

Pending Approval by MDUSD School Board 12/15/22

MT. DIABLO UNIFIED SCHOOL DISTRICT AFTER SCHOOL EDUCATION & SAFETY (ASES) ALIGNED EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE 2022-2026

**All content in green font is additional information required for the ASES Program Plan and Grant Renewal Application. This information was added to the Board approved 4/27/22*
[MDUSD Expanded Learning Program \(ELP\) Plan](#)

1. Grant Identification Number **07-23939-61754-EZ**
2. County District School (CDS) Code **07617540000000**
3. Authorized Signatory (Fiscally responsible for the program)
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 - b. Title(s) **Superintendent & Director Partnerships & Multi-Tiered Systems of Support (MTSS)**
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Name(s) of After School Program Site(s)

Instructions: Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	Project Daily Attendance
1. Bel Air Elementary	128
2. Cambridge Elementary	197
3. Delta View Elementary	143
4. El Monte Elementary	84
5. Fair Oaks Elementary	113
6. Meadow Homes Elementary	180
7. Rio Vista Elementary	138
8. Shore Acres Elementary	166
9. Sun Terrace Elementary	139
10. Wren Avenue Elementary	143
11. Ygnacio Valley Elementary	128
12. El Dorado Middle	136
13. Oak Grove Middle	111
14. Riverview Middle	115

Instructions: Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
English Learner	61%
Special Education	11%
Homeless	8%
Foster Care	17%
Free Reduced Lunch	88%

Instructions: Please list the school sites that your LEA selected to operate the

The Mt. Diablo Unified School District (MDUSD) After School Education and Safety (ASES) Plan is aligned to and incorporated with the Board approved (4/27/22) MDUSD Expanded Learning Opportunity Program (ELOP). The CARES Expanded Learning Program is one of the identified ELOP models ensuring MDUSD TK-6 unduplicated students have access to before school, after school, intersession, and summer expanded learning opportunities.

1—Safe and Supportive Environment

Mt. Diablo Unified School District will provide opportunities for students to experience a safe and supportive environment through expanded learning opportunities before/after school, during intersession and summer session. MDUSD's Expanded Learning Program (ELP) will create safe and supportive environments by ensuring all ELP locations follow adopted behavior and safety protocols and procedures to ensure a positive inclusive learning environment. The MDUSD Expanded Learning Program will be offered to MDUSD students under four possible program models. Each model will operate every school day and during a 30 day intersession/summer session for nine hours a day. Priority enrollment will be given to underserved/unduplicated TK-6 students (Low Income (measured by Free/Reduced Lunch eligibility), English Learner, and Foster Youth). Unduplicated means that any student in one or more of these groups would only be counted once. MDUSD ELP student enrollment will be based on need and capacity and student selection will be based on [MDUSD Expanded Learning Student Selection Criteria](#). There is no minimum or maximum attendance requirement for the MDUSD ELPs, however priority enrollment is given to students who can attend regularly and/or for intersession/summer session:

- The [CARES Expanded Learning Program \(CARES ELP\)](#) is operated and facilitated by MDUSD district staff in collaboration with Bay Area Community Resources (BACR) community partners. The CARES Program will be available at approximately 24 (17 existing and 7 new) TK-12 schools, located on the school campus and operate every school day and a summer session. The CARE ELP will operate in collaboration with the traditional school day to make up a nine hour, free expanded learning program. CARES ELP offers a variety of daily academic, enrichment, nutrition, and social emotional learning (SEL) activities and services TK-12 students who primarily attend the CARES schools. CARES ELP's are at all district Title I and underserved schools. [List of the CARES ELP](#). Fourteen of the CARES ELPs are included in the ASES grant. These fourteen schools (listed on page two) follow all ASES grant program, attendance, and reporting requirements and are aligned with the MDUSD ELP Plan. Additional information about this program can also be found at the [CARES website](#). Limited space is available and wait lists are maintained. Staff will continue to provide distance learning, enrichment activities through their [CARES YouTube Channel](#), and [Class Dojo](#). For program questions you can contact the CARES Expanded Learning Office at 691-0351. Throughout this plan, the CARES ELP model will be referenced as the MDUSD ELP.
- [Partnership with Existing Expanded Learning and Childcare Programs](#)
 - a. [On Campus Providers](#) These providers include but are not limited to; YMCA, YWCA, Lads and Lassies, Dianne Adair, Pleasant Hill Park and Recreation,

Kidstop. MDUSD has begun a [Current Childcare Providers in MDUSD](#) contact list to partner and collaborate with ongoing planning and implementation of expanded learning opportunities in MDUSD. MDUSD will develop memorandums of understanding (MOU) outlining a mutually beneficial partnership to collaboratively offer nine hours of expanded learning program opportunities to students before, after school and during intercession and summer session at identified MDUSD schools. ELP agrees to offer a variety of daily academic, enrichment, and variety of sports/athletic activities and services to students ages 3-12 years. This program will run every school day, on a designated school campus, as part of the nine hour expanded learning program.

- b. Off Campus Providers The *Community Youth Center Expanded Learning Program (CYC ELP)* is located at 2241 Galaxy Court, Concord, California and is available to MDUSD students to attend. The [CYC](#) Partner ELP agrees to offer a variety of daily academic, enrichment, and variety of sports/athletic activities and services to students ages 3-18 years old who primarily live in the city of Concord, California. MDUSD will develop a memorandum of understanding (MOU) outlining a mutually beneficial partnership to collaboratively offer nine hours of expanded learning program opportunities to students before, after school and during intercession and summer session at identified MDUSD schools. MDUSD will continue to collaborate with our community based early learning and child care providers to meet the needs of TK-6 students.
- School-based Before School Program run at sites that also offer an after school expanded learning program every school day to offer a combined nine hours of expanded learning opportunities to TK-6 students. Before school models will be run by the site Principal in partnership with the ELP department and the Director of Partnership and MTSS. During the 2022/23 school year, interested schools may be chosen to pilot a before school ELP to increase opportunities for students and families. The total number of participating schools will be based on staff, supervision, available resources, and enrollment needs.
- The Neighborhood Schools Expanded Learning Program (NSELP) may be offered to communities and open to multiple elementary schools within a community. The NSELP may offer four sessions (fall, winter, spring, and summer) with various activities and offerings. If offered this program would run every school day, on a designated school campus, as part of the nine hour expanded learning program. NSELPs offer a variety of daily academic, enrichment, nutrition, and social emotional learning (SEL) activities and services TK-6 students who have been identified as underserved and attend the elementary schools within the community or feeder pattern.

When 50% or more of MDUSD unduplicated TK-6 students have enrolled in MDUSD ELPs, additional and expanded learning opportunities and services outlined in the MDUSD ELO Program Plan Guide may be extended to serve 7th-12th grade students.

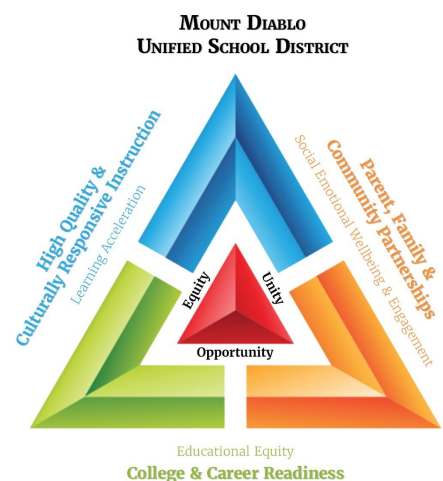
The MDUSD ELP works closely with school leaders to create school-aligned health and safety procedures and policies for expanded learning programs. Developed and operational procedures (*i.e. power outages, gas and water leaks, lockdowns, fires, and earthquakes, potential missing child, shelter in place, unauthorized person/intruder, and school safety plans*); and policies (*i.e. student/staff emergency cards, medical needs, incident reports, daily check in/out process, early release, cleaning, registration, school day alignment on student and school attendance, issues, support, and needs*).

