

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

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

June 2025

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Mt. Diablo Unified School District

Include the following information along with your ASES Program Plan:

1. Grant Identification Number: 07-23939-61754-EZ
2. County District School (CDS) Code: 07617540000000
3. Authorized Signatory (Fiscally responsible for the program)
 - o Name Dr. Adam Clark & Linda Pete
 - o Title(s) Superintendent & Director of Strategic Supports and Interventions
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The Mt. Diablo Unified School District (MDUSD) After School Education and Safety (ASES) Plan is aligned to and incorporated with the Board approved (6/25/25) MDUSD Expanded Learning Opportunity Program (MDUSD ELOP). The MDUSD 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. Expanded Learning is currently funded through After School Education and Safety (ASES) and ELO-P.

Governing Board Approval Date:

Review/Revision Date:

Review/Revision Date:

Name(s) of After School Program Site(s)

Site Name	ASES Award Numbers	ASES Site
1. Bel Air Elementary	128	X
2. Cambridge Elementary	197	X
3. Delta View Elementary	143	X
4. El Monte Elementary	84	X
5. Fair Oaks Elementary	113	X
6. Meadow Homes Elementary	180	X
7. Rio Vista Elementary	138	X
8. Shore Acres Elementary	166	X
9. Sun Terrace Elementary	139	X
10. Wren Ave Elementary	143	X
11. Ygnacio Valley Elementary	128	X
12. El Dorado Middle School	136	X
13. Oak Grove Middle School	111	X
14. Riverview Middle School	115	X
Non ASES Sites	Target Enrollment Number	
1. Monte Gardens Elementary	100	
2. Westwood Elementary	100	
3. Gregory Gardens Elementary	100	
4. Hidden Valley Elementary	100	
5. Holbrook (TK - 8)	100	
6. Silverwood Elementary	100	
7. Woodside Elementary	100	
8. Mount Diablo High School	Varies throughout the year	
9. Ygnacio Valley High School	Varies throughout the year	

Target Population	Overall Percentages of School Populations
MultiLingual Learner	District 21%
McKinney Vento	District 1.1%
Foster Youth	District .22%
Free and Reduced Meals	District 41.76% / ELOP 60.57%
Unduplicated	District 53.60% / ELOP 74.19%

Definitions

Mt. Diablo Unified School District Expanded Learning Programs (MDUSD ELP):

For the purpose of the program plan, Mt. Diablo Unified School District Expanded Learning Programs will be referred to as MDUSD ELP throughout the plan.

“Expanded Learning”:

Expanded Learning refers to before school, after school, summer, and/or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

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

Educational Element:

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

Enrichment Element:

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

Off-Site Locations:

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

Unduplicated:

Unduplicated count of pupils who qualify as Low Income (measured by Free/Reduced Lunch eligibility), MultiLingual Learner, McKinney Vento and/or Foster Youth).

“Unduplicated count” means that each pupil is counted only once even if the pupil meets more than one of these criteria (EC sections 2574[b][2] and 42238.02[b][1])

.Purpose

Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences and support students' development of Social and Emotional Learning (SEL) skills. SEL refers to supporting students in developing a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions;
- Understand and manage emotions

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

Overview / Development of the Plan

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

MDUSD ELP is responsible for creating, reviewing, and updating the program plan every three years (*EC* Section 8482.3[g][1]). It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline. MDUSD ELP will work collaboratively with after school partners and staff to develop and review the program plan. If MDUSD ELP subcontracts with an outside provider to operate the after school program, MDUSD ELP is ultimately responsible for the plan. MDUSD ELP should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, MDUSD ELP has provided a narrative description in response

to all of the prompts listed under each Quality Standard (Program Goal) and General Question below.

Approving and Posting Program Plans

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

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 unduplicated TK-6 students (Low Income (measured by Free/Reduced Lunch eligibility), MultiLingual Learner, McKinney Vento and/or 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 MDUSD Expanded Learning Program (MDUSD ELP) is operated and facilitated by MDUSD district staff in collaboration with community service providers / partners. The MDUSD ELP will be available at approximately 23 TK-12 schools, located on the school campus and operate every school day, during 30 intersession days (as determined by MDUSD) and during summer session. The MDUSD ELP will operate in collaboration with the traditional school day to make up a nine hour, free expanded learning program for those that qualify as Unduplicated as defined above. MDUSD ELP offers a variety of daily academic, enrichment, nutrition, and social emotional learning (SEL) activities and services for TK-12 students who attend the MDUSD schools. Fourteen of the MDUSD 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 [MDUSD website](#). Limited space is available and waitlists are maintained. For program questions you can contact the MDUSD ELP Office at (925) 691-0351 and / or (925) 682 - 8000 ext 6235.
- Partnership with Existing Expanded Learning and Childcare Programs
 - On Campus Providers These fee-based providers include but are not limited to; YMCA, YWCA, Lads and Lassies, Dianne Adair, Pleasant Hill Park and Recreation, and Kidstop. MDUSD has begun a [Childcare](#) 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, during intercession and summer session at identified MDUSD schools. MDUSD ELP agrees to offer a variety of daily academic, enrichment, and a variety of sports/athletic activities and services to students ages 3-12 years. These childcare programs will run every school day, on a designated school campus, as part of the nine hour expanded learning program.

