

# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:

Dr. Elida MacArthur, Superintendent  
Danny Patton, Coordinator of Mt. Pleasant After School Program  
Lisa A. Kattenhorn, Coordinator of Expanded Learning Opportunities Programs

Mt. Pleasant Elementary School District  
3434 Marten Avenue  
San Jose, CA 95148  
408-223-3781



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

**Adopted by Mt. Pleasant Elementary School Board on May 8, 2024**

# Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Mt. Pleasant Elementary School District

Contact Name: Lisa Kattenhorn

Contact Email: lkattenhorn@mpesd.org

Contact Phone: 408-223-3781

**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. August Boeger Middle School
2. Ida Jew Academies
3. Mt. Pleasant Elementary
4. Robert Sanders Elementary
5. Valle Vista Elementary

### Purpose

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

### Definitions

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

# Expanded Learning Opportunities Program Plan Guide

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

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

## Instructions

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

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

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

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

# Expanded Learning Opportunities Program Plan Guide

## 1—Safe and Supportive Environment

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

One comprehensive program, including before and after school programs, tutoring, and Summer Session, is offered through the Mt. Pleasant Elementary School District. All students are offered access to Sunrise Club (funded by Expanded Learning Opportunities Programs, or ELOP) and to our Mt. Pleasant After School program, or MPAS (funded by After School Education and Safety, or ASES, and ELOP), in addition to the Summer Session (academic and enrichment). Sunrise Club is the before-school Social-Emotional Learning program and MPAS is the after-school Academic and Enrichment program. These programs are hosted at each site every day school is in session. Sunrise Club provides families with a safe and warm supervised program beginning at 7 AM. MPAS continues following school dismissal until 6 PM and supports academics, enrichment activities, and the social-emotional well-being of students. Additionally, students who meet the Unduplicated Pupil Percentage (English Learners, Socio-economically disadvantaged students, foster students), or UPP, eligibility and need additional academic support will receive reading and/or math tutoring after school provided by highly-qualified teachers and contracted-tutors. At the center of each of these programs is the opportunity for students and staff to develop safe and meaningful relationships, the better to provide students support and a feeling of belonging.

The Summer Session, offered at different sites each year, offers a before-session program similar to Sunshine Club to provide students a chance to connect with peers and adults before going into their Academic session (half-day) or their Camp session (full-day). Summer Session prioritizes targeted students for the academic program before opening to the general population; the Camp program is offered to all students in the district. Students who participate in the Academic session have the opportunity to continue their day with the Camp session. The opportunity affords students time to continue developing peer and adult relationships over the summer, while engaging them in meaningful activities.

During Summer Session, students have access to a supervised "walking school bus" to walk from their home schools to the hosting school sites, where necessary. Additionally, a 15-person van is available to assist in transportation needs from home schools to the hosting school sites.

In order to provide a safe and supportive environment, Sunrise Club and MPAS have dedicated classrooms at each site, plus utilize additional spaces such as libraries and

# Expanded Learning Opportunities Program Plan Guide

wellness centers for various activities for the program. As such, we are in the process of updating seating, tables, and furniture in these spaces to provide much needed warmth and to enhance the welcoming environment our Youth Instructors and Site Supervisors aspire to create.

## 2—Active and Engaged Learning

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

Mt. Pleasant Elementary School District serves a large population of under-served students: over 69% (2023-24 school year) of the students qualify for free and reduced-price meals and over 43% (2023 California Dashboard) are identified as English language learners. Providing quality extended learning opportunities to increase students' academic achievement is a must.

Sunrise Club: This ELOP-funded before-school program provides students an opportunity to build peer relationships, cooperative-learning skills, and self-awareness through the use of board games, arts and crafts, building blocks, and group conversations. Students also have the opportunity to ask for homework help. Curriculum structure is very flexible to accommodate the irregular attendance of students (as the program is based on the needs of the family, not the schedule).