Furthermore, MDUSD ELP staff attend ongoing training in classroom management, social emotional learning (SEL), positive behavior strategies, academic skill building, first aid, Science Technology Engineering and Math (STEM), mindfulness, physical education, cooking, nutrition, and child development ensuring a safe and supportive environment for all students. The MDUSD ELP professional development and coaching opportunities ensure student’s developmental, social-emotional, physical, and academic needs are met. MDUSD ELP uses the extended learning time as a way to cultivate relationships, partner with parents and community, encourage curiosity, service and giving back, and develop resiliency and empathy with students. The MDUSD ELP has a comprehensive Program Staff Manual with detailed information, policies and procedures. A copy of this manual is available to all participants.

2—Active and Engaged Learning

The MDUSD ELP will provide expanded learning opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day. The MDUSD ELP will focus on the district's three goal areas of Educational Equity, Social Emotional Learning and Engagement, and Learning Acceleration and is aligned to the [Local Control Accountability Plan \(LCAP\)](#) of (1) high quality and culturally responsive instruction, (2) college and career readiness, and (3) parent, family and community partnerships.

The MDUSD ELP’s will cultivate and develop active and engaged learners through an innovative and supportive environment providing access, exposure, and opportunities for students. The proposed before/after school, intersession, and summer session activities to support the whole child, and sustain student’s Social Emotional Learning (SEL) and development includes but are not limited to; a focus on best practices including research and evidence-based practices used to guide planning of our **Educational and literary elements** and **educational enrichment elements**. Learning will be aligned with the regular school day to enhance educational equity, academic, behavior, and social emotional growth and success, student engagement, inclusions, and safety through hands-on/project-based learning. MDUSD ELP continues to strengthen and expand opportunities for students and families leveraging partnerships among school, community and business with the goal to develop the school campus as a central location in the



community to serve the whole child. MDUSD will continue to develop its community schools efforts and expansion of wellness centers on the school campus in an effort to create and coordinate opportunities to accelerate student success. By bringing together the relationships and assets of a neighborhood, Community Schools can efficiently and effectively utilize resources to advance the well-being of children and their families now and for future generations.

MDUSD ELP Educational and Literary Elements include: Offering specialized and interest based classes/clubs, homework assistance, targeted academic intervention, college and career readiness, credit recovery, Science Technology Engineering Mathematic (STEM) programs, and summer and intersession programs to support education literacy.

- **Specialized and interest based classes and clubs** based on student interest.
- **Homework assistance** will be offered weekly (i.e. four days a week, one hour a day), with support from school day credentialed teachers as well as additional support provided by local volunteers, service-learning placement students or peer tutors.
- **Targeted academic intervention and tutoring** as part of the MDUSD ELP will provide supplemental tier 1 and 2 academic support aligned to the school's MTSS framework. At-risk students identified by assessments and teacher/administrator and Coordinated Care Teams recommendations receive expanded and targeted services in English Language Arts, Mathematics and Science during the expanded learning time.
- **College and Career readiness** opportunities include but are not limited to, workshops, exploration, access and support for A-G completion, CTE, honors, and AP courses, early college credit (dual enrollment, articulation), transition support (from secondary to post-secondary, 8th to 9th, and 5th to 6th (i.e. summer camp, pathway camps), work-experience, paid/unpaid internships, apprenticeships, and field trips to support students' access, understanding, and preparation for the future and post high school.
- **Credit recovery opportunities**, offered during the school year, intersession, and summer programs to support students with skill development, credit recovery or attainment, A-G course completion, and access to more intensive and expansive content will assist students to meet high school graduation requirements and access to post secondary opportunities.
- **Science Technology Engineering and Math (STEM)** programs such as Camp Invention, Robotics Clubs/Teams, Science Fairs, field trips, and outside service providers, provide students with opportunities to build a love of sciences and learning. Programs such as Project Lead the Way, Engineering is Elementary Adventures, Invention Project, Camp Invention, Meet the Masters, CS First curriculum, (to name a few) engage students in project based learning and Next Generation Science Standards (NGSS). Each of these programs end with a culminating project and are showcased throughout the year at Family Nights, during gallery walks, community events, and district events. Finally, school year and summer camps provide students with expanded opportunities to engage, collaborate, and build skills TK-12.
- **Summer School and Intersession programs** provide continued learning through intersession and summer months for MDUSD students. The MDUSD ELP will run a 9-hour day program in collaboration with the district's traditional summer school program.

Identified MDUSD ELP schools in the morning will offer targeted academic skill building and accelerated learning to support at-risk students (students not at grade level). In the afternoon the MDUSD ELP's summer program meets the needs of the school and community by providing SEL, educational enrichment (i.e. cooking/nutrition, garden, field trips, cooking/nutrition, visual and performing arts), college/career readiness and opportunities, supplemental academic support and targeted intervention, community feed program, English Language Development classes, computer science classes, digital media services, service learning, physical fitness, sports and community events. Oftentimes, the MDUSD ELP summer program and services are the only academic and enrichment opportunity for MDUSD students during the summer.

- **Supplementary Teacher Leaders** to provide direct services such as small and large group instruction, professional development, curriculum and activity development in collaboration with the ELP and aligned to the [Quality Standards for Expanded Learning](#)

The academic component and educational aspects of the program have been devised to meet the CDE Content Standards. Pre/post-test for each participating student as well as progress reports and end of program assessment are shared with teachers and parents to align school day/extended day. Staff development opportunities for teachers interested in teaching in the Intervention Program are provided during the year.

MDUSD ELP's Educational Enrichment Elements include: offering opportunities to develop and expand healthy lifestyles, field trips, outside presentation, Career Technical Education (CTE), visual/performing arts, sports/athletics, SEL, counseling services, leadership and youth voice, and expanded library and media services access.

- **Healthy lifestyles** provide nutrition, cooking and garden classes, physical activity, field trips,
- **Field trips and outside presentations** provide access to engaging opportunities and experiences,
- **Career Technical Education (CTE)** provide career pathways, career exploration, work-based learning opportunities (i.e. workshops, internships, externships)
- **Visual/performing arts** opportunities such as dance, music-vocal, choir, instrumental, and art,
- **Sports and Athletics** provided through athletics, clubs, and an intramural sports program with culminating events
- **Social Emotional Learning (SEL)** is provided as part of the MDUSD ELP in collaboration with the [MDUSD SEL program](#) aligned to the CASEL SEL competencies of self awareness, self-management, social awareness, relationship skills, and responsible decision making. The SEL program includes; SEL lessons and activities, community circles, mindfulness, youth voice, parent and community partnerships, and a system for continuous improvement and reflection). ELP sites engage in positive youth development, class meetings, clubs, and leadership activities to help cultivate students' essential 21st century skills, communication, collaboration and work-readiness for the future. Staff are committed to helping students feel connected to the school community. The MDUSD ELP focuses on developing/expanding [School-wide SEL practices](#) to build a positive, safe,

and inclusive environment for students and families.

