

Expanded Learning Opportunities Program Plan Guide

Prepared by: Expanded Learning Division

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Tracy Unified School District

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

Revised By CDE November 2024

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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.

1. Art Freiler Elementary School
2. Earle E. Williams Middle School
3. Louis Bohn Elementary School
4. Wanda Hirsch Elementary School
5. Gladys Poet-Christian Elementary School
6. Louis Villalovoz Elementary School
7. George Kelly Elementary School
8. North Elementary School
9. South/West Park Elementary School
10. Central Elementary School
11. McKinley Elementary School
12. Melville Jacobson Elementary School
13. Tracy High School
14. Merrill F. West High School
15. John C. Kimball High School

Governing Board Approval Date: June 23, 2024

Review/Revision Date:

Review/Revision Date:

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":**

Expanded Learning refers to 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. (See [EC Section 8482.1(a).])

Expanded Learning Opportunities:

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. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on program goals, program content, and outcome measures. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The Expanded Learning Opportunities Program (ELO-P) will provide students with a safe and supportive environment by operating exclusively on school campuses within the Tracy Unified School District (TUSD). This on-campus model ensures students remain in a familiar, secure setting that aligns with district safety protocols.

To support student safety and well-being, the following measures are implemented across all sites:

- **Controlled Access & Supervision:** Sign-in and sign-out sheets are used daily to monitor student attendance. Ring cameras provide additional oversight, and staff members are easily identifiable by their vests and lanyards.
- **Visitor Management:** All visitors and staff are required to check in through the district's Raptor system, which enhances campus security.
- **Health & Safety Readiness:** Staff maintain updated student emergency contact information, and all staff are CPR and first-aid certified to respond to medical emergencies appropriately.
- **Staff Training & Compliance:** ELO-P staff participate in regional and consortium-led training sessions focused on safety, student engagement, and program compliance. Additionally, Boys and Girls Club staff undergo district-provided fingerprinting and background checks.

- **Record Keeping & Incident Reporting:** Incident reports are completed and submitted in accordance with district policy. Student health records are maintained securely and updated as needed to ensure that individual health needs are addressed promptly and appropriately.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The Expanded Learning Opportunities Program (ELO-P) is committed to fostering an emotionally safe and supportive environment for all students by intentionally integrating social-emotional learning (SEL) practices throughout the program. ELO-P staff receive extensive professional development focused on supporting students' emotional well-being and development.

Staff participate in a variety of evidence-based trainings, including:

- Multi-Tiered System of Supports (MTSS) – promoting proactive and inclusive strategies to meet students' academic, behavioral, and social-emotional needs.
- Person Brain Model – equipping staff with tools to build strong, respectful relationships with students who have experienced trauma or adversity.
- Adverse Childhood Experiences (ACEs) – increasing awareness and understanding of how trauma impacts behavior, learning, and emotional regulation.
- Love and Logic – providing practical strategies for establishing positive, trusting relationships with students while maintaining clear boundaries.
- Youth Mental Health First Aid – preparing staff to recognize signs of mental health challenges and provide early support or referrals when needed.

In addition to these training courses, staff are introduced to curriculum that embeds SEL competencies such as self-awareness, emotional regulation, relationship skills, and responsible decision-making. These elements are woven into daily activities, helping students build resilience, confidence, and a sense of belonging in a safe and nurturing environment.

2—Active and Engaged Learning

Explain 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 Expanded Learning Opportunities Program (ELO-P) provides students with access to active and engaged learning experiences that enrich and extend learning beyond the instructional day. These activities are intentionally designed to support, rather than duplicate, core instruction by offering hands-on, interest-driven, and collaborative learning opportunities.

Key program components include:

STEAM Enrichment: Students participate in engaging activities such as Star Lab, Lego engineering, BioBlitz, Dash Robots, Nature Journaling, and PCS Edventures kits, all of which promote inquiry-based learning and creativity in science, technology, engineering, art, and math.

Academic Support and Skill Building: Through Power Hour, homework assistance, tutoring, and programs like My Math Academy and Age of Learning, students receive individualized support that reinforces academic skills without repeating daily lessons. High school students benefit from dedicated study halls and targeted support aligned with their coursework.

Special Interest Clubs and Enrichment: Programs such as the After School Library Club, Cooking Clubs, Choir, Band, Strings, and Robotics Club foster creativity, exploration, and personal growth. These clubs are designed to reflect student interests and support social-emotional development and collaboration.