MPAS Academics: ASES and ELOP funds are braided together to bring Math and Reading tutoring to MPAS. MPAS' English Language Learners, Foster youth, our students identified as homeless, and students who qualify for free and reduced lunch in the targeted grade levels receive tutoring by certificated teachers or contracted tutors (Bay Area Tutoring Associates) two to three days a week. Some of the tutors use the iReady intervention curriculum and some use ELEVATE math through the Silicon Valley Education Foundation. We also strive to have one English Language Development Specialist rotating between the elementary sites to tutor our MPAS 4th and 5th graders that are close to meeting the qualifications to be redesignated as English proficient on the ELPAC (English Language Proficiency Assessments for California). The students work on writing skills to express higher level thinking in order to reach "standard met" on the CAASPP (California Assessment of Student Performance and Progress) and level 4 on the ELPAC. The number of tutors depends on availability of staff members and the ability to contract with outside tutors.

MPAS implements 90 minutes of math instruction two days a week using the Visual Math curriculum, designed by Jo Boaler, a professor at Stanford University. The curriculum consists of games and tasks in which students learn number sense and math facts at the same time. Additionally, Visual Math is implemented during enrichment at all 5 sites. Prodigy Math is being rolled out at all sites and in all grade

## Expanded Learning Opportunities Program Plan Guide

levels to supplement Visual Math. Students receive 90 minutes of Visual Mathematics two days a week and 90 minutes of Level Literacy Intervention (LLI) two days a week. The LLI is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. Students who participate in the MPAS interventions score higher on the Fountas and Pinnell Benchmark assessments and higher effect sizes on the CAASPP assessments than students who did not participate in the interventions.

MPAS Social-Emotional - Teaching Empathy: Students in the MPAS program engage in multiple community service projects every year. For example, MPAS students prepare and distribute meals to the homeless in downtown San Jose each year. For Christmas, MPAS students collect socks, scarfs, beanies, and gloves/mittens, and then they wrap and distribute the items to the homeless. MPAS students also participate in other acts of kindness like handing out flowers at a local mall, helping bag groceries, and helping customers carry their groceries to their cars. Holiday events are done annually, and the leadership team selects one community service event chosen by the students each year in addition to the holiday events.

Most enrichment activities include SEL (Social-Emotional Learning). For example, Kahoot! games are utilized to allow the students to express themselves. Students create the games in small breakout groups and then those games are used in rotation each week. Students select the questions and work together to run the activity during enrichment as the leader supervises and gives advice. MPAS also provides students opportunities to grow in leadership roles. One example is that MPAS students created an anti-bullying video that is viewed by the leadership class each year. The leadership class then decides how they want to get the information out to the students, during a culminating event, video, promotion during a fun Friday activity, etc.

MPAS uses Fit Kids as the basis for their Physical Fitness/SEL component. Fit Kids addresses inequity directly by providing everything that an under-resourced school needs to implement a professional fitness program with its own staff. This includes: online access to Fit Kids' proprietary physical activity curriculum, which is updated annually, and a hard copy of their curriculum book; more than 200 pieces of necessary equipment, e.g. medicine balls, balance ropes and hurdles; and the training and staff support required to ensure their program's success.

The Fit Kids curriculum has three variations, designed for grades K-2, 3-5 and 6-8. Each consists of fifty sessions, broken into five units: Team Building; Communication; Locomotor Skills; Chasing/Fleeing; and Hand/Eye Coordination. There are four fitness areas—Upper and Lower Body/Core and Upper and Lower Body/Agility—which progress in difficulty throughout the year.

Each 60-minute class includes a dynamic warm-up, calisthenics, fitness game,

## Expanded Learning Opportunities Program Plan Guide

obstacle course or relay, physical education game, mindfulness exercise, yoga stretch, and cool down stretch. All activities build fitness and motor skills, and many encourage communication, teamwork and other social-emotional skill building.