- **Counseling services** will provide academic, behavior and social emotional support to students through individual, groups counseling, support, peer, or leadership groups, and parent and community outreach, collaboration, and partnership.
- **Supplementary Counseling Leaders** provide direct services such as small and large group behavior and social emotional support, professional development (i.e. SEL, trauma informed care, restorative practices, community building), SEL curriculum and activity development in collaboration with the ELP and aligned to the [Quality Standards for Expanded Learning](#), MDUSD SEL Program, and CASEL competencies.
- **Leadership opportunities & Youth Voice** provide experiences for students to build confidence, provide feedback and input, and develop skills through sports, serving as teacher assistants, class or group jobs, mentors and leaders.
- **Expanded library, media, and technology services access** to provide students with additional time and support to explore and develop skills and interest, and utilize technology and software to support academic success.

MDUSD ELP staff serve on the school's **Multi-Tiered System of Support (MTS) Tier 1 School and/or** Positive Behavior Intervention Support (PBIS) teams and are intentional about promoting student competence by creating a structured environment with clear and high expectations. Each site uses Positive Behavior Intervention and Support (PBIS) strategies and practices focused on clear consistent behavior expectations, positive recognition and incentive programs, and intentional activities to build relationships and inclusiveness. Furthermore, every MDUSD ELP site has a leadership program where students come up with new activity ideas, mentor younger students, lead the site program in regular community service projects, and provide input to program development and implementation.

Lastly, many MDUSD ELP are intricately integrated with the regular school program in several ways:

1. The CARES Program Coordinator and ELP Teacher Liaisons build relationships with regular school day personnel and serve on the school's Coordinated CARE Team.
2. CARES ELP programs are staffed by certificated teachers from the regular school day program and/or by qualified substitute teachers who work in partnership with Program Coordinators to ensure alignment to the school day and enhanced academic support and intervention;
3. The academic component and educational aspects of CARES ELP have been devised to meet the CDE Content Standards and aligned to the School's Single Plan for Student Achievement (SPSA);
4. Each site provides a set time and place to complete homework and offer targeted intervention, where students' work from the regular day is reinforced and supported;
5. Each site adopts and reinforces the behavioral expectations, PBIS strategies and SEL programs (where applicable) of the regular day;
6. At most sites, students referred for academic intervention in the regular school day program are enrolled automatically in the expanded learning program;

7. Enrichment activities that meet the interests of participating students are often thematically aligned to the regular school day instructional program

MDUSD is extremely proud of its variety of expanded learning programs and services offered to students as well as the alignment and collaboration with the school day, parents and community.

3—Skill Building

MDUSD ELP will provide opportunities for students to develop and demonstrate 21st century skills and engage in projects and activities to demonstrate mastery. ELP activities will have learning goals and align to the program mission, outcomes and purpose. All MDUSD ELP's will engage in educational and enrichment skill building (activities described previously) with a strong foundation on social emotional learning (SEL), college and career readiness, and connection to the real world.

The MDUSD ELP's contribute to the improvement of student academic achievement and overall student success with the critical integration with the regular school day. MDUSD ELPs encourage collaboration between afterschool staff and school staff, ensuring continuity with the school day. MDUSD ELP staff will meet regularly with principals and administrators, and attend faculty meetings brokering stronger relationships and communication. Such meetings are used to address specific issues (e.g., classroom sharing or supporting homework help) and coordinate communication between the after-school program and regular school staff. More broadly, these interactions ensure that the ELP programs emphasize academic and behavioral expectations maintained by their host school. Existing ELP staff report that these meetings have been helpful in supporting the connection between after school and the regular school day and promotes integration and creates continuity, safety and support for students and families.

MDUSD ELPs may also offer targeted academic intervention programs in English Language Arts and Mathematics to students that are below in grade level. This additional, small group intervention provides targeted instruction and support to students to contribute to improvement of student academic achievement. CARES ELPs use "Do the Math " and ELA "Comprehension Toolkit" for the CARES ASPIRE/Intervention Program, as well as other approved intervention programs.

Do the Math is a targeted intervention program that builds numerical reasoning in students. Do the Math is a series of 30 lessons that builds students capacity from basic conceptual understanding to skills development in addition and subtraction, multiplication, division, and fractions. The program uses hands-on activities and games to teach and strengthen math concepts.

The Comprehension Toolkit provides ready to teach lessons to help students understand, respond to, and learn from nonfiction text. The Toolkit lessons focus on reading, writing, speaking, listening, and investigating to deepen student understanding of informational text. This provides a foundation for developing independent readers and learners. Pre and post

assessments show improvements in skill development and grade level attainment.

MDUSD ELP's program activities are based on the school and community needs offering before school, after school and/or supplemental programs to students. These services are described in greater detail throughout the Program Plan.

The CARES ELP activities are offered during the school year and summer session. The summer supplemental program offers a 4-week 6+ hour day program incorporating program elements outlined in section .2 Summer program is offered on the school campus and collaborates and aligns with the district summer school program when offered.

4—Youth Voice and Leadership

MDUSD ELP will provide opportunities for students to share their thoughts and ideas, and actively exercise leadership skills and voices by inviting and giving access to be active and engaged partners in the expanded learning program and their school experience. Each MDUSD ELP site will have a student advisory group/leadership group that provides input on program schedules and activities, mentors younger students, engages in service-learning, leadership and community events, and provides input to program development and implementation. Student feedback, assessments, evaluations and integration with the instructional day is evaluated through a cycle of inquiry process, as well as information collected using data, observation visits, satisfaction surveys (students, parents, teachers, and principal). This evaluative information helps guide staff training, curriculum and enrichment needs, and student choice. The MDUSD Student Advisory Committee will serve as partners and forum for additional input and collaboration in developing systemic, safe, engaging, and inclusiveness expanded learning opportunities for MDUSD students.

Program evaluations show that students express the greatest satisfaction in the area of “their sense of safety, their ability to be heard, and their happiness in the program”. Program satisfaction is an important avenue for student input that offers insights for understanding program effectiveness at the ground level. In addition to self-assessment of academic and behavioral assets, a total of 1,594 CARES ELP participants were surveyed regarding the various after school program components. Participants’ program satisfaction ratings were generally consistent with the results from the previous years with the largest share of CARES participants (92%) reported feeling safe while participating in the program, and 88% felt that staff listened to them when they had something to say.

The CARES ELP implements opportunities for student choice and selection of activities. Younger students are able to choose from a variety of classes or clubs offered in the weekly program schedule. Staff has found students feel safer and more encouraged to take risks and learn more about things they might be unfamiliar with. This “curiosity mindset” helps to create a safe environment to express interest in all types of activities. Older students’ partner with lower grades and help coach, teach and mentor for service learning. Community and sports events create excitement for the younger students transitioning to middle and high feeder schools as

well as opportunities to learn from their older student mentors. Upper grades spend time tutoring, volunteering, doing read-aloud for the lower grades helping earn extra credits and or service-learning requirements. This structure creates a stronger connection to school and community. Oftentimes, a student will start in the CARES program as a Kindergartener and continue through middle school. CARES have strong partnerships with the feeder high schools, Mt. Diablo and Ygnacio Valley High Schools, where many past CARES elementary and middle school students come back to volunteer, mentor, and work in the K-8 CARES ELP programs.