College and Career Readiness: High school students have access to activities that build real-world skills and explore future pathways, including Girls Who Code, E-sports, and career readiness workshops and field trips.

Field-Based Learning: Through partnerships with the San Joaquin County Office of Education (SJCOE), students participate in immersive STEAM field trips that connect classroom learning to real-world applications and career possibilities.

3—Skill Building

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

The Expanded Learning Opportunities Program (ELO-P) at TUSD provides meaningful opportunities for students to build essential skills that prepare them for academic success and future career readiness. The program's foundation is built on the district's STEAM Initiative, which ensures equitable access to hands-on learning in science, technology, engineering, arts, and math for all students, especially those historically underrepresented in these fields.

Skill-building is woven throughout the program in the following ways:

Academic Alignment and Mastery: Educational and literacy components are directly aligned with the regular school day curriculum. Extension lessons reinforce concepts taught during the school day, allowing students to deepen their understanding and build academic confidence.

Real-World Learning and Enrichment: Students engage in California State Standards-based enrichment activities that foster service learning, youth leadership, life skills, health and wellness, and social-emotional growth. These activities are designed to promote critical thinking, collaboration, creativity, and problem-solving skills essential for both school and life success.

STEAM Integration: By incorporating STEAM into after-school programming, students develop technical and creative skills through projects that encourage exploration, experimentation, and

innovation. This approach supports students in identifying potential career interests and developing competencies in high-demand fields.

College and Career Exposure: The program intentionally promotes college and career readiness through structured exploration of future pathways, including coding, robotics, and other project-based learning that aligns with real-world applications.

Equity and Access: Special attention is given to closing opportunity gaps by ensuring all students can participate in STEAM learning. Facilitators intentionally design inclusive, supportive activities that nurture individual strengths and interests.

Safe and Supportive Environment: The program provides a structured setting where students can safely explore their interests and build confidence through engaging, age-appropriate activities facilitated by trained staff.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in the program quality assessment and improvement.

The Expanded Learning Opportunity Program (ELOP) is designed to foster youth voice, leadership, and personal growth by actively engaging students in shaping their own learning experience. By empowering students to contribute to program planning, implementation, and improvement, ELOP builds leadership skills, encourages mentorship, and ensures that activities reflect student interests and needs.

- Youth Voice and Leadership Opportunities
- Student Leadership & Mentorship
- Students take active roles in leading peer activities and mentoring younger students.
- Leadership teams meet to discuss program ideas, challenges, and solutions.
- Youth collaborate with staff to help design enrichment activities and projects that reflect their interests.
- Student Choice
- Students select from a variety of clubs and activities such as robotics, intramural sports, cooking, and creative arts.
- Student interest drives programming decisions to ensure relevance and engagement.
- School Clubs Supporting Growth
- School clubs, such as Boys and Girls Club., offer student-led opportunities like the Smart Moves and Pathway to Manhood Clubs.
- Feedback & Continuous Improvement
- Input is collected through student surveys, focus groups, and reflection sessions.
- Data is used by program staff, administrators, and advisory committees to guide program quality improvement efforts.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The Expanded Learning Opportunities Program (ELO-P) supports the development of healthy choices and behaviors by creating a safe, inclusive, and wellness-oriented environment. Through daily routines, partnerships, and intentional programming, students are empowered to adopt habits that promote lifelong physical, emotional, and mental well-being.

Nutrition and Meal Services

- Supper and/or snacks are provided daily in partnership with the district's food services department.
- All meals meet USDA and California nutrition standards and are reimbursed through the federal meal program.
- Sites unable to offer supper will provide healthy snacks funded through ELO-P dollars.
- Monthly snack menus are posted for families; staff track meal participation and submit reports to district nutrition services.

Physical Activity & Health Education

Daily moderate to vigorous physical activity is embedded into the program through:

- Intramural sports and organized games
- Dance, yoga, and movement-based clubs
- Evidence-based programs such as CATCH (Coordinated Approach to Child Health)

Health education is delivered through:

- Nutrition lessons, hygiene, and stress management activities
- Cooking Club, promoting hands-on learning and exposure to global cuisines
- Water stations for hydration

Health Partnerships and Training

San Joaquin County Office of Education (SJCOE) collaborates with agencies to enhance program quality:

Behavioral Health Services: Provides prevention programs for substance abuse and mental health education (e.g., Red Ribbon Week, Parent Project, Friday Night Live).