MPAS Enrichment: MPAS students receive one hour of Enrichment daily. During the enrichment period, students receive art, drama, dance, health and nutrition classes, hands-on science, hands-on math, and other enrichment activities. These activities are presented to the students as disguised learning and provide opportunities to refine and improve academic skills as well as discover new abilities. The students gain confidence, self-esteem, and build relationships with others through cooperative learning activities; the 21st-century skills or better known as the 4C's are emphasized (creativity, communication, critical thinking, and collaboration). Students are also encouraged to try new activities, like Salsa dancing, Top Chef, or Scrapbooking. Students are provided with opportunities to develop new skills and to refine old skills. The activities that take place during the enrichment time are standards-based, intentional, and have a learning objective as well as a youth development objective (Social-emotional and Growth Mindset).

The MPAS program uses Developmental Math, Literature, and Science curriculum. The curriculum was developed explicitly for After-School programs by The Lawrence Hall of Science in partnership with the Center for the Collaborative Classroom. All instructors are trained on how to use the curriculum. Students enjoy interacting with the curriculum. The lessons are explicit, and all the materials needed are available for the staff. Students have the opportunity to show their talents, skills, and what they have learned during their enrichment classes three times a year with a culminating event showcase at the end of every cycle. Parents, guardians, family members, teachers, and school and district administration are all invited to attend the performances/presentations. The program also supports the school day by providing Visual Mathematics, a math program that increases the students' mathematical thinking.

MPAS Physical Activity & Sports Programs: The Physical Activity hour is used to promote physical fitness through traditional and non-traditional sports and games. The Physical activity component focuses on teaching healthy eating and living habits. Each student also participates in regular, structured physical activity one hour a day throughout the week. Before starting an activity, students are instructed to stretch and must go over the rules and expectations before delving into play. The students not only receive physical fitness, but also learn teamwork, problem-solving, and critical thinking.

The MPAS program also participates in organized sports at the elementary and middle school levels. At the elementary level, students have the opportunity to play different sports such as soccer, flag football, basketball, baseball, and cheerleading. There are four tournaments throughout the school year played against other schools within our district. These tournaments focus on learning the fundamentals of the game, participating in a team, as well as having fun. At the middle school level, all students

## Expanded Learning Opportunities Program Plan Guide

have the opportunity to participate in organized sports, such as soccer, flag football, baseball, basketball, and cheerleading. Middle school students play in different sports leagues with other districts that have after school programs. The sports are played at a competitive level to prepare the students for high school sports, but focus on the fundamentals of the game, team participation, and overall discipline. Cheerleading is done in partnership with Catholic Charities. Each spring, an annual tournament takes place amongst all Coral and MPAS sites. Additionally, many MPAS middle school students participate in our district's sports programs.

As previously mentioned, MPAS implements the Fit Kids program. Fit Kids addresses inequity directly by providing everything that an under-resourced school needs to implement a professional fitness program with its own staff. This includes: online access to Fit Kids' proprietary physical activity curriculum, which is updated annually, and a hard copy of their curriculum book; more than 200 pieces of necessary equipment, e.g. medicine balls, balance ropes and hurdles; and the training and staff support required to ensure their program's success.

The Fit Kids curriculum has three variations, designed for grades K-2, 3-5 and 6-8. Each consists of fifty sessions, broken into five units: Team Building; Communication; Locomotor Skills; Chasing/Fleeing; and Hand/Eye Coordination. There are four fitness areas—Upper and Lower Body/Core and Upper and Lower Body/Agility—which progress in difficulty throughout the year.

Each 60-minute class includes a dynamic warm-up, calisthenics, fitness game, obstacle course or relay, physical education game, mindfulness exercise, yoga stretch, and cool down stretch. All activities build fitness and motor skills, and many encourage communication, teamwork and other social-emotional skill building.

With the braiding of ASES and ELOP funds, the comprehensive program seeks to expand enrichment, academic, athletic, and tutoring opportunities and programs, in addition to purchasing the necessary supplies, curriculum, equipment, and uniforms to keep students active and engaged.

