

PROGRAM PLAN GUIDE

Mount Pleasant Elementary School District

**AFTER SCHOOL EDUCATION AND SAFETY (ASES)
PROGRAM PLAN**

Prepared by:

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Mount Pleasant After School (MPAS)

Mount Pleasant Elementary School District (MPESD)

3434 Marten Ave.

San Jose, CA 95148

408-223-3730



This Program Plan Report is required by California *Education Code (EC) 8482.3(g)(1)*. It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.

Revised November 14, 2022

After school program Plan

Template

Instructions: Use this template to customize your After school program Plan Form.

Grant ID # 43-23939-6961-EZ

District CDS Code 43-69617

Authorized Signatory (Fiscally responsible for the program)

Elida MacArthur, Superintendent

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Name(s) of After school program Site(s)

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

Site Name	Project Daily Attendance
1. August Boeger Middle School	111
2. Ida Jew Academies	133
3. Mt. Pleasant Elementary School	97
4. Robert Sanders Elementary School	97
5. Valle Vista Elementary School	84

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

TARGET POPULATION	August Boeger	Mt. Pleasant	Robert Sanders	Valle Vista	Ida Jew
ENGLISH LANGUAGE LEARNERS	40%	46%	50%	37%	42%
LOW INCOME-ELEMENTARY LOW INCOME-MIDDLE	75%	66%	76%	64%	56%
FOSTER CARE	0	0	1%	1%	0
HOMELESS	5%	0	5%	2%	1%
STANDARD NOT MET-SBAC ELA	60%	76%	77%	56%	61%
STANDARD NOT MET-SBAC MATH	84%	77%	85%	59%	72%

(These may be listed on an additional page.)

After School Education and Safety

Program Plan Guide

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 California *Education Code*(*EC*) sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. Social and Emotional Learning is about helping students develop 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.

Instructions

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

The after-school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC*Section 8482.3[g][1]). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your plan. In addition to the narrative response, it may be useful to include tables, charts or other visual representations that contribute to the understanding of the before and after school program.

After School Education and Safety

Program Plan Guide

1–Safe and Supportive Environment:

- **If the program will be located off campus, describe how students will travel safely to and from the program site.**

Mt. Pleasant Elementary School District ASES programs called MPAS, operate on their school campuses: August Boeger Middle School, Ida Jew Academies, Mt. Pleasant Elementary, Robert Sanders Elementary, and Valle Vista Elementary. Students will attend the MPAS program at their school of enrollment; therefore, safety concerns are not an issue. At the end of the school day, teachers drop off students that attend the program at a designated meeting area.

- **Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.**

All MPAS staff are trained in August, at the beginning of every school year by district staff. Student and staff safety is a top priority for the Mount Pleasant Elementary School district and that includes the MPAS program. Annually the MPAS staff receives the following training:

- Emergency drills (Fire, earthquake, lockdowns, evacuation drills)
- First Aide
- Positive Behavioral Interventions and Supports (PBIS)
- De-escalation and Restraint Training (CTI)
- Preventing and addressing bullying concerns
- Social-Emotional Learning
- Classroom and Behavior Management
- Mandated reporter

Procedures and systems are also put in place to ensure the physical and emotional safety of participating students. For example, at dismissal or end of the program, students are only released to parents/guardians or the individuals that legal guardians have identified on the emergency cards.

The MPAS program employs a Campus Supervisor. The Campus Supervisor is responsible for the security and safety of our middle school programs. This individual has contact with the Police Liaison assigned to our district to ensure the safety of our students and staff during program hours. This staff member receives professional development training to build trusting relationships with students, staff, and parents. This staff member is trained in CTI, PBI, and Social-Emotional Learning. The Campus Supervisor, Site Supervisors at each of the school sites, and the District's Program Coordinators stay on site until all students are picked up from all five school sites.

We have policies and procedures to protect students and staff. We monitor anyone loitering on campus and call the police about suspicious individuals. Staff monitor students' whereabouts, maintain a daily sign-in/out roster

and stay with any student not picked up by the end of the program. All staff are trained in safety and first aid, injury, illness, child abuse prevention/ Mandated Reporting, and school safety procedures by the district's Student Support Services Director.

MPAS staff participate in professional development with school site staff on a variety of procedures to align with the school day practices, including lockdown/shelter in place, earthquake and fire drills, evacuation, and medical emergency response. Our safety plans and procedures are discussed with school administrators at management meetings and updated as needed. MPAS staff participate in regular day safety drills with school faculty and students.

Staff wear uniforms and name badges, so they are easily identifiable to children, families, the community, and school personnel. Students are signed in and out each day. At the beginning of the MPAS program, attendance is taken and compared with the school's daily attendance; any discrepancies are verified as soon as possible by the site leaders.

The MPAS programs follow district protocol for handling student incidents and maintains a record of student incidents and accidents with written reports. These documents are shared with instructional day staff as well as with families. Program staff carries the students' contact information for emergency responders or parent contact. The Site Coordinators have the principals and district administrators' cell phone numbers to contact them in the event of emergencies.

- **Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.**

The MPAS program provides students and parents the opportunity to give feedback to improve the MPAS program. Student voice and