Public Health & Higher Education: Offers resources and training through partners like the University of the Pacific and the San Joaquin County Obesity & Chronic Disease Taskforce.

Comprehensive Health Department (SJCOE): Delivers training in trauma-informed care, SEL, suicide prevention, and crisis response (e.g., Youth Mental Health First Aid, SafeTALK, Restorative Practices).

Access and Inclusion for Students with Disabilities

- ELO-P programs are fully inclusive and aligned with district guidelines and federal laws.
- Accommodations are made based on student IEPs or 504 Plans to ensure equitable access to all program activities.
- Staff are trained to support students with diverse learning and physical needs and collaborate with school-day personnel to provide appropriate support.
- Physical activities and enrichment offerings are adapted as needed to ensure participation for all students.

Partnerships with special education teams ensure ongoing monitoring, communication, and adjustment to meet individual needs.

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. Include how the ELO-P will provide access for students with disabilities.

The Expanded Learning Opportunities Program (ELO-P) is intentionally designed to celebrate diversity, ensure equity, and provide inclusive opportunities for all students. By honoring students' varied cultural, linguistic, and personal identities, the program fosters a safe, respectful, and enriching environment where all students, regardless of race, color, religion, national origin, gender identity, sexual orientation, income level, or ability can thrive.

Dual Language Support (English/Spanish): Programs incorporate bilingual staff and resources to support English Learners (ELs). Lessons and materials are adapted to ensure full participation and comprehension, and bilingual aides assist with academic development and language acquisition.

Cultural Awareness and Celebration:

- Art, music, and cooking classes expose students to global cultures and traditions.
- Programs celebrate heritage months, cultural holidays (e.g., Cinco de Mayo), and student-led cultural showcases.
- Guest speakers, including parents and community members, share experiences to deepen cultural understanding.

Collaboration with Special Education and SELPA:

- ELO-P collaborates with school-day special education teams to support students with disabilities.
- SELPA training ensures program staff are prepared to accommodate students' IEP or 504 plans.
- Program activities are adapted to meet diverse physical and learning needs in an inclusive, non-discriminatory setting.

Access for Students with Disabilities:

- Programs provide reasonable accommodations
- All students have equal access to physical, academic and enrichment activities.
- Staff receive training in disability awareness and inclusive practices.

Program Design to Reduce Barriers:

- **Inclusive Program Design:** Activities are tailored to meet varied student interests, learning styles, and physical abilities.
- **Homework Assistance and Tutoring:** Individual and small group academic support is offered, particularly for ELs and struggling students.
- **Family Engagement:** Parent/guardian input is encouraged to identify student needs and tailor support accordingly.
- **Equitable Access:** Flexible scheduling and intentional outreach ensure that no student is excluded due to socioeconomic or linguistic challenges.

Serving Unduplicated Pupils and Prioritizing Early Grades:**ELO-P is committed to serving unduplicated pupils, which include:**

- Students eligible for free or reduced-price meals (FRPM)
- English learners (EL)
- Foster youth

7—Quality Staff**Staff Engagement****Detail how the program will provide opportunities for students to engage with quality staff.**

The Expanded Learning Opportunities Program (ELO-P) is designed to provide students with consistent access to high-quality, caring, and qualified staff who foster meaningful relationships and enrich the student experience. A thorough recruitment and training process ensures that staff not only meet the district's qualifications but are also equipped to deliver engaging, age-appropriate instruction in a safe and inclusive environment.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Minimum Qualifications:

Instructional aides must meet the following criteria per LEA policy:

1. High school diploma or equivalent
2. AND one of the following:
 - Completion of two years of college (48 units)
 - Associate's degree or higher
 - Passage of a local academic assessment demonstrating knowledge and instructional skills

Health and Safety Requirements:

- TB Testing
- Live Scan fingerprint clearance
- Clearance on the Active Substitute List

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close the program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

The program prioritizes ongoing staff training and professional growth to ensure staff have the skills and knowledge needed to effectively engage and enrich students. Staff are provided with access to a variety of tools and resources, including workshops, coaching, and evidence-based curriculum materials.

Training is provided through partnerships with San Joaquin County Office of Education (SJC OE) and the Boys & Girls Club (BGC), covering topics such as:

- Youth Mental Health First Aid
- Leadership development
- Working with diverse learners
- TK/K support
- Question, Persuade, and Refer (QPR) suicide prevention
- Social-emotional learning (SEL)
- CPR, First Aid, and AED training for both adults and pediatric care

Staff also have opportunities to attend the Region 6 Conference and the GRASP Consortium at SJCOE, further supporting their growth in expanded learning best practices.