- 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 a 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 The MDUSD ELP offers a before school program 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 Strategic Supports and Interventions. During the 2025 - 2026 school year, interested schools may be chosen to operate a before school ELP to increase opportunities for students and families. The total number of participating schools will be based on site capacity, staffing, 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*) are in place at all sites offering MDUSD ELP's.

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.

The MDUSD ELP follows and supports the MTSS (Multi-Tier System of Support) Framework established by MDUSD and the site specific MTSS frameworks. Staff also receive training and professional development regarding MTSS and SEL supports and implementation. More information on these programs can be found in Section 2.

Finally, the MDUSD Expanded Learning Program reserves the right to change classes of any student, remove and/or dismiss a student from the program if the safety of students and/or staff are in question.

All students participating in Expanded Learning are expected to be respectful, caring, responsible, and safe individuals. At each site specific rules need to be followed (refer to site school specific program information).

Although the program is after school hours, site principals will be informed of accidents and incidents.

The MDUSD Expanded Learning Program will utilize the following steps to support positive behavior:

All students will be respectful, responsible, and safe.

Students will receive frequent praise and positive reinforcement.

Rules and expectations will be reviewed with all students.

Discipline steps can include:

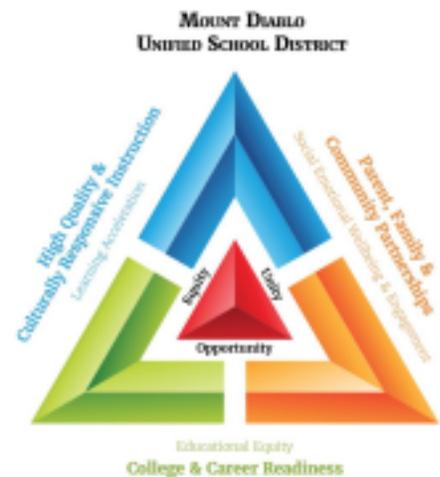
- A verbal warning. However, if the behavior continues, the student will speak to the Program Coordinator.
- If the behavior does not improve, the Program Coordinator or Program Coordinator Assistant will call home and send a Behavior Warning Notice home.
- Behavior Warnings may include the student being picked up immediately. If a parent/guardian or emergency contact can not be reached or refuses to pick up the student, this student may be removed from the program.
- A student who receives three Behavior Warning notices may be asked to leave the program.

Harassment of any kind, physical altercation, and/or inappropriate language may result in automatic removal from the program.

Parents/Guardians who harass staff of any kind, physical altercation, yelling, or inappropriate language will result in asking the parent/guardian to designate an alternate pickup person or student will be automatically removed from the program.

2. Active and Engaged Learning:

The MDUSD ELP will provide expanded learning opportunities for students to experience active and engaged learning that 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 and (4) support for our focus scholars, specifically African American students, Foster Youth, students experiencing homelessness, students with IEPs and emerging bilingual students, The MDUSD ELP's will cultivate and develop active and engaged learners through an innovative and supportive environment providing access, exposure, and opportunities for all 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, include 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, inclusion, 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 businesses with the goal of developing 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: MDUSD ELP's will offer 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 and teacher availability.
- **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** will be offered as part of the MDUSD ELP to 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 may receive expanded and targeted services in English Language Arts, Mathematics and Science during the expanded learning time. MDUSD staff may receive additional support and guidance from the Expanded Learning Teacher when available and as needed. Supplemental resources and curriculum will be used to support student learning.
- **College and Career readiness** opportunities include but are not limited to, workshops, exploration, access and support for A-G completion, CTE, honors, IB 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** may be 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. MDUSD ELP staff and / or partner staff 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, and CS First implement curriculum that engages 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 will offer targeted academic skill building and accelerated learning to support at-risk students (students not at grade level) in the morning. In the afternoon the MDUSD ELP's summer program will focus on meeting 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** 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 and 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)** provides career pathways support and exploration, career exploration, and work-based learning opportunities (i.e. workshops, internships, externships). Support will be provided to allow students opportunities to participate in paid internships outside of the regular school day and / or during summer.
- **Visual/performing arts** opportunities include activities such as dance, vocal music, instrumental music, choir and art.
- **Sports and Athletics** opportunities are 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. MDUSD 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, group 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** provide students with additional time and support to explore and develop skills and interest, and utilize technology and software to support academic success.