### **3—Skill Building**

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

The ELOP and MPAS programs are an extension of the school day. Although the curriculum may be different in the before-school and after-school programs, the instruction, interventions, and activities are designed to support the goal of the district, as defined in the Local Control and Accountability Plan (LCAP). The ELOP and MPAS programs are listed as an action item in multiple LCAP goals to improve student achievement, conditions of learning, student engagement, and parent engagement.



# Expanded Learning Opportunities Program Plan Guide

The ELOP and MPAS staff work closely with district and school site administrators. The district's ELOP and MPAS Coordinators attend the bi-weekly District's Leadership Team meetings. The Director of Curriculum, Instruction, and Assessment supervises the ELOP and MPAS Coordinators and meets with them on a regular basis. The ELOP and MPAS Coordinators also meet on a regular basis. The ELOP coordinator assists in the coordination of the interventions with the staff and outside contractors and the MPAS Coordinator oversees the implementation and function of the MPAS program. ELOP and MPAS staff receive annual training on a variety of skills such as Social Emotional Learning (SEL), Positive Behavior Interventions and Support (PBIS), and Classroom Management and Instructional Strategies. Instructional coaches also provide ongoing professional development and coaching to implement the extended day and extended year interventions. MPAS site supervisors meet regularly with the site principals. The ELOP and MPAS program are an invaluable asset to the success of our most under-served students.

## 4—Youth Voice and Leadership

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

Youth Voice and leadership in MPESD is valued and encouraged to bring youth ideas to the table, we work in partnership with our youth to recognize their strengths.

Youth Leadership primary takes place with upper-grade students who propose, plan, and lead club activities. With staff guidance, youth leaders facilitate brainstorming sessions to identify possible enrichment activities or events. Youth leaders also help in the planning of the events and assist with the implementation. The youth leaders also present and role-model content to younger students around the program. Leadership students also help set up and deliver school performances, assist with all school dances throughout the school year. Students also contribute to setting up our program events like our bi-annual culminating events, our Lights-On event, and the end-of-the-year BBQ.

During the holidays, our leadership students give back to the homeless by making them food and providing new clothing items. In November, before Thanksgiving, our leadership students come to the program fully prepared to make sandwiches and create thankful cards to go with the meal prepared for the homeless. In December, leadership students collect new socks, scarves, hats, and gloves from the community and wrap them as gifts to be delivered to the homeless. Both events are taking place downtown San Jose; by directly delivering the meals and gifts to the homeless, students can see their impact on the community.

Our team is trained to assess the quality of the learning environment in our after-school program by checking off our students' progress through homework completion sheets. ELOP and MPAS program staff learn to identify and act on opportunities for youth

## Expanded Learning Opportunities Program Plan Guide

involvement and voice in all activities, such as creating classroom expectations and having students function as line leaders and supply monitors. The goal of youth involvement and leadership is ultimately youth ownership of the program and opportunities to develop and enhance their skills and competencies, such as public speaking, voicing opinions, and to make decisions with integrity.

Student voice is a vital part of the ELOP and MPAS program design. This is evaluated on a yearly basis when program-wide qualitative data is collected from student surveys every May. Survey items include:

- Overall, how would you rate the MPAS program?
- How likely are you to recommend MPAS to a friend?
- Because of MPAS I learned... (select as many as you'd like)
- MPAS helped me with... (select as many as you'd like)
- What DO you like about the MPAS program?
- What would you like to change about the MPAS program?
- How would you change it?
- How friendly are the staff?
- How helpful are the staff?
- How safe do you feel in the MPAS program?
- Is there anything else you'd like to share about the MPAS program?

Similar questions are asked of the Sunrise Club, but more informally, due to the nature of student attendance. Students share their opinions through various modes which include our online surveys, post-its, drawings, and group posters. With this data, Site Coordinators evaluate the needed area of focus to construct a goal. It may be building upon a current strength such as enhancing their cultural celebration at the site to further build student connection and sense of community. It may be to restructure a component that has not been successful. It may be to foster new student skills by focusing on arts education.

Our staff is committed to providing opportunities for students to describe their interests and passions. This information is used to determine upcoming elective activities. Staff make sure to provide a multitude of activity options so that students may choose which activity best aligns with their interests.