Additionally, STEAM enrichment is enhanced by field trips to Durham Ferry and The Fab Lab, providing students with hands-on, real-world learning experiences.

8—Clear Vision, Mission, and Purpose

Explain the program’s clear vision, mission, and purpose.

All students in TUSD will become lifelong learners, responsible citizens, and leaders in the 21st century. The Boys and Girls Club of Tracy strives to enable their youth to reach their full potential as healthy, productive adults. Their programs engage young people in activities with adults, peers, and family members that enable them to learn powerful life skills and introduce them to new experiences. The mission of TUSD STEM department is engaging stem experiences connecting each student to the real world and preparing them for college and career success through collaboration, critical thinking, and problem solving. The vision is to empower every student for success in tomorrow’s world.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Students and families play a vital role in shaping and supporting the Expanded Learning Opportunities Program (ELO-P). Their input is gathered through multiple channels, including partner engagement surveys conducted as part of the Local Control and Accountability Plan (LCAP) process and student and family surveys. These tools provide valuable insight into student well-being, school climate, and family priorities, which help inform program design and improvements.

Throughout the year, families remain engaged through regular communication, family events, parent meetings and additional surveys.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools and Multi-Tiered Systems of Support.

Tracy Unified School District (TUSD) has actively engaged Community-Based Organizations (CBOs) and non-LEA partners in the design and implementation of the Expanded Learning Opportunities Program (ELO-P). Key partners include the Boys and Girls Club of Tracy and

Concerned Parents Alliance, both of which bring deep experience in youth development and family engagement.

These organizations collaborated with TUSD leadership to co-design program elements that align with community needs, equity goals, and academic enrichment priorities. They continue to play an essential role in daily program implementation, staff support, enrichment activities, and data-informed decision-making.

ELO-P is also strategically aligned with other district-wide initiatives such as Multi-Tiered Systems of Support (MTSS). This coordination ensures that expanded learning services complement in-school interventions by supporting whole-child development and addressing academic, behavioral, and social-emotional needs.

These partnerships allow for a braided service model where wraparound supports, enrichment opportunities and targeted interventions are integrated seamlessly throughout the school day and beyond. Regular partner meetings and shared data protocols ensure ongoing communication, accountability and responsiveness to evolving student and family needs.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The Expanded Learning Opportunities Program (ELO-P) at Tracy Unified School District is committed to a continuous quality improvement process that is data-driven, inclusive, and reflective. The program utilizes a range of student-level data to assess and enhance program effectiveness, including social-emotional, behavioral, and skill development indicators.

To inform CQI practices, the program plans to utilize the California Healthy Kids Survey (CHKS), including the optional After School Module, to gather student voice and measure outcomes such as school connectedness, social skills, academic mindset, perseverance, and self-control. This data provides valuable insights into students' social-emotional learning (SEL) and helps identify areas for programmatic growth.

In addition, site staff will conduct regular reflections using data from attendance records, staff observations, student and family surveys, and behavior incident reports. These sources help the program team analyze trends in student engagement, behavior, and learning outcomes.

CQI efforts will be coordinated with support from the San Joaquin County Office of Education (SJCCE). SJCCE may assist in administering the CHKS and guiding program teams through quality self-assessments aligned with the CDE Quality Standards for Expanded Learning. These standards focus on areas such as safe and supportive environments, active and engaged learning, and family and community partnerships.

Ongoing reflection and data review will be integrated into staff meetings and professional development sessions to ensure that adjustments to programming, staff training, and student supports are intentional and aligned with student needs. This intentional and collaborative process supports the development of high-quality expanded learning experiences for all students.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The Expanded Learning Opportunities Program (ELO-P) follows clear policies and procedures to ensure consistency in enrollment, attendance tracking, and documentation across all sites.

Enrollment & Registration:

Each student must complete a Boys and Girls Club (BGC) of Tracy application to enroll in the program.

Priority enrollment is given to unduplicated pupils, which includes foster youth, English learners, and students eligible for free or reduced-price meals (FRPM), as well as Transitional Kindergarten (TK) and Kindergarten students, in accordance with state guidelines.

Enrollment forms are stored onsite at each BGC location, and electronic versions are uploaded into the attendance tracking software.