Attendance Recovery:

To mitigate the negative impact that chronic absenteeism and emergency events have had on academic continuity for students and LEA funding, Senate Bill (SB) 153 (Chapter 38, Statutes of 2024) as amended by SB 176 (Chapter 998, Statutes of 2024) established the Attendance Recovery (AR) program under Article 9, Chapter 2, Part 26 of *Education Code (EC)* sections 46210-46211.

Beginning in fiscal year 2025–2026, school districts, county offices of education and classroom-based charter schools may choose to offer an AR program to eligible students enrolled in classroom-based programs before or after school, during weekends, or on intersession breaks.

AR programs are voluntary programs that enable students to recoup absences for the purpose of apportionment by attending supplementary sessions outside of the regularly scheduled school day.

As a condition of generating average daily attendance for a local educational agency, an attendance recovery program must be composed of pupils engaged in educational activities that align to grade level standards and that are substantially equivalent to the pupils' regular instructional program, which may include one-on-one or small group tutoring, and under the immediate supervision and control of a certificated employee of the local educational agency who possesses a valid certification document, registered as required by law. Participation in an attendance recovery program shall not be compulsory or punitive for pupils. Pupils concurrently participating in both an attendance recovery program and an expanded learning opportunities program shall retain their ability to participate in the entirety of an expanded learning opportunities program's offerings.

Average daily attendance generated through an attendance recovery program shall be credited to the school year in which the attendance recovery program is operated and the local educational agency in which the pupil is enrolled. The attendance generated in an attendance recovery program shall be applied to the school day in which the pupil was absent for the purposes of generating attendance

Multi-Tiered System of Support (MTSS)

MDUSD ELP staff may serve on the school's Multi-Tiered System of Support (MTSS) Tier 1 School teams and are intentional about promoting student competence by creating a structured environment with clear and high expectations. Each site uses Tier 1 Multi-Tiered System of Support (MTSS) school strategies and practices focused on clear consistent behavior expectations, positive recognition and incentive programs, and intentional activities to build relationships and inclusiveness. Furthermore, several MDUSD ELP sites have 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:

- MDUSD Program Coordinators and the "Area and Site Directors" from our partner agencies and ELP Teacher Liaisons build relationships with regular school day personnel and may serve on the school's Coordinated CARE Team.
- MDUSD ELP programs are staffed by certificated teachers from the regular school day program and/or by qualified substitute teachers who work in partnership with the "Site Directors" from our partner agencies and MDUSD Program Coordinators to ensure alignment to the school day and enhanced academic support and intervention;
- The academic component and educational aspects have been devised to meet the CDE Content Standards and are aligned to the School's Single Plan for Student Achievement (SPSA);
- 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;
- Each site adopts and reinforces the behavioral expectations, Tier 1 Multi-Tiered System of Support (MTSS) and SEL programs (where applicable) of the regular day;
- 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's will provide opportunities for students to develop and demonstrate 21st century skills and engage in projects and activities to demonstrate mastery. MDUSD ELP activities will have learning goals and align to the MDUSD Expanded Learning Program mission, outcomes and purpose. All MDUSD ELP's will engage in educational and enrichment skill building activities (described previously in section 2) 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, supporting homework help, etc.) 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. More details regarding educational literacy and enrichment activities can be found in Section 2: Active and Engaged Learning

MDUSD ELPs may also offer targeted academic intervention programs in English Language Arts and Mathematics to students that are performing below grade level. This additional, small group intervention provides targeted instruction and support to students to contribute to improvement of student academic achievement. Examples of academic intervention include DiscoveryEd DreamBox Park and Plus, Scholastic Ready4Reading, "Do the Math" and "ELA Comprehension Toolkit" for the MDUSD Intervention Program, as well as other approved intervention programs.