5—Healthy Choices and Behaviors

The MDUSD ELP incorporates healthy nutritional practices and program activities by providing nutrition and physical activities, as well as a daily snack, supper, and a summer feeding program in partnership with the USDA. All MDUSD ELPs will ensure a daily nutritional snack will be provided to program participants regardless of the ELP model they attend. The MDUSD ELP complies with the federal meal and state nutrition standards comply with California’s food and beverage standards provided through the Federal National School Lunch Program. Linked is examples of the [CARES ELP snack procedures and guidelines for staff](#)

The CARES ELP sites incorporate approximately one hour of cooking/nutrition lessons a week, along with thirty minutes of daily structured outside play. The CARES ELP uses the Catch Nutrition and Activity Box, Sparks, My Plate Yummy Curriculum, Harvest of the Month, and ReThink Your Drink curriculums to engage students in healthy nutritional practices. MDUSD ELP also collaborates with the following wellness organizations to provide cooking/nutrition/garden lessons and supplies: Contra Costa Health Department, Del Monte, Growing Great, Pacific Coast Farmers Market, and Families Can.

Where possible, MDUSD ELP’s will partner with Mt. Diablo Unified School District Food Services Department to provide daily snacks and suppers at ELP sites and incorporate the “Harvest of the Month” recipes and taste testing. MDUSD ELP is also a member of the MDUSD Wellness Committee and was instrumental in the development of the MDUSD Wellness Plan. MDUSD’s partnership with the Food Bank of Solano and Contra Costa provides weekly food deliveries and food pantries for our CARES ELP students and families.

Below are links to four examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served at the CARES Expanded Learning Programs.

- Menu for [October: Snack and Supper](#)
- Menu for December : Snack and Supper [Snack and Supper Menu: December 2023](#)
- Menu for November [Harvest of the Month: November](#)
- Menu for December [Harvest of the Month: December](#)

6—Diversity, Access, and Equity

MDUSD ELPs are designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. All MDUSD ELP will create

environments that promote diversity and provide activities and opportunities to celebrate students' cultural and unique backgrounds in many ways. MDUSD ELP's organize and participate in family/community multicultural nights, recognize and celebrate all holidays and historical events, and partner with community organizations to engage in diverse experiences. MDUSD ELPs' actively recruit, partner, and connect with parents and community to employ a diverse staff reflective of the community they serve. Specifically, the CARES ELP is proud of its ability to consistently, since its inception in 1999, recruit and retain a diverse staff often mirroring the student demographics of the school and community. Furthermore, CARES staff partner with the school day to develop culturally responsive school environments and participate in ongoing diversity, equity, and inclusion (DEI) professional development and practices.

The CARES ELP has multiple bilingual staff to support and engage in two-way communication and parent partnership and outreach. MDUSD ELP activities, program components, and schedule are accessible creating an inclusive environment for ALL students. The CARES ELP currently serves approximately 11% of students with disabilities and 61% of English Learners. CARES provide engaging hands-on activities that encourage collaboration, creativity, critical thinking, and communication. These types of activities promote dialogue between students and especially benefit our English Language Learners. All activities can be modified and scaffolded for students with special needs. CARES provide daily opportunities for all students to receive academic support as well as extra intervention programs available to our most needy students. Lastly, MDUSD ELP partners with the English Language Department (ELD) to extend learning during the school and summer by providing ELD instruction and tutoring by credentialed teachers to ELP students. This additional support and access help to continue learning and language development while school is not in session.

The MDUSD ELP will provide access and opportunity to students with disabilities by continuing to collaborate with student services/special education departments and school teams to create a flexible and responsive expanded learning environment for students wanting to participate in MDUSD ELPs.

7—Quality Staff

MDUSD ELP will provide opportunities for students to engage with quality staff by its continued commitment and ability to hire high quality, experienced, and dedicated staff. One of MDUSD ELP's strengths is recruiting, hiring and retaining quality staff. A clear career path has been developed to allow and encourage employees to gain skills, experience, and promotion as part of the MDUSD ELP and district team. Often staff start out as a ELP Recreation Specialist and over time promote to an Enrichment Specialist, Program Coordinator, teacher, Program Manager, and Coordinator.

All MDUSD ELP staff must be 18 years or older, have graduated high school or completed their GED, and have passed the MDUSD instructional aide equivalent test as a requirement for hiring. Staff are recruited from online job postings on Edjoin, Craigslist, LinkedIn, Indeed, current district and CARES staff referrals, previous interns, and Bay Area Community Resources (BACR). BACR

also provides incentives for staff referrals. MDUSD CARES ELP's primary community partner, Bay Area Community Resources (BACR) provides staff and management of the CARES After School Program with oversight and direction by the district CARES After School Coordinator. BACR employs frontline staff; recreation specialists, assistant program coordinators, program coordinators, garden educators, and program managers. These positions are responsible for the day to day operations of the CARES ELP program under the direct supervision of the MDUSD Coordinator of Expanded Learning Programs.

MDUSD ELP believes that learning is a life-long process. Staff continue to develop and expand skills, strategies and techniques to effectively work with children by participating in a variety of staff development opportunities. The MDUSD ELP develops, aligned to the district's focus, a year-long training calendar based on staff surveys, observations, and best practices from the expanded learning field.

Training for staff, volunteers and parents is implemented at the district level, as well as at each site, based on program-wide and site needs utilizing a wide range of community resources. Teacher Liaisons and School Counselors are responsible for administering regular Recreation Staff training based on staff training needs and requests. The curriculum for these trainings is developed by the leadership team, Region 4 trainers, Quality Standards for Expanded Learning, Summer Learning, California School Age Consortium (CalSac), [CASEL](#), Teacher Liaisons, and MDUSD departments (i.e. Educational Services, Students Services, Special Education). The training is provided to employees, parents and other community members, including local high school students, to work effectively in the MDUSD ELP programs. Training includes instruction in the following:

- Academic strategies and techniques
- Science Technology Engineering and Math (STEM)
- Standard-based instruction & activities
- Social Emotional Learning (SEL)
- Developing community and relationships
- Youth development
- Educational Equity
- Diversity, equity, inclusion (DEI)
- Learning acceleration
- Early childhood education and care
- Enrichment and recreation activities, including arts, sports and music
- Working effectively with instructors and other staff
- Behavior management and conflict resolution
- CPR, First Aid and handling emergencies
- Health & Nutrition curriculum
- College and career readiness
- Career pathways for classroom aides/recreation specialist
- Program and grant requirements, funding, evaluation, and reporting

Overview of the types of MDUSD ELP Professional Development offered to staff throughout the school year and summer is linked [HERE](#)

A [CARES 2022/23 Program Coordinator Manual](#) (updated annually) is provided for staff to outline program expectations, policies, and procedures. Monthly Program Coordinator training takes place to maintain open lines of communication, training issues, site implementation, safety, program evaluation, staff management, nutrition and physical activity curriculum, data collection, analysis, continuous quality improvement cycle, and meeting the academic needs of students. As described above, Bay Area Community Resources (BACR) serves as the primary subcontractor for the CARES ELP providing ELP program staff. Furthermore, BACR provides additional training, staffing, support services, assists with processing and hiring recreation staff, and serves on the CARES Executive Committee.