Attendance Tracking:

Two attendance software systems are used to manage program and attendance data:

Comet is used to track BGC program attendance and student participation.

EZReports is used to generate monthly attendance reports submitted to the San Joaquin County Office of Education (SJCCE).

Daily sign-in/sign-out sheets are maintained at each site to ensure accurate student tracking and safety protocols.

Documentation and Record Keeping

Each site maintains monthly records, which include:

Site calendars

Student sign-in/sign-out sheets

Program highlights and enrichment activity documentation

Copies of communication with families

These records are regularly reviewed by site coordinators and program administrators to ensure compliance and alignment with program goals.

Handbooks and Reference Documents

The following handbooks provide additional guidance on program policies, student expectations, and family communication:

1. **TUSD Student Handbook (K-8):**
 - [TUSD K-8 Handbook 2024-2025](#)
2. **TUSD High School Handbook (9-12):**
 - [TUSDHSHandbook2024-25Final_1.pdf](#)
3. **Boys & Girls Club Parent Handbooks:**
 - [TUSD Grades K-5 Parent Handbook](#)
 - [TUSD Grades 6-12 Parent Handbook](#)

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The Tracy Unified School District's Expanded Learning Opportunities Program (ELO-P) budget reflects a comprehensive approach to addressing the academic, social-emotional, and enrichment needs of TK-12th grade students and their families. The budget incorporates direct services, professional development, staffing, and infrastructure improvements that are aligned with community input and student outcome data. All expenditures are reasonable, necessary, and allowable under applicable ELO-P regulations and guidelines.

Contracted Services:

- San Joaquin County Office of Education: Program coordination, professional development, Continuous Quality Improvement support, Coaching and Mentoring, Technical Assistance, Compliance support, Resource Sharing and Networking, Data and Attendance collection and reporting.
- Boys and Girls Club of Tracy: Direct student services

STEAM and Enrichment:

- Materials and supplies for K–12 STEAM activities
- STEAM HUB access
- Field trips to Durham Ferry and Fab Lab
- Music Enrichment (braided funding)

Academic Support:

- Teachers, paraprofessionals, and librarians for after-school support
- Summer school staffing and materials
- School counselors and custodial support

Professional Development:

- Three program closure days for staff training
- Topics: Youth Mental Health First Aid, CPR/First Aid/AED, SEL, QPR, Leadership, Supporting Diverse Learners, STEAM
- Conferences: Region 6 Legacy Summit, GRASP IT Consortium and BOOST Collaborative Conference
- In- and out-of-state conferences
- Region 6 Expanded Learning trainings / SJCOE Consortium trainings

Facilities and Equipment:

- Portable buildings to expand BGC access
- George Kelly Music Room (shared cost with Facilities)
- Monte Vista Middle School Portable (furnishing, security, setup)

Administration:

- Admin salaries (Director, APs/Principals)
- Office supplies and overhead
- Compliance, mileage, and planning

Provide a detailed description of how LEA will ensure the proper implementation of the above requirements.

To ensure proper implementation of Expanded Learning Opportunities Program (ELO-P) requirements, T.U.S.D. follows a multi-layered system of oversight and accountability:

Budget Oversight:

All expenditures are processed through ESCAPE, the district's financial management system, ensuring they align with the approved budget and state/federal compliance requirements.

Fiscal Review:

A dedicated Budget Analyst regularly reviews expenditures and cost allocations to verify they are reasonable, necessary, and allowable under ELO-P guidelines.

Grant Compliance Monitoring:

The San Joaquin County Office of Education (SJCOE) provides fiscal support and programmatic oversight specific to the ASES grant and ELO-P components, including technical assistance and monthly attendance monitoring through EZReports.

Administrative Approval:

The Director of Continuous Improvement is responsible for final approval of all ELO-P expenditures and ensures alignment with program goals, priorities, and compliance requirements.

Internal Controls & Documentation:

All expenditures are documented, supported by receipts/invoices, and reconciled monthly. Spending is tracked by category and site to maintain transparency and facilitate audits or state reporting.

1 (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

2 (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

3 (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? xYes ☐ No

Do you have a 21st CCLC Grant? x Yes ☐ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Tracy Unified School District utilizes ASES, 21st CCLC, and ELO-P funding to operate a comprehensive, cohesive, and universal Expanded Learning Program. These funding streams are strategically braided to maximize impact and ensure equitable access across all participating school sites.

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. (See [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?