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 ELP activities are offered during the school year and summer session. The summer supplemental program offers a 4-week 9 hour day program incorporating program elements outlined in section 2. The 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 may 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, and 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 as a forum for additional input and collaboration in developing systemic, safe, engaging, and inclusiveness expanded learning opportunities for MDUSD students.

Program evaluations provide valuable feedback. In the winter of 2024 / 2025, a survey was sent to all students participating in the MDUSD ELP. The highest scoring questions (over 85% of students indicating agree / strongly agree) were: *The staff cares about me, I learn and try new things in this program, The Expanded Learning program teaches skills that I need in school and helps me do better with my homework, The adults in the program listen to what I have to say, and In this program, I feel included*

The MDUSD 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. Opportunities are also provided for paid Student Interns to gain experience and provide support to other students. Community and sports events create excitement for the younger students transitioning to middle and high school feeder schools as well as opportunities to learn from their older student mentors. Upper grades spend time tutoring, volunteering, and doing read-alouds for the lower grades which help them to 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 MDUSD ELP program as a kindergartener and continue through middle school. MDUSD ELP has strong partnerships with the feeder high schools, Mt. Diablo and Ygnacio Valley High Schools, where many past MDUSD ELP elementary and middle school students come back to volunteer, mentor, and work in the TK-8 MDUSD 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 and with California's food and beverage standards provided through the Federal National School Lunch Program.

The MDUSD ELP sites incorporate approximately one hour of cooking/nutrition lessons a week, along with thirty minutes of daily structured outside play. Example curricula include Catch Nutrition and Activity Box, Sparks, My Plate Yummy Curriculum, Harvest of the Month, and ReThink Your Drink 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, Pacific Coast Farmers Market, and Families Can, and Concord Pleasant Hill Health Care District.

Where possible, MDUSD ELP's will partner with Mt. Diablo Unified School District Food Services Department to provide daily snacks and suppers at MDUSD 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 MDUSD ELP students and families.

The US Congress passed The Healthy Hunger Free Kids Act and it was implemented across the nation and here at MDUSD in July of 2012. This legislation made the largest changes to the National School Lunch and School Breakfast programs in the program's history. These changes have been phased in over the past few years. This menu planning approach is a Food Based system patterned after the USDA's My Plate. You will notice more variety in our vegetables and larger portion sizes. This year at least ½ of the grains on the menu will be whole grain rich. By school year 2013-14 all of the grains on the menu were whole grain rich. There are ranges for calories based on grade level.

Below are links to four examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served at the MDUSD Expanded Learning Programs. Please visit our district website for examples: [MDUSD Food Services](#)

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 MDUSD 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, MDUSD ELP staff partner with the school day to develop culturally responsive school environments and participate in ongoing diversity, equity, and inclusion professional development and practices.

The MDUSD 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 MDUSD ELP currently serves approximately 11% of students with disabilities and 61% of English Learners. MDUSD ELP's 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 Multilingual Learners. All activities can be modified and scaffolded for students with special needs. MDUSD ELP's 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 Multilingual Department to extend learning during the school and summer by providing ELD instruction and tutoring by credentialed teachers to MDUSD 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. The MDUSD Expanded Learning Division administrators work collaboratively with the Students Services and Special Education Departments, as well as outside agencies, to provide additional staff as needed to support all students, including those with a Section 504 Plan and / or receiving Special Education services.

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. Opportunities for advancement are supported and encouraged.

Minimum Staff Qualifications

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, TalentEd, Craigslist, LinkedIn, Indeed, current district and MDUSD ELP staff referrals, and previous interns.

Staff training and Professional Development

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. Aligned to the district's focus, the MDUSD ELP develops 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 may take part in administering regular MDUSD ELP staff training based on 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. MDUSD ELP staff are encouraged to participate in the wide range of professional development opportunities provided by MDUSD and our partner program(s). 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

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.

The MDUSD ELP has existing positions and roles that are responsible for developing and implementing high quality, hands-on, engaging expanded learning opportunities. Additional positions and roles may be developed as ELP Partner Programs are developed.

The MDUSD ELP has a range of positions that have been created to support student success. These positions are filled based on site needs. Examples of these positions include: Program Coordinator, Assistant Program Coordinator, Teacher Leader or Liaison, Expanded Learning 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 of Strategic Supports and Interventions, MDUSD ELP Program Administrator, MDUSD 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.
- Support for our focus scholars, specifically African American students, Foster Youth, students experiencing homelessness, students with IEPs and emerging bilingual students

MDUSD's Expanded Learning Program (ELP) Model is built on the existing MDUSD 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 23 TK-12 programs. The MDUSD has focused on serving the district's underserved and diverse communities. All twenty-three schools serve a diverse student population of Multilingual Learners, low income students (~70%-85% unduplicated students), foster youth and McKinney-Vento students. Each school has a high percentage of students below grade level in English Language Arts and Mathematics and many struggle academically. The MDUSD 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 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 MDUSD ELP program focuses on expanding these essential needs and opportunities to students and families to address this access and equity disparity in MDUSD.

