participation in enrichment activities.

Assessment results and program outcomes will be shared with students, parents, schools, partners, other stakeholders, and will be made available to the public. Assessment results will be used to refine, improve, and strengthen the program in several ways.

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 (After School Programs Coordinator) who is responsible for overall program oversight, continuous quality improvement, program assessment, program development and implementation, coordination of professional development opportunities, providing training and technical assistance to participating schools, 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 STEAM materials, curriculum, printer cartridges, copy machine and marketing tools.
- Services and other operating expenditures – mileage for personnel to attend program meetings, and travel and conference in and out of state.
- 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. (Boys and Girls Club of Tracy).
- Indirect – support general costs not directly attributed to the program, such as utilities, operations, supervision, and other general administrative support.
- Provide the program organizational structure including succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- 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.
- Administration- Administrative staff salaries, office supplies and administrative expenses. Example: Director of State & Federal Programs and AP/Principal support at ELOP sites.
- Personnel – salaries for program director, instructors and support staff, school counselor and custodial costs. 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.
- Retrofitting project for the Boys and Girls Club at Lowell includes installing new roofing, upgrading HVAC systems, resurfacing the gymnasium floor, updating the paint and lighting in the gymnasium, and redesigning the office space with new furniture throughout the facility.
- Monte Vista Junior High, a portable will be retrofitted to provide extra office space for staff.
- Technology upgrade-high speed Internet, firewall, etc.
- Hire teachers, paras, and librarians to support after-school literacy and math interventions.
- College Bound Program & Field Trips & Fees/Contract
- After school Music Program with new instruments, storage room, tables, etc.

The Expanded Learning Programs Coordinator at SJCOE will oversee and manage the program comprehensively.

Responsibilities include:

1. Preparing meeting agendas and maintaining meeting minutes.
2. Disseminating information and materials to stakeholders.
3. Providing budget updates from the CDE.
4. Facilitating professional development opportunities for staff.
5. Offering training and technical assistance to program participants.
6. Securing additional resources from various sources.
7. Accessing county-wide resources to support program goals.
8. Assisting sites with statewide and local assessment and evaluation processes.

Additionally, the After-School Programs Coordinator will conduct site visits at least twice annually, or more frequently if necessary. During these visits, they will:

Assess curricula and ensure program compliance.

1. Conduct interviews with students and staff.
2. Review program requirements, example sign in/out sheets.
3. Provide support and guidance to site supervisors/coordinators.

Each program site will have a dedicated site supervisor/coordinator responsible for overseeing daily operations and supervising instructional aides/paraprofessionals. Key responsibilities include: ELOP meetings will occur monthly, with active participation required from site supervisors/coordinators. Site-level meetings will vary in frequency based on program size, student needs, and staffing levels. Communication between SJCOE and Tracy Unified School District will be maintained through meetings, telephone calls, emails, and written agreements.

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. **In consolidating the funding from ASES, 21st CCLC Elementary/Middle School, and the ELO-P, Tracy Unified Schools District aims to establish a unified and comprehensive Expanded Learning Program. This consolidation allows the district to streamline resources and create a more cohesive experience for all participants. Here's how ELOP funding will contribute to this goal:**

- 1. Program Integration:** ELO-P funding will be used to integrate the existing ASES and 21st CCLC programs seamlessly into the Expanded Learning Program. This involves aligning curricula, activities, and schedules to ensure consistency and coherence across all program components.
- 2. Enhanced Services:** ELO-P funding enables us to enhance program services and offerings, including academic support, enrichment activities, and socio-emotional learning opportunities. By leveraging additional resources, we can expand program reach and deepen impact for students

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][21[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?

To ensure compliance with the requirement of maintaining a pupil-to-staff ratio of no more than 10 to 1 for programs serving transitional kindergarten or kindergarten pupils, the proposed schedule and plan for recruiting and preparing staff will focus on several key aspects:

1. **Recruitment and Training:** The recruitment process will emphasize selecting staff with experience or training in working with younger children. This may involve advertising positions with specific requirements related to early childhood education or relevant experience. Additionally, staff will undergo comprehensive training sessions tailored to the needs of transitional kindergarten and kindergarten pupils, covering topics such as child development, age-appropriate teaching strategies, and classroom management techniques.
2. **Support for Staff:** Ongoing support will be provided to staff to ensure they feel confident and equipped to work effectively with younger children. This support may include mentorship programs, regular professional development opportunities, and access to resources and materials specifically designed for transitional kindergarten and kindergarten settings.
3. **Maintaining Lower Pupil-to-Staff Ratio:** To maintain the required pupil-to-staff ratio of 10 to 1, careful scheduling and staffing decisions will be made. Class sizes will be kept small to facilitate individualized attention and support for each child. Additionally, support staff, such as teacher assistants or aides, may be employed to assist in the classroom and ensure that the ratio is maintained at all times.
4. **Developmentally Informed Curriculum:** The curriculum and program will be developmentally informed to address the unique needs and characteristics of younger children. This may involve incorporating play-based learning activities, hands-on experiences, and social-emotional learning opportunities into the curriculum. Instructional materials and resources will be selected or developed with consideration for the developmental stage and interests of transitional kindergarten and kindergarten pupils.

Overall, the focus will be on creating a supportive and engaging learning environment that promotes the holistic development of each child, while also adhering to the required pupil-to-staff ratio and delivering a curriculum that is developmentally appropriate for this younger age group.

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:

8:20 am to 2:20pm Transitional Kindergarten or Kindergarten Class

- Whole group instruction
- Small group instruction
- Exploration/Free choice
- Outdoor activity
- Nutrition

2:20pm to 6:00 pm ELOP

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

Summer Intersession Schedule:

- **8:00 am: Nutrition (Breakfast)**
- **8:30 am: Outdoor Activities**
- **9:00 am: Academic Enrichment/Intervention**
- **10:00 am: Outside Activities**
 - Sports
 - Exercise
 - Science (gardening, nature walks/observations)
- **11:00 am: Nutrition (Lunch)**
- **12:00 pm: Music and Movement**
- **12:30 pm: Enrichment**
 - STEM challenges
 - Music
 - Dance
 - Crafts
 - Building blocks
 - Art
 - Technology
 - Math manipulative
 - Literacy activities
 - Science
- **2:00 pm: Outside Activities**
- **3:00 pm - 5:00 pm: Free Choice/Exploration**

Children have an opportunity to explore their interest

 - (crafts, building blocks, art, technology, math manipulative, literacy activities, science)