To meet the required 10:1 pupil-to-staff ratio for Transitional Kindergarten (TK) and Kindergarten students, the program has implemented the following supports and practices:

Dedicated TK-K Coordinator:

The Boys and Girls Club has a designated TK-K Coordinator responsible for staff onboarding, training, and oversight of early learning program quality.

Recruitment and Staffing Plan:

The program maintains an active substitute list to ensure consistent coverage and support in meeting ratio requirements. Recruitment efforts focus on individuals with experience in early childhood education.

Staff Preparation and Training:

Staff are trained in developmentally appropriate practices for working with younger students. The TK-K Coordinator participates in regional trainings to stay informed on best practices and relays key strategies to program staff.

Dual Language Support:

All communication and documentation are provided in both Spanish and English to support diverse families and promote inclusivity.

Developmentally Appropriate Curriculum:

The curriculum is specifically designed to address the developmental needs of TK/K students, integrating play-based learning, social-emotional skill-building, and foundational academic activities tailored to younger learners.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

The Tracy Unified School District (TUSD) ensures all families are offered Expanded Learning Opportunity Program (ELO-P) services through culturally and linguistically appropriate communication methods. Key strategies include:

Dual Language Communication:

All enrollment materials and program communications are distributed in both Spanish and English to reflect the community's primary languages and ensure accessibility for all families.

Site-Level Coordination:

TUSD works directly with individual school site staff to identify eligible students using Aeries and other site-based tools to prioritize unduplicated students and those with the highest need.

Enrollment Process:

Families complete a Boys and Girls Club of Tracy membership application, available both online and in hard copy.

Completed forms require a parent/guardian signature and are stored both electronically and on-site for documentation and tracking.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Field trips coordinated and provided by the Expanded Learning Opportunities Program (ELO-P) are intentionally selected to support academic and enrichment goals, offering real-world experiences that deepen learning and student engagement. All trips maintain required staff-to-student ratios and follow district policies for instructional aide qualifications and student safety.

Below are examples of upcoming educational field trips planned by the program:

1. San Jose Tech Museum
STEAM-focused, hands-on science/tech exhibits
Grades 4–8 | Spring 2026 | Full day | Bus
2. SJCOE Durham Ferry
Outdoor environmental science & ecology
Grades 2–6 | Fall 2025 | Half/Full day | Bus or SJCOE transport
3. SJCOE Fab Lab
3D printing, coding, and maker activities
Grades 5–8 | Monthly (2025–26) | Half day | Bus or SJCOE transport
4. University/College Tours (CSU, UC campuses)
College & career exploration
Grades 6–12 | Spring 2026 | Full day | Bus
5. Gallo Center – Performing Arts
Theater/literacy connection, cultural exposure
Grades K–8 | Winter 2025 | 2–3 hrs | Bus
6. Micke Grove Zoo & Garden
Animal habitats, biodiversity, cultural garden
Grades TK–3 | Spring 2026 | Half day | Bus
7. Animal habitats, biodiversity, conservation education
Grades TK–12th | Spring 2026 | Half day | Bus
8. Sky Zone
Physical activity, gross motor development, team building
Grades TK–8th | Spring 2026 | Half day | Bus

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected, please write that in the space provided.

N/A

Sample Program Schedule- Regular Schoolday

Please include 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, and all other grades, 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). Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.

Time	Activity	Category
7:30-8:00 AM	Morning Check-in/ Breakfast	Support
8:00-2:30 PM	Core Instructional Day (School Hours)	Instructional Day
2:30-3:30 PM	Power Hour (Homework Help/Tutoring)	Educational
3:30-4:00 PM	Supper	Support
4:00-5:00 PM	Triple Play (Physical Activity/Recreation)	Enrichment
5:00-6:00 PM	Project Learn (Arts & Crafts/High-Yield Learning Activities)	Enrichment

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio
EC Section 46120(b)(2):

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component

of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

The department's guidance.

Section 8482.6.

Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.

Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners**EC Section 46120(b)(6):**

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit**EC Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals**EC Section 8482.3(d)(1-2):**

[Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale**EC Section 46120(b)(5):**

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio**EC sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d):

When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

For purposes of this section, an “event” includes any of the following:

Death of a child from any cause.

Any injury to a child that requires medical treatment.

Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.

Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.

Epidemic outbreaks.

Poisonings.

Fires or explosions that occur in or on the premises.

Exposure to toxic substances.

The arrest of an employee of the third party.

Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.