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 help 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 on the evaluations and recommendations to refine program delivery and design.

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

1. Nutrition and fitness practice and strategies will be integrated throughout all MDUSD 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 MDUSD ELP 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. Academic Intervention opportunities and support
 - e. Social Emotional Learning (SEL)
 - f. Equity, Culture, & Community
 - g. Student Leadership
 - h. 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. MDUSD ELP's 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, MDUSD ELP 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. MDUSD ELP's will 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 MDUSD ELP partnerships to implement expanded learning opportunities for district students. The MDUSD Expanded Learning Programs are overseen and facilitated by the Director of Strategic Supports and Interventions. 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 Administration and Staff
- MDUSD ELP Administrators
- College and Career Pathways and Work Based Learning team
- Partner ELP Programs; *(list updated ongoing and annually)*
 - Off Campus - CYC and other identified providers
 - On Campus - Dianne Adair, Kidstop, Lads and Lassies, Pleasant Hill Park & Recreation, YMCA (The Y), YWCA, and other identified providers
- 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.
- Food Bank of Contra Costa/Solano – provides weekly access to fresh fruits and vegetables, food pantries and K-Now packs to families at all MDUSD after school sites.
- Contra Costa County Health Service, & Office of Education – Provides support, training, and funding (when available) to the MDUSD 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 MDUSD 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 MDUSD ELP Advisory meetings will provide the forum for information sharing, networking and review of program plans and implementation. The MDUSD ELP Advisory will include stakeholders from MDUSD (district and school -principals/staff), MSUSD ELP, Partner ELPs, and community partners. These individuals will help to review, revise and develop the MDUSD ELP Program Plan for the ELOP and the ASES Renewal grant process. The purpose of these meetings is to reflect and collaborate 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 MDUSD 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; Pacific Coast Farmers Market Association, Marathon Refinery Corporation, Chevron Corporation and Junior Achievement.

Additionally, through community events, family nights and site-level meetings (English Language Advisory Committee - ELAC, PTA / PTO / PFC, AAPAC), MDUSD ELP will connect, collaborate and inform parents, families and community members about the MDUSD ELP's program and success, inviting input and collaboration. Surveys will also be used to get input and feedback from our partner(s), families, students and community members. These surveys will help guide and inform our program plan.

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, surveys, program evaluations, site visits and observation data to inform, reflect and determine upcoming school year goals based on strengths, gaps, and needs.

The MDUSD ELP has engaged in a CQI cycle over the past eight years and has incorporated the following operational goals across all MDUSD 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 and provide opportunities for parents/guardians to visit, engage, and participate within the program and offer a wide variety of family events.
- **Staff Recruitment and 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.

MDUSD 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**
 - Expanded Learning Programs create student voice groups with representatives from 1st-8th grade to serve as leaders and advisors to the MDUSD program. The MDUSD ELP will conduct student surveys to gather information about student interests and incorporate them into the program.

The MDUSD ELP will incorporate classroom meeting routines to provide feedback and recognize students program wide. Students will assist in creating and leading activities and assist in the family/community night planning process.

- **Community/Family Involvement**

- The MDUSD ELP will invite parents to observe program and classroom activities and participate in student career day. Communication goes home regularly celebrating student behavior and successes. The MDUSD ELP will coordinate three family events at a minimum annually per MDUSD site and will 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 MDUSD Expanded Learning Administrator and Teacher Liaisons are responsible and accountable to monitor and ensure goals and activities are being met.

MDUSD will use the CQI process established and used by the MDUSD ELP to inform and guide all MDUSD ELP's under the ELOP. Furthermore, the 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 ELP uses informal and formal assessments to help refine, improve, and strengthen the MDUSD ELP. (This is an example of the timeline used in previous years. This will be updated / refined as the year progresses).