The MDUSD ELP has existing positions and roles that are responsible for developing and implementing high quality, hands-on, engaging expanded learning opportunities. These existing roles and links to the job description are listed below in section 11 and included in the [Link to MDUSD ELP Job Descriptions Google Folder](#). Additional positions and roles may be developed as ELP Partner Programs are developed.

The MDUSD ELP sites are comprised of a combination of Program Coordinator, Assistant Program Coordinator, Recreation Specialist, Teacher Leader or Liaison, Enrichment Specialist, Counselors, Teachers, Work-based learning Coordinators or Liaison, and Custodians depending on the size of the program, offerings, and ELP program model. Administrative staff both funded and in-kind support to the MDUSD ELP include but is not limited to; the Director Partnerships and MTSS, MDUSD ELP Program Administrator, CARES Expanded Learning Coordinator, Recreation Managers, Technology, Equity Team, Counselors, Social Work Specialists, Secretary, Fiscal, and Data support provide infrastructure, administrative oversight, implementation, and data analysis to operating the MDUSD ELP.

8—Clear Vision, Mission, and Purpose

The MDUSD ELP's purpose is to provide engaging, inclusive, and safe expanded learning opportunities for students in MDUSD. Aligned with MDUSD purpose, the ELP is committed to serving underserved communities to increase access and opportunities and close the achievement gap. As outlined in MDUSD LCAP, the district mission is to provide all students with;

- High quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.
- High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.
- Engaging and collaborative parents, family and community partnership to support student learning.

MDUSD's Expanded Learning Program (ELP) Model is built on the existing CARES ELP established

in 1999 as a 21st Century Community Learning Center Program and After School Education & Safety grants. The MDUSD ELP began with six K-8 programs and has expanded to 18 K-12 programs. The MDUSD has focused on serving the district's underserved and diverse communities. All eighteen schools serve a diverse student population of English learners, low income students (70%-88% unduplicated students), foster youth and homeless students. Each school has a high percentage of students below grade level in English Language Arts and Mathematics and many struggle academically. The CARES ELP programs are located in the district's three largest underserved neighborhoods in Concord and Bay Point with multiple families living in single homes and/or apartments. Furthermore, many families struggle with access to healthy food, fruits and vegetables. Despite being so close, only 30 minutes east of Oakland and San Francisco, many students have not had the opportunity to visit these culturally and historically rich cities and enrichment opportunities that surround the Bay Area, nor access to enrichment opportunities, intramural sports, and the arts due to the cost of these types of programs. The CARES ELP program focuses on expanding these essential needs and opportunities to students and families to address this access and equity disparity in MDUSD.

The CARES ELP and now MDUSD ELP's motto and vision is "*Children Learning to Change the World!*" Its **mission** is to work together with partners to develop and provide a variety of academic, recreation, enrichment, health, support services, and social opportunities for our students and families in a safe, fun, and nurturing environment through high quality **expanded learning** programs in response to the needs of the schools. The identified school and community needs shared above guide program services and support in a variety of ways. The MDUSD ELP will continue to use data and evaluation reports to help further measure program quality and impact to address and meet needs. Annually, staff review and reflect the evaluation and recommendations to refine program delivery and design.

As MDUSD's increases expanded learning opportunity programs to additional students and schools, the district will utilize and build upon the existing CARES ELP program wide goals based on student and community needs. These will be reviewed annually and adjusted based on all ELP program models in MDUSD. The existing CARES ELP goals include:

1. Nutrition and fitness practice and strategies will be integrated throughout all CARES sites.
 - a. Harvest of the month (HOTM) and nutrition tool kits will be implemented at every site.
 - b. Sites will have a minimum of 30 minutes of exercise using a variety of activities.
 - c. All sites will develop, revitalize and/or expand an instructional school garden and offer a minimum of one hour per week of garden classes. Every child will have one hour of nutritious cooking & education each week.
2. Academic, **Social Emotional Learning**, and leadership practices and strategies will be integrated throughout all CARES sites. Activities vary from site to site, with sites having support from their Academic Liaison. Activities may include:
 - a. STEM
 - b. Arts
 - c. Homework Assistance

- d. Social Emotional Learning (SEL)
 - e. Equity, Culture, & Community
 - f. Student Leadership
 - g. Community Service
3. Staff will be professional, enthusiastic, and committed.
- a. Program Coordinators will attend training and implement what they have learned to the best of their abilities.
 - b. CARES will celebrate successes of staff.
 - c. Site staff will receive immediate and ongoing support, professional development and coaching they need in order to be successful in their work.

MDUSD ELP will annually engage stakeholders (i.e., principal, teachers, staff, families, students, CARES staff, community members, and other business partners) in the ongoing development of the program’s mission, vision, goals, program plan, and expected outcomes based on the school/community needs, and regularly discuss program enhancements and changes through bi-annual MDUSD ELP Advisory committee meetings, Principal meetings and dialogue with local providers to provide input and feedback on program development and improvement.

9—Collaborative Partnerships

The MDUSD ELP will build upon existing district, community, and CARES ELP partnerships to implement expanded learning opportunities for district students.

The MDUSD Expanded Learning Programs are overseen and facilitated by the Director of Partnerships and Multi-Tiered Systems of Support (MTSS). This role is to align, connect, advocate, partner, and identify resources (fiscal and personnel) to support the development, expansion, and sustainability of high quality and engaging expanded learning programs for TK-12 MDUSD students. Key partners include, but are not limited to;

- Mt. Diablo Unified School District Team- The MDUSD team includes;
 - Superintendent’s Executive Team and Cabinet comprised a representatives (Chiefs, Directors, General Counselor) from every department within the district
 - School Principal’s and Staff
 - CARES ELP Coordinator
 - College and Career Pathways and work based learning team
- Partner ELP Programs; (list updated ongoing and annually)
 - Off Campus- CYC ELP, and other identified providers
 - On Campus- Dianne Adair, Kidstop, Lads and Lassies, Pleasant Hill Park & Recreation, YMCA, YWCA, and other identified providers
- Bay Area Community Resources – provide frontline ELP staff that work directly with the students. Staff include recreation specialists, assistant program coordinators, and program coordinators responsible for the day to day operations and implementation of each site's CARES ELP program, and program managers oversee CARES ELP under the direct supervision of the CARES Expanded Learning Coordinator.
- City of Concord – Long standing community partner provides facilities for

training and events as needed. The Friends of Camp Concord provide scholarships for students in fourth through eighth grade to attend Camp Concord in South Lake Tahoe, a 2-7-day experience for over 160 students annually.

- Afterschool 4 All (A4A) County wide Collaborative – Fifteen year established consortium sharing best practices for districts in Contra Costa County, leveraging funds for countywide training and joint grant applications to increase sustainability and program quality.
- Food Bank of Contra Costa/Solano – provides weekly access to fresh fruits and vegetables, food pantries and K-Now packs to families at all CARES after school sites.
- Contra Costa County Health Service, & Office of Education – Provides support, training, and funding (when available) to the CARES program in the areas of fitness and nutrition. Also is represented on the After School 4 All County wide Collaborative with representatives from the County Office of Education, and County Health and Human Services. Afterschool 4 All (A4A) is coordinated by MDUSD CARES Expanded Learning Coordinator.
- Region 4 – Provides afterschool district administrators and CBO's in the region a coordinated system of support. Also is represented on the A4A Collaborative.