We believe that students should be engaged in service-learning in the community;

## Expanded Learning Opportunities Program Plan Guide

however, students are not required to participate; students choose whether to participate or not to participate. Examples of service-learning projects include: (a) feeding the homeless: the MPAS students prepare and distribute meals to the homeless in downtown San Jose. (b) Gift distribution: for Christmas, the MPAS students collect socks, scarves, beanies, and gloves/mittens, they wrap and distribute the items to the homeless. (c) MPAS students also participate in other acts of kindness like handing out flowers at a local mall, helping bag groceries, and helping customers carry their groceries to their cars. Lastly, students select the elective activities they would like to participate in. Every 8 weeks a new enrichment cycle starts and students are able to select the activities they'd like to participate in. They will at least get to select two of the four classes they're interested in due to space limitations and the grade-level span ratios (10:1 in TK/K, 20:1 in Grades 1-8).

### **5—Healthy Choices and Behaviors**

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

Sunrise Club provides students the opportunity to participate in mindfulness activities throughout the morning. Students are walked to the cafeteria to partake in the school's Nutrition Program breakfast prior to the start of the instructional day.

The MPAS program works closely with the Food Services department to provide a healthy nutritious meal daily. The MPAS Coordinator ensures there is an alignment between after school's commitment to providing healthy food choices and the foods that are provided by the Food Service program. The Director of Food Services attends bi-weekly management meetings and we utilize this time to communicate our goals and further our health goals. Also, the middle school students participate in a Top Chef-style class that allows students to make and consume healthy snacks. We have a focus on health, nutrition, and physical activity.

In addition to all students completing the Fit Kids curriculum, which teaches healthy eating and living habits, each student also participates in regular, structured physical activity one hour a day throughout the week. Outside of this program, we take part in beginner sports leagues for elementary students, cheer competitions with Catholic Charities, and competitive sports leagues for middle school students with the City of San Jose. Participation in the sports programs is voluntary. We see these activities as vital to our program model, providing participants with the recommended amount of exercise they need each day while reinforcing their listening skills, sportsmanship, teamwork, and self-confidence.

As stated above, we implement the Fit Kids program. Fit Kids addresses inequity directly by providing everything that an under-resourced school needs to implement a

## Expanded Learning Opportunities Program Plan Guide

professional fitness program with its own staff. This includes: online access to Fit Kids' proprietary physical activity curriculum, which is updated annually, and a hard copy of their curriculum book; more than 200 pieces of necessary equipment, e.g. medicine balls, balance ropes and hurdles; and the training and staff support required to ensure their program's success.

The Fit Kids curriculum has three variations, designed for grades K-2, 3-5 and 6-8. Each consists of fifty sessions, broken into five units: Team Building; Communication; Locomotor Skills; Chasing/Fleeing; and Hand/Eye Coordination. There are four fitness areas—Upper and Lower Body/Core and Upper and Lower Body/Agility—which progress in difficulty throughout the year.

Each 60-minute class includes a dynamic warm-up, calisthenics, fitness game, obstacle course or relay, physical education game, mindfulness exercise, yoga stretch, and cool down stretch. All activities build fitness and motor skills, and many encourage communication, teamwork and other social-emotional skill building.

### **6—Diversity, Access, and Equity**

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

As part of our enrollment practices, our most under-served populations have priority to enroll in the program. These populations include: students who are homeless or foster youths, students that qualify for free and reduced-price meals, students who are English Language Learners, and students who have demonstrated low academic achievement. Additionally, we will continue to service reclassified proficient students whose siblings and/or family qualifies for ELOP services. Before MPAS enrollment is open to the general population, targeted students are invited in Spring of the previous school year to participate in the MPAS program. Students receive a letter informing them of the free opportunity to participate; enrollment forms are included. Site principals also receive the list of targeted students; principals are asked to use their school's Family Case Managers or other school staff to follow-up with parents to complete and submit the MPAS enrollment form. All communication is translated into Spanish and Vietnamese. The MPAS program does not exclude students. The MPAS enrollment is representative of the school's demographics, including Special Education students and English Learners. Similar practices are followed for Sunrise Club and Summer School. While Sunrise Club is offered to all students year-round, Summer School targets qualified students first, before opening to the general population.