Stakeholder Input Opportunities		
Month	Stakeholders	Activity
August	MDUSD ELP Leadership Team	Agenda and meeting notes
August	Site Administrators	Site based meetings for goals and vision for new school year
August	MDUSD Teacher Liaisons	Orientation and Training Meeting

September	Students, Families (site based), MDUSD ELOP and Partner staff members	Surveys given for what program components they would like to see implemented this school year
October	MDUSD Team and Stakeholders and MDUSD ELOP and Partner staff members	Review and report on program goals and Continuous Quality Improvement (CQI) Cycle
December January	MDUSD Leadership Team, MDUSD ELOP and Partner staff members, Program Coordinators and Teacher Liaisons	Mid-Year Check Ins / Evaluations
April/May	Students and Families (site based)	Surveys given reflecting on the school year and components for summer program
May	MDUSD Teacher Liaisons	Year reflection
June	MDUSD Team and Stakeholders	Review and report on program goals and Continuous Quality Improvement (CQI) Cycle
June	MDUSD Leadership Team, Program Coordinators and MDUSD ELOP and Partner staff members	End of Year Check Ins / Evaluations
June	Site Administrators	End of Year Check Ins
July	City of Concord	Camp Concord Reflection Meeting
July	MDUSD Leadership Retreat	Evaluation of previous program year, training for new program year, goals/visions

II. 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 Strategic Supports and Interventions 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 Strategic Supports and Interventions, Elementary, Secondary, English Learner, Assessment, Research & Evaluation, and Adult and Career Education*
- Pupil Services:
 - *Inclusive of Director of Student Services and Director of School Enrollment.*
- 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*
- MDUSD ELP Leadership Team:
 - *Inclusive of the MDUSD ELP Administrator(s), Expanded Learning Programs, meet weekly with the Director P&MTSS*
- Partner ELP -on campus and off campus will meet weekly with the MDUSD ELP Administrator and quarterly with the Director of Strategic Supports and Interventions and MDUSD ELP Administrator.

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

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

- MDUSD Expanded Learning Program (ELP) Administrators to oversee the MDUSD ELP model programs implementation, reporting, partnership development, and evaluation. These individuals will be supervised by the Director of Strategic Supports and Interventions

- MDUSD ELP staff (Assistant Coordinators, Program Coordinators, *Administrator(s)*, *Expanded Learning Programs*, teacher leaders, custodial services), meet to discuss 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 MDUSD 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 ELP.
- 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 unduplicated students.

The MDUSD ELP has existing positions and roles that are responsible for developing and implementing high quality, hands-on, engaging expanded learning opportunities. Additional positions and roles may be developed as ELP Partner Programs are developed.

The MDUSD ELP roles may include:

- Director of Strategic Supports and Interventions
- Administrators Expanded Learning Programs
- Program Coordinator
- Assistant Program Coordinator
- Expanded Learning Specialist I and II
- School Counselor
- School/Family Resource Worker
- Teacher Leader
- After School MDUSD Teacher Leader
- After School MDUSD Intervention Teacher
- Teacher Coach Specialist or Teacher
- Manager Youth Development & Support Services
- 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 may consist of a Program Coordinator, Assistant Program Coordinator, Expanded Learning Specialist, Teacher Leader or Liaison, 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 of Strategic Supports and Interventions,

MDUSD Program Coordinator, Administrators Expanded Learning Programs, 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), MDUSD 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 and ELOP Entitlement 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.
 - An MDUSD Fiscal Analyst and a Senior Secretary are responsible for monitoring and inputting all expenses, under the direction of the Administrator(s) of Expanded Learning. These individuals are responsible for keeping track of the 18 site-based discretionary expenses, inputting purchase orders, procurement payments, and timesheets ensuring all spending is appropriate and allowable per the ASES grant and ELOP Entitlement. Furthermore, staff monitor purchases and coding to function and object codes for accurate reporting into BPlus. The Fiscal Analyst and the MDUSD Expanded Learning Administrators 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 MDUSD 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.

- **Attendance tracking, including sign-in and sign-out procedures:** MDUSD has clear and consistent attendance tracking systems and procedures implemented at every MDUSD ELP 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.
 - MDUSD Program Attendance & CHECK-IN/OUT Procedures: Participating MDUSD students are checked in using a class list by grade level, at the start of the program, at an identified site specific location by a Partner ELP staff member. Attendance is entered daily using the MDUSD online attendance system. Students are cross-checked from regular day attendance with the MDUSD attendance. Program Coordinators / Site Directors / Program Managers make a call home to all students who were absent from the MDUSD ELP program but were present during the regular school day. No later than 30 minutes after the start of the MDUSD program, Program Coordinators / Site Directors / Program Managers obtain a list of students absent from the program so that he/she is able to call home to inform parents/guardians.
 - Throughout the MDUSD ELP program, during each change in activities or move throughout the program (snack to HW club to interest time....) students' presence is checked again by MDUSD ELOP and / or Partner staff members. An immediate call to the Program Coordinators / Site Directors / Program Managers 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 Coordinators / Site Directors / Program Managers in a designated area/room. **NO STUDENT CAN BE DISMISSED WITHOUT AN EARLY RELEASE FORM 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 Coordinators / Site Directors / Program Managers 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 Program Coordinators / Site Directors / Program Managers 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 MDUSD staff / ELP Partner staff may plan, clean up, etc during this time while the others are supervising students. A schedule of which staff are supervising and which are planning needs to be posted.
 - Between 5:45 and 6:00 the Program Coordinators / Site Directors / Program Managers 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.