Ongoing dialogue, and bi-annual ELP Advisory meetings will provide the forum for information sharing, networking and review of program plans and implementation. The ELP Advisory will include stakeholders from MDUSD (district and school -principals/staff), CARES ELP, Partner ELPs, community partners, parents and students. These individuals will help to review, revise and develop the MDUSD ELP Program Plan for the ELOP and the ASES Renewal grant process. Ongoing dialogue, reflection and collaboration occurs ensuring inclusiveness, feedback, input, expansion of services and responsiveness to student, family, community and school needs.

The following additional partnerships help and enhance the expanded learning program and services to students and families.

- Contra Costa Community Colleges: Diablo Valley College and Los Medanos Community College help to recruit staff with an interest in teaching and youth programs, as well as support current CARES staff in enrolling in early childhood education classes and other relevant college courses.
- Community and business partnerships help to bring real world experience and volunteers to students expanding knowledge, skills and awareness. These include; Del Monte/Growing Great, Pacific Coast Farmers Market Association, Marathon Refinery Corporation, Chevron Corporation and Junior Achievement.

Matching resources and funds are outlined in the 2021/22 ASES Matching Resources document [HERE](#)

10—Continuous Quality Improvement

The MDUSD ELP is built on the [Quality Standards for Expanded Learning](#) which includes quality standards and crosswalk, and will ensure a data-driven continuous quality improvement process

to assess, plan and improve program quality and delivery. MDUSD ELP will utilize the quality standards and crosswalk as a central component of the cycle of quality improvement (CQI) to plan and assess the quality of expanded learning programs for MDUSD students. Annually, the MDUSD ELP's leadership and site staff will review participation, enrollment, attendance, survey, program evaluation, site visits and observation data to inform, reflect and determine upcoming school year goals based on strengths, gaps, and needs.

MDUSD' existing CARES ELP, has engaged in a CQI cycle over the past eight years and has incorporated the following operational goals across all CARES ELP school sites. These three goals and objectives include:

- **Youth Development-** Staff will strive to understand youth interests and developmental needs and provide feedback for positive behavior and increased leadership for youth inside/outside the class.
- **Community/Family Involvement-** Encourage parents/guardians to visit, engage, and participate within the program and offer a wide variety of family events. Staff will share Family
- **Staff Recruitment/Professional Development-** Staff will receive ongoing training and coaching including but not limited; program implementation, culture, climate and SEL, policies/procedures, and safety to support student success. Veteran and interested staff will have opportunities to coach/mentor new staff and lead program projects.

CARES ELP reviews and monitors these three goals as part of ongoing reflection and program improvement. The following activities serve as benchmarks to ensure operational goals and objectives are met.

- **Youth Development-** CARES creates student voice groups with representatives 1st-8th grade to serve as leaders and advisors to the CARES program. Quarterly survey student interests and incorporate them into the program. Incorporate classroom meeting routines to provide feedback and recognize students program wide. Students assist in creating and leading activities and assist in the family/community night planning process.
- **Family/Community Involvement-** Invite parents to observe program and classroom activities and participate in student career day. Communication goes home regularly celebrating student behavior and successes. Coordinate three family events at a minimum annually per CARES site. Invite parents to assist in family nights.
- **Staff Recruitment and Professional Development-** Staff participate in pre-training before taking over a class of their own. New staff are trained by the program coordinator and teacher liaison. Staff spend time in credentialed teachers' classrooms and work with veteran/experienced staff to share strategies and best practices. There are monthly trainings on various topics aligned to program activities and student needs. Staff also have direct input on training topics.

The CARES Expanded Learning Coordinator, Program Managers, Site Program Coordinators, Recreation Specialists, and Teacher Liaisons are responsible and accountable to monitor and

ensure goals and activities are being met.

MDUSD will use the COI process established and used by the CARES ELP to inform and guide all MDUSD ELP under the ELOP. Furthermore, MDUSD Assessment Research & Evaluation (AR&E) department will work with ELPs to support staff in program evaluation, CQI and reflection.

The timeline below outlines engagement with stakeholders and how MDUSD uses informal and formal assessments to help refine, improve, and strengthen the CARES ELP.

Stakeholder Timeline & Input		
Month	Stakeholders	Assessment
August	CARES Leadership Team and Program Coordinators	Annual Retreat: Training for new school year
August	Administrators	Site based meetings for goals and vision for new school year
August	Bay Area Community Resources (BACR)	Program wide goals and vision for new school year
August	CARES Teacher Liaisons	Orientation and Training Meeting
September	Students and Families (site based)	Surveys given for what program components they would like to see implemented this school year
October	CARES Team and Stakeholders	Review and report on program goals and Continuous Quality Improvement (CQI) Cycle
December	CARES Leadership Team and Program Coordinators	Mid-Year Check Ins
January	CARES Teacher Liaisons BACR	Mid-year Check Ins
April/May	Students and Families (site based)	Surveys given reflecting on the school year and components for summer program
May	CARES Teacher Liaisons	Year reflection
June	CARES Team and Stakeholders	Review and report on program goals and Continuous Quality Improvement (CQI) Cycle
June	CARES Leadership Team and Program Coordinators	End of Year Check Ins
June	Administrators & BACR	End of Year Check Ins
July	City of Concord	Camp Concord Reflection Meeting
July	CARES Leadership Retreat	Evaluation of previous program year, training for new program year, goals/visions

11—Program Management

The MDUSD ELP plan for program management is aligned and connected to its vision, mission and purpose. The MDUSD ELP program management is under the direction and leadership of the Director of Partnerships & MTSS (Director P&MTSS) in collaboration with MDUSD departments (described below and previously in section 9 Partnerships), MDUSD ELP model programs, parents and community partnerships. The MDUSD Expanded Learning Program (ELP) Team includes;

- Superintendent’s Cabinet meet monthly
 - Educational Services (*inclusive of Directors of Partnerships & MTSS, Elementary, Secondary, English Learner, Assessment, Research & Evaluation, Adult and Career Education, and Assistant Director of Equity*),
 - Pupil Services (*inclusive of Director of Student Services and Assistant Director School and Community Support*).
 - Business Services (*inclusive of Directors of Food and Nutrition Services, Maintenance and Operations, Technology Information Services, Budget*)
 - Superintendent's Executive Cabinet (*Chiefs of Educational Services, Special Education/Pupil Services, Human Resources, Business Services, General Counsel*) meet weekly
- CARES ELP Leadership Team (*inclusive of the CARES ELP Coordinator, Teacher Leader, Bay Area Community Resources (BACR) program managers*) meet weekly with the Director P&MTSS
- Partner ELP -on campus and off campus will meet **bi-monthly** with the MDUSD ELP **Administrator** and **quarterly** with the Director P&MTSS and MDUSD **CARES ELP** Coordinator.

These collaborative teams meet to ensure ongoing communication, connect the work across the district, develop systems, process/procedures to plan, align, monitor, and implement safe and engaging expanded learning opportunities and programs for MDUSD students and families. The MDUSD ELP department, under the leadership of the Director of P&MTSS, is responsible for ensuring implementation, alignment, safety, connection to district’s focus, initiatives, Local Control Accountability Plan (LCAP), process for ELP reporting for student enrollment, ELP activities, and impact.