The ELOP and MPAS program is committed to hiring staff to address the needs of our schools, families, and students. For example, to better serve one of our schools with a

## Expanded Learning Opportunities Program Plan Guide

Two-Way Dual Immersion program, the MPAS program hires bilingual-biliterate staff that can instruct in Spanish. Bilingual-biliterate teachers and aides are hired for Summer School programs to address needs of our Newcomers and dual immersion program.

Based on the 2023 California Dashboard, 72.6% of the students enrolled identified as Hispanic/Latino, 16.3% identified as Asian and Filipino, 43.3% were classified as English Language Learners, and 73.8% were classified as socioeconomically disadvantaged. Although no specific data is available, anecdotally we know that many of our families are working multiple jobs and are in need of before-school care, after-school care, and extended year care (summer programs). Due to the number of English Language Learners in our district, bilingual staff is available at all schools to address ongoing parent concerns. Out of the total enrollment, 16% of the students receive Special Education services. The ELOP and MPAS staff work jointly with school administrators and Special Education staff to know the students' IEP goals and accommodations, as well as identifying students who have a 504 plan. Our program's goal is to be inclusive and serve the needs of our diverse student population as best as possible in the ELOP and MPAS program.

We understand that to build a positive school culture and a safe learning environment for all students; students need to have a sense of belonging and acceptance. The ELOP and MPAS program creates a sense of belonging and acceptance by encouraging students to use their primary language to communicate with family or community members. Students are also encouraged to use each other's bilingualism skills to communicate with each other; we want students to view being bilingual as an asset. All parent communication is translated into Spanish and Vietnamese.

The ELOP and MPAS program celebrates cultures and holidays through a range of family events and site activities. Many potlucks take place during November and December, where parents are encouraged to share a traditional cultural (store-bought) dish that is made specifically for the holidays. Students learn about Lunar New Year and create paper lanterns and dragons. December is inclusive of all winter holidays. Students stand together during Black History month, reading powerful stories about young people like them who stood up and sat down as a way to create change. Site showcases highlight cultural art projects of not only self-heritage but also of new-found appreciation for other heritages. Several sites participate in school-sponsored multi-cultural events that occur during program hours. The ELOP and MPAS program provides opportunities for students to learn and to appreciate each other's cultures.

The MPAS Program Coordinator and Director of Student Support Services review students' IEPs and 504 plans for after school participants to ensure a plan is in place on how to better serve the students depending on their needs. The Director of Student Support Services works with the site staff to provide counsel and share support strategies to make sure that Special Education students have access to and are successful in the Sunrise Club and MPAS. The ultimate goal is to provide an inclusive

# Expanded Learning Opportunities Program Plan Guide

environment for all Special Education students who attend the ELOP and MPAS program by ensuring the appropriate support is provided for them to feel successful.

The ELOP and MPAS staff receive the same professional development as district certificated and classified staff, for example, the staff have participated in the following training:

- Conscious Classroom Management
- Inclusive Practices- supporting students with IEPs or 504 plans
- Restorative Justice Practices
- Establishing a Safe and Caring Environment for All Students
- Center for Racial Justice in Education-Racial Justice Training

## 7—Quality Staff

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

Site-level staff/ Youth Instructors must meet instructional aide requirements for the district: individuals must be 18 years of age, completed 48 College units or are NCLB certified, complete TB testing, and must pass a background check. The County Office of Education does the fingerprinting for the staff.