- **Early release and late arrival policies and procedures (EC Section 8483(a)(1).** If students participating in the MDUSD 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.

12. Sustainability:

The MDUSD Expanded Learning Program has a 25 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 Administrator(s), Expanded Learning Programs and the Director of Strategic Supports and Interventions-are responsible for resource development and planning. The sustainability plan is reviewed quarterly with the Superintendent and the MDUSD Stakeholders.

MDUSD 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 MDUSD 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, City of Concord Parks and Recreation. Mt. Diablo MDUSD continues to diligently seek additional partnerships to ensure the sustainability of its quality program. MDUSD 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 2024-2025 ASES Matching Resources document.

The MDUSD ELP program plans for sustainability in its initial design and evolves its strategies over time. / The program **monitors trends and makes changes** in order to adapt to emerging threats, opportunities, and conditions.

- Over the course of the past 25 years, the MDUSD ELP has constantly evolved as the program has expanded. With the recent addition of Expanded Learning Opportunity funds, MDUSD has been able to build on previous success and add components to our already successful program.
- As changes have happened, MDUSD ELP has adapted to opportunities and conditions to continue to provide a beneficial after school program. We have

expanded the number of sites providing after school programs and we have been able to add supplemental programs and services to meet the changing needs of our students.

The MDUSD ELP program communicates its vision and role, and celebrates its impact clearly and regularly across the community and to key stakeholders. The program meets regularly with a range of public and private partners in order to **ensure on-going communication** and sharing of resources, as well as a common mission, vision, and goals.

- The MDUSD ELP works collaboratively with various departments within the district as well as our partners. Weekly meetings are held with partners to check in, get updates and discuss upcoming events and/or timelines. Department meetings are held as needed to discuss student support and check in regarding program implementation.

Financial sustainability

Currently, the majority of the funding we receive comes from ASES, ELOP and Title I. We also receive funding from various grants that promote student engagement, college and career readiness and healthy choices. The MDUSD ELP has strong internal systems, with resource development and financial management clearly identified as the responsibility of specific staff members that is reviewed annually.

Social sustainability

The MDUSD ELP builds broad-based community support by providing high-quality programming that is valued by children, families, school, and community. Informal conversations are held with all stakeholders and formal surveys are conducted in an effort to receive feedback and suggestions on program offerings. Participants are eager and prepared to share their experiences and success with potential supporters and champions.

Environmental sustainability

The MDUSD ELP promotes eco-friendly practices, such as recycling, energy conservation, and teaching environmental awareness to students. The MDUSD ELP ensures that we can continue to provide valuable support for children and families, enhancing education, social development, and community well-being for years to come.

Budget

Ensuring Costs Are Reasonable, Necessary, and Allowable – LEA Implementation Plan

To ensure that all costs charged to the Expanded Learning Opportunities Program (ELO-P) are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans, our LEA follows a structured and transparent process aligned with federal and state guidance. Our approach includes the following key components:

1. Clear Understanding of Statutory and Regulatory Requirements

We maintain a strong alignment with the California Department of Education (CDE) guidelines, Uniform Grant Guidance (2 CFR Part 200), and Education Code Section 46120, which govern the use of ELO-P funds. All staff responsible for program implementation and financial management receive regular training to ensure they understand which costs are considered allowable, necessary for program implementation, and aligned with the approved plan.

2. Budget Planning and Alignment

Each ELO-P expenditure is planned and reviewed as part of the annual program and budget development cycle. Expenditures are mapped directly to:

- Program goals and activities outlined in the LEA's ELO-P plan;
- Identified student needs, especially for unduplicated pupils (English learners, foster youth, and low-income students); and
- Requirements for before/after school and intersession programming.

We ensure that all purchases and contracts support programmatic goals and are documented in a transparent, needs-based budgeting process.