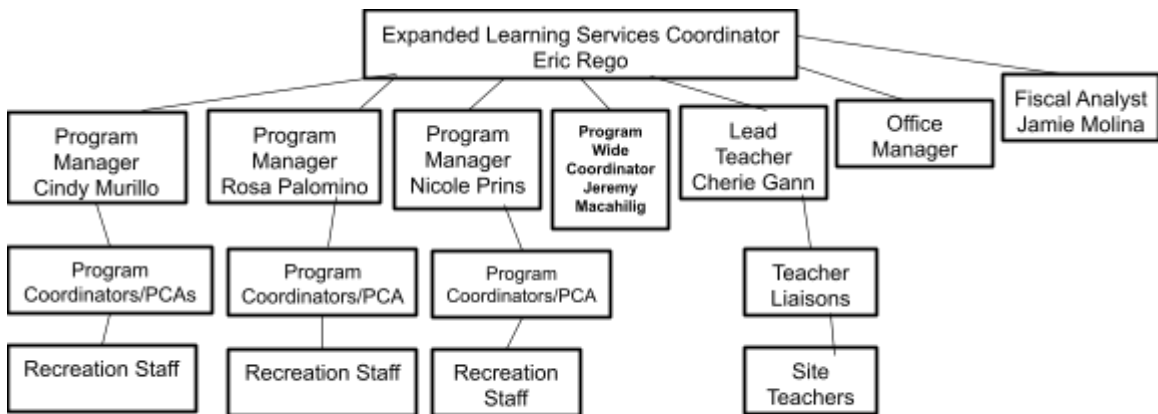
The proposed staffing and services to support, implement and oversee the MDUSD ELPs includes:

- MDUSD **CARES** Expanded Learning Program (ELP) Coordinator to oversee the MDUSD ELP model programs implementation, reporting, partnership development, and evaluation. This individual will be supervised by the Director of P&MTSS
- CARES ELP staff (recreation specialist, Assistant Coordinators, Program Coordinators, Recreation Managers, CARES ELP Coordinator, teacher leaders, custodial services), services, and materials to expand to more schools, provide a longer program day for intersession and summer session programs, and to meet the 10:1 students to staff ratio for TK students.
- Partnership ELP programs both on campus and off campus to increase access to expanded learning opportunities for district students. The ELO-P funds could possibly support a combination of either participation fees, access, facility costs, or administrative services

associated with this collaboration. These services would be outlined in an MOU between the Partnership ELP and MDUSD.

- ~~Development of a Neighborhood School ELP program at a few schools which includes program staffing, outreach, communication, supplies and materials, and partnership development. (This is not under the responsibility of the ASES Program Plan)~~
- ~~Infrastructure support and staffing to meet the needs of MDUSD ELP's implementation and data collection. This could include program staffing (ie. network technician, fiscal analyst, data technician, senior secretary). (This is not under the responsibility of the ASES Program Plan)~~
- Implementation of Intersession and Summer School Program Expanded Learning programs which includes; staff, services, and materials to support expanded learning opportunities before school, during intersession, and summer session. Priority given to underserved students.

CARES STAFF ORGANIZATION/FLOW CHART



In collaboration with the site administrator.

The MDUSD ELP has existing positions and roles that are responsible for developing and implementing high quality, hands-on, engaging expanded learning opportunities. These existing roles and links to the job description are included in the [Link to MDUSD ELP Job Descriptions Google Folder](#). Additional positions and roles may be developed as ELP Partner Programs are developed.

The existing MDUSD ELP roles include:

- [Director Partnerships & MTSS](#)
- [Administrator Expanded Learning Programs](#)

- [CARES Expanded Learning Coordinator](#)
- [Recreation Managers](#)
- [Program Coordinator](#)
- [Assistant Program Coordinator](#)
- [Recreation Specialist](#)
- [Enrichment Specialist I and II](#)
- [School Counselor](#)
- [School/Family Resource Worker](#)
- [Teacher Leader](#)
- [After School CARES Teacher Leader](#)
- [After School CARES Intervention Teacher](#)
- [Teacher Coach Specialist](#) or [Teacher](#)
- [Work-based Learning Coordinator](#)
- [Custodian](#)
- [Site Technology Support Technician](#) or [Network Technician II](#)
- [Data Technician](#)
- [Secretary](#) or [Senior Secretary](#)
- [Fiscal Analyst I](#)

The MDUSD ELP sites will be comprised of a combination of Program Coordinator, Assistant Program Coordinator, Recreation Specialist, Teacher Leader or Liaison, Enrichment Specialist, Counselors, Teachers, Work-based learning Coordinators or Liaison, and Custodians depending on the size of the program and offerings. Administrative staff both funded and in-kind support to the MDUSD ELP include but is not limited to; the Director Partnerships and MTSS, MDUSD Program Coordinator, Expanded Learning Coordinator, Recreation Managers, Technology, Secretarial, Fiscal and Data support provide infrastructure and administrative oversight and implementation and data analysis support to operating the MDUSD ELP. Additional detail is also included in section 7 under Quality Staffing.

Ongoing dialogue, and bi-annual ELP Advisory meetings will provide the forum for information sharing, networking and review of program plans and implementation. The ELP Advisory will include stakeholders from MDUSD (district and school -principals/staff), CARES ELP, Partner ELPs, community partners, parents and students. These individuals will help to review, revise and develop the MDUSD ELP Program Plan for the ELOP and the ASES Renewal grant process. Ongoing dialogue, reflection and collaboration occurs ensuring inclusiveness, feedback, input, expansion of services and responsiveness to student, family, community and school needs.

Finally, the following systems are in place to address the following administration requirements:

- **Fiscal accounting and reporting requirements:**
 - MDUSD uses IFAS BPlus, an accounting software system, to track and monitor budgets, revenue, and expenditures. Annually staff set up budgets for the ASES grant outlining plans for grant expenses. The budget in BPlus is the same budget outlined in CDE's ASSIST program. In BPlus staff has greater detail breakdown in each category (i.e. 1000, 20000. 3000, 4000, 5000) assisting staff and the MDUSD

fiscal department with patterns, requirements and accountability. For quarterly reports for ASSIST staff run quarterly reports in BPlus to report what we have expended for the quarter.

- A CARES Fiscal Analyst I and a Senior Secretary are responsible for monitoring and inputting all expenses, under the direction of the CARES Expanded Learning Coordinator. These individuals are responsible for keeping track of the 14 site-based discretionary expenses, inputting purchase orders, procurement payments, and timesheets ensuring all spending is appropriate and allowable per the ASES grant. Furthermore, staff monitor purchases and coding to function and object codes for accurate reporting into BPlus. The Fiscal Analyst and the CARES Expanded Learning Coordinator maintain all fiscal records and reports for the current year up to five years after the last day of the fiscal year.
- **Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7(a)(7):** The CARES Expanded Learning Program has a 24 year successful track record for leveraging multiple resources to operate a high quality expanded learning program. Through long standing and new partnerships and funding sources, staff bi-annually review and plan the sustainability, and a schedule for revisiting the sustainability plan.
 - Matching resources and funds are outlined in the 2021/22 ASES Matching Resources document [HERE](#)
- **Attendance tracking, including sign-in and sign-out procedures:** CARES has clear and consistent attendance tracking systems and procedures implemented at every CARES site. Attendance is reviewed daily at the site, communicating with parents and the school day as well as weekly across the district to respond to program needs and ensuring the target number of students are being served.
 - CARES Program Attendance & CHECK-IN/OUT Procedures: Participating CARES students are checked in using a class list by grade level, at the start of the program, at an identified site specific location by one of the following staff per the schedule; Recreational Specialist, Lead Recreation Specialist, Sports Coordinator and/or Program Coordinator. Attendance is entered daily to Aeries, the CARES attendance web system. Students are cross-checked from regular day attendance with the CARES attendance. Program Coordinators make a call home to all students who were absent from the CARES program but were present during the regular school day. No later than 30 minutes after the start of the CARES program, Program Coordinators obtain a list of students absent from the program so that he/she is able to call home to inform parents/guardians.
 - Throughout the CARES program, during each change in activities or move throughout the program (snack to HW club to interest time....) students' presence is checked again by Recreational Specialist and/or teacher. An immediate call to the Program Coordinator is made if a child is unaccounted for.
 - All parents are required to sign and indicate the time the student is being checked-out on the sign-out sheet. Students leaving earlier than 5:45pm MUST fill out an early release form and be checked out by the Program Coordinator in a designated area/room. After checking to ensure the individual is on the emergency card, the parents will be given a "CHECK-OUT PASS" and room number where their child is located. Recreational Specialists will collect "Check-out Pass"

and dismiss the child to their parent/guardian. NO STUDENT CAN BE DISMISSED WITHOUT A PARENT CHECK-OUT PASS PRIOR TO 5:45 pm.

- All students that walk home at 5:45pm (5:00 pm during daylight savings) need to be sent to the Multi-Use Room (MUR) for the Program Coordinator to check them out as a group. If a student has permission to walk home they need to sign out the check-out sheet themselves. Each person must write the time in which they left. At 5:45 all remaining students need to be brought to a centralized location (ie. MUR) where some Recreational Specialists, Program Coordinator can do the remaining check-out. During this time, students need to be engaged in an organized activity (board games, folder games, reading...). There should be a substantially smaller number of students at this time so a few of the Recreational Specialists may plan, clean up... during this time while the others are supervising students. A schedule of which RS are supervising and which are planning needs to be posted.
- Between 5:45 and 6:00 the Program Coordinator should be available to talk with parents and answer any program questions. It is important to have the leadership of the program available during this time so parents feel they can voice their contentment and concerns.
- [MDUSD CARES attendance policy and process](#)
- **Early release and late arrival policies and procedures (EC Section 8483(a)(1).** If students participating in the CARES Program need to leave early, parents must complete the “Early Release Form”. This form must be completed prior to the child leaving and not given the following day. Failure to comply with the early release form policy may result in your child’s removal/dismissal from the program. In the event that a child needs to leave early on all Tuesdays for example, the form may be filled out for specific days instead of dates. Only those individuals whose names are listed on the emergency card will be allowed to fill out an “early release form” and check the child out from the program.
 - [MDUSD CARES Early Release policy and process](#)

MDUSD Expanded Learning Opportunities Program Budget & Projected Enrollment

MDUSD ELO-P Budget and Enrollment. ASES programs are aligned

12—Sustainability

The CARES Expanded Learning Program has a 24 year successful track record for leveraging multiple resources to operate a high quality after school program. Through long standing and new partnerships and funding sources, staff bi-annually review and plan the sustainability, and a schedule for revisiting the sustainability plan. The CARES Expanded Learning Program Coordinator and the Director Partnerships & MTSS are responsible for resource development and planning. The sustainability plan is reviewed quarterly with the Superintendent and the CARES Stakeholders.

CARES is fortunate to have created a place where multiple public and private agencies in Contra Costa County can partner and leverage service to avoid duplication. Existing partnerships have strengthened the services to students and have been beneficial to CARES and the agencies it’s partnered with. These partnerships are in good standing and include; Food Bank of Contra Costa and Solano County, Mt. Diablo Unified School District, MDUSD Food and Nutrition Department

and Contra Costa Health Services, Bay Area Community Resources, City of Concord Parks and Recreation. Mt. Diablo CARES continues to diligently seek additional partnerships to ensure the sustainability of its quality program. CARES has also leveraged existing district local, state and federal funds to expand and enhance services for MDUSD students. A breakdown of the matching resources and funds are outlined in the [2021/22 ASES Matching Resources document](#).

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. As outlined and described above the ASES grant and program plans are aligned with the ELO-P funding and are used to create one comprehensive and universal Expanded Learning Program as outlined in the MDUSD Board approved [MDUSD ELP Plan](#) as well as information available on the [MDUSD Expanded Learning website](#).

Transitional Kindergarten and Kindergarten

MDUSD ELPs will provide TK-12 students the opportunity to participate in expanded learning opportunities. These will include but are not limited to; am/pm ELP offerings, collaboration with on campus and off campus MDUSD Partnership ELP programs, and flexibility in the number of hours of participation of ELP programs for TK students. Transitional Kindergarten ELP will ensure a 10:1 student to staff ratio and will be designed to meet the developmental needs of preschool age children (ages 3 to 4). MDUSD ELP will partner with early childhood education programs, California State Preschool Program in Contra Costa County, Head Start, community providers, post-secondary institutions, teacher education programs, MDUSD career pathway programs for students, and district staff to recruit, hire, and train high quality teachers and early childhood educators. The lower student to teacher ratio will be maintained by having two ELP staff for each class of 20 TK students. This class format will allow for collaboration, small group instruction, and opportunities to develop academic, SEL, and behavior skills within the ELP. In collaboration and alignment with MDUSD TK teachers, Education Services Department, and TK ELP Teacher Liaisons, the MDUSD ELPs will create and facilitate hands-on, developmentally and age appropriate activities and daily/weekly schedules to ensure young students are engaged, supported, and challenged. MDUSD ELP will partner with MDUSD implementation of Universal TK program and use [California Department of Education's \(CDE\) TK Implementation Guide](#) to help inform and develop program structure and design, curriculum/activities, learning environment, instructional strategies and support for the TK students, and engagement with family and community partners. Furthermore, opportunities for peer partnership, support, and mentorship from older MDUSD ELP participating students will help connect the young students to the school community.

The MDUSD CARES ELP TK schedule (included in the school based elementary program) provides an example of what a school year weekly schedule and summer session schedule looks like. MDUSD TK/K ELP will be responsive to the developmental needs of students reflective in the length of program, program activities, and professional development for ELP staff. School schedules vary based on student interest, staff experience, and community partnerships. Sample schedules attached to the ELOP Plan.

Link to [Holbrook Language Academy \(HOLA\) CARES Expanded Learning Program TK-5 weekly schedule for April 2022](#).

Link to [El Monte Elementary CARES Expanded Learning Program weekly schedule April 2022](#)

Sample Program Schedule

The MDUSD ELP sample K-6 schedule provides an example of what a school year weekly schedule and summer session schedule looks like. School schedules vary based on student interest, staff experience, and community partnerships. Sample schedules attached to the ELOP Plan.

Link to [Holbrook Language Academy \(HOLA\) CARES Expanded Learning Program TK-5 weekly schedule for April 2022](#).

Link to [El Monte Elementary CARES Expanded Learning Program weekly schedule April 20](#)

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs 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 the following;

(2) [LEAs] 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 schoolsites, 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:

(A) The department's guidance.

(B) Section 8482.6.

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

(D) 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.

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, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] 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 opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized child care programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] 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.

[LEAs] 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 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program was established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils 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. Section 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.

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

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:

(A) 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.

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