Staff is recruited by MPESD through various methods, including the EdJoin website postings, school community postings, and local State and Community Colleges. Annually, the ELOP and MPAS staff receives comprehensive training, attends the Region 5 RevUp training, and attends district trainings such as classroom and behavior management, BEST, mandated reporter, shelter in place, and systematic supervision. Oversight and accountability for quality staff are the responsibility of the District's Director of Curriculum, Instruction, and Assessment, the ELOP Coordinator and the MPAS Coordinator. Staff are encouraged to return year-to-year with incentives for working more hours, such as yard duty assignments and Sunrise Club hours to help create a full-time position. With these additional hours staff can receive 3 - 4 additional hours. Once they've surpassed the 1,000 hours they pay into PERS (Public Employees Retirement System) and the district contributes as well. As young adults, this helps them create financial stability for their future.

We recruit at specific colleges and universities targeting future educators and individuals who have a passion for working with youth. In May, prior to the start of the school year, the MPAS Coordinator meets with the local high school's graduating class to provide information about after school job opportunities. Once the applicant applies for the position, a paper screening is conducted to ensure the applicant meets the minimum qualifications before scheduling an interview. A panel of individuals with certificated and classified representation and site and district administration conduct interviews.

The interview committee looks for candidates who have a passion for working with

## Expanded Learning Opportunities Program Plan Guide

youth, individuals who are seeking a career in youth development, who have formal or volunteer experience in education, and reflect the values of our district and community. References are checked and offers are made to the best candidates.

As previously stated, the ELOP and MPAS staff receive ongoing professional development throughout the year. Each year, we provide multiple professional development training and require all on-site staff to be First Aid certified. Professional development topics include classroom and behavior management, curriculum planning, positive behavior management, health and wellness, physical activity and nutrition education, BEST, Mandated Reporter, and systematic supervision. ELOP and MPAS staff also have team members who attend the Region 5- Rev Up conference. In addition to formal professional development, each site conducts bi-weekly staff meetings that include training, troubleshooting, and monthly safety topics. MPAS Site Coordinators meet every week to discuss continuous quality improvement, while Sunrise Club Site Coordinators meet every other month. Staff also provide feedback on the professional development topics that they need to better support the students and families that we serve. We also utilize the expertise of our district and community to bring outside professional development opportunities.

### **8—Clear Vision, Mission, and Purpose**

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

The ELOP and MPAS program's vision reflects MPESD's vision: Empower, Inspire, Unite. We strive to provide students the opportunity to learn and grow, explore and lead through academics, athletics, technology, and enrichment. Additionally, we provide opportunities for students and staff to develop safe and meaningful relationships, the better to provide students support and a feeling of belonging.

The MPAS program uses a variety of data points to assess stakeholders' needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, students' suspension, expulsion, and attendance rates. Student, parent, and staff surveys are also used to identify needs and identify areas that need improvement. Standardized and local assessments are used to measure the impact that interventions or programs are having on increasing student achievement.

Operating internally, we have access to the most up to date data to determine needs. We work collaboratively with our Food Services department to strategize on access to snacks and meals for students. We work with the Special Education department to ensure we have the most up to date IEP's and Behavior improvement plans. In addition to data, we include input from school site administration, parents, children, and our broad network of partnerships. We reviewed data on student demographics, achievement, absenteeism, and data utilized at the district level to identify needs, and benchmark

# Expanded Learning Opportunities Program Plan Guide

assessments.

## **9—Collaborative Partnerships**

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

In developing this comprehensive program, the District solicited input from our stakeholders, including parent representatives from different district advisory groups, teachers, classified employees, administrators, and community members. The plan was developed in conjunction with the development of the district LCAP.

MPESD's plan braids ELOP and MPAS funds to provide one comprehensive program for all students. The MPAS and ELOP Coordinators will continue to engage potential community partnerships to sustain, enhance, and expand the offering of services we provide to our students. We continue to develop collaborative partnerships that are formalized and clearly articulated through written agreements and are maintained through ongoing meetings and other means of communication. Regular meetings with our partners to design our program and establish goals based on the needs of our students will be scheduled accordingly.