3. Internal Controls and Oversight

To maintain fiscal integrity:

- All ELO-P purchases go through a multi-level review process, including verification by program leads and fiscal services staff.
- Expenditures are pre-approved to ensure compliance with allowable cost principles (e.g., necessary, reasonable, allocable).
Regular internal audits and periodic reviews are conducted to verify proper documentation, allocation, and compliance.

4. Procurement Procedures

The LEA follows board-approved procurement procedures that are compliant with state and federal regulations. All contracts and agreements for services or materials are competitively bid or justified with sole-source documentation where appropriate, and are evaluated for cost-effectiveness and program alignment.

5. Ongoing Monitoring and Evaluation

The LEA uses tools such as expenditure tracking spreadsheets, reporting dashboards, and quarterly review meetings to monitor spending. Any concerns about unallowable or misaligned expenditures are addressed immediately, with corrective actions taken as needed.

6. Stakeholder Engagement and Transparency

Regular updates are provided to stakeholders, including the school board, site administrators, and parent/community advisory groups. This supports transparency and ensures that the use of ELO-P funds aligns with community priorities and the LEA's Local Control and Accountability Plan (LCAP).

Through a combination of strong internal controls, clear alignment with program goals, staff training, and stakeholder oversight, our LEA is committed to ensuring that all ELO-P expenditures are reasonable, necessary, and allowable. These safeguards support the effective use of public funds and maximize the impact of expanded learning opportunities for our students.

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

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

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

General Questions

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

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

ASES 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

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

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.

Offer and Provide Access

Clear, consistent and open communication is essential to the success of the MDUSD ELP. All messaging, fliers, notices, announcements, applications and program information will be shared in English and Spanish. There are families in our district whose home language is other than English and / or Spanish. MDUSD ELP will make every effort to ensure families receive any and all of the above mentioned items in their home language.

Our enrollment process is made available to all families with priority enrollment given to Unduplicated students. Families can register online or with paper applications. Forms are collected by Program Coordinators and MDUSD ELP and Partner staff members. All forms will be kept electronically as all paper forms are entered into our database.

To support access to our programs, transportation may be available for families who qualify. Our goal is to ensure that all students can participate fully in the Expanded Learning Opportunities Program, regardless of transportation challenges.

Field Trip Policy – Expanded Learning Opportunities Program (ELOP):

Field trips funded by the Expanded Learning Opportunities Program (ELOP) must serve an educational or enrichment purpose and be clearly aligned with the academic or enrichment goals of the program. Field trips intended solely for entertainment are not allowable under ELOP guidelines.

ELOP-funded field trips must:

- Be planned, coordinated, and provided by the ELOP program—not by the core instructional day.
- Align directly with the academic or enrichment components outlined in the ELOP plan.
- Support students' academic, cultural, or personal growth by offering meaningful learning experiences beyond the classroom.

All field trips must adhere to ELOP program requirements, including:

- Maintaining appropriate student-to-staff ratios;
- Ensuring staff participating in the trip meet the district's minimum qualifications for instructional aides;

- Following all applicable local policies and procedures regarding student travel and safety.

When applicable, MDUSD ELP and/or its program partners must document and describe:

- The educational purpose and intended learning outcomes;
- Specific knowledge and skills students are expected to gain;
- The trip destination and its educational relevance;
- The grade levels involved, anticipated date(s), trip duration, and transportation logistics.

All ELOP field trips require prior approval from MDUSD ELP. No expenses may be incurred or commitments made without documented pre-approval.

Program Fees

- This does not apply to the MDUSD ELP as we do not collect or charge any fees.

Sample Program Schedule- Regular School Day

Please include a sample program schedule that describes how the ELOP or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELOP or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

The MDUSD MDUSD 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 \(HOLA\) MDUSD Expanded Learning Program TK-8 weekly schedule for August 2024.](#)

[Link to Meadow Homes Elementary MDUSD Expanded Learning Program weekly schedule April 2025](#)

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio

EC Section 46120(b)(2):

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (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.

Regular Schooldays and Hours

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

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

Nonschool Days and Hours

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

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section

at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

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

Partners

EC Section 46120(b)(6):

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

Audit

EC Section 46120(c)(1):

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

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

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

Staff Minimum Qualifications, Ratio

EC sections 8483.4(a) and 46120(b)(2)(D):

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

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

Program Components

EC Section 8482.3(c)(1)(A–B):

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

- (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.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

- (6) Poisonings.
- (7) Fires or explosions that occur in or on the premises.
- (8) Exposure to toxic substances.
- (9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

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