## **10—Continuous Quality Improvement**

*Describe the program's Continuous Quality Improvement plan.*

A variety of measures to gauge program effectiveness are monitored, including student attendance and achievement data and student, parent, district and program staff, and community perception data. Measures align with goals of the program and LCAP due to the ongoing collaboration and communication with the regular school day. Information gathered from annual surveys will allow for program improvements that will better meet the needs of our students, stakeholders, and state priorities.

To provide continuity between the instructional day and the comprehensive ELOP and MPAS program, the ELOP Coordinator will act as a bridge between the ELOP and MPAS programs and the instructional day program, providing improved communication, training, and coherence. The ELOP and MPAS program acts as an extension of the school day.



# Expanded Learning Opportunities Program Plan Guide

## 11—Program Management

*Describe the plan for program management.*

Program operations are managed by the ELOP Coordinator and MPAS Coordinator. The Coordinators supervise the ELOP and MPAS site leads and all ELOP and MPAS staff across all sites.

- The Director of Curriculum, Instruction, and Assessment is responsible for program evaluation.
- The ELOP and MPAS Coordinators are responsible for program oversight, staff supervision, staff hiring and training, and working with district staff and the site administrators to support improvements within the program. They also work with the district's business department and are responsible for maintaining budgets and fiscal reporting.
- ELOP and MPAS Leads and staff implement academic support and enrichment programming.
- Highly-qualified teachers and contracted tutoring services (Bay Area Tutoring Associates) will provide academic tutoring during MPAS programming.
- Community partners implement enrichment activities, as needed.

## General Questions

### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

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

In braiding the ELOP and MPAS (ASES) funding streams to move towards a single comprehensive program, the expectation is that the most stringent requirements will be adopted for program guidance. The ELOP funds will be braided with our MPAS program to provide sufficient staffing, training, and academic and enrichment opportunities for students enrolled in Sunrise Club and MPAS. Students who choose not to enroll in MPAS, but meet UPP eligibility and need additional academic support will be offered tutoring at the same time as MPAS students.

For the summer ELOP programs, all students who need academic support will be offered our Summer Academic program, with the option of joining our summer enrichment program (Summer Camp) at the conclusion of their academic day. Additionally, all district students will have the opportunity to sign-up for the Summer

# Expanded Learning Opportunities Program Plan Guide

Camp program offered.

## **Transitional Kindergarten and Kindergarten**

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

*How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?*

The TK/K program will maintain the 10:1 pupil to staff ratio as provided by EC Section 46120(b)(2)(D) utilizing ELOP and MPAS (ASES) funding. Youth Instructors will be provided support and training in working with younger children. The curriculum created for our TK/K program will reflect early childhood education and will include literacy enrichment, education enrichment, and playful learning activities.

## **Sample Program Schedule**

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

### **Sample ELOP/Instructional/MPAS Day**

7:00 - 7:45 Sunrise Club  
7:45 - 8:15 Breakfast  
8:15 - 1:10/2:25 Instructional Day  
1:10 - 2:25 TK Extended Care/Structured Play  
2:25 - 3:45 MPAS Check-in/Physical Activity  
3:45 - 4:00 Snack/Supper  
4:00 - 5:00 Enrichment  
5:00 - 6:00 Academic Support/Sports

### **Sample Summer Academic Program Schedule**

Summer School 8:00am - 12:00pm  
Breakfast 7:30am - 8:30am

# Expanded Learning Opportunities Program Plan Guide

Lunch 11:30am - 12:30pm  
Two Breaks provided throughout the day

## **Sample Summer Camp Schedule**

8:30 - 8:50 Breakfast  
8:55 - 10:20 1st rotation  
10:20 - 11:45 2nd rotation  
11:55 - 12:15 Lunch  
12:20 - 12:50 recess  
12:55 - 2:20 3rd rotation  
2:25 - 3:50 4th rotation  
3:55 - 4:00 dismissal

**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.

# Expanded Learning Opportunities Program Plan Guide

## **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 nonschooldays, 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 childcare 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.

## **Expanded Learning Opportunities Program Plan Guide**

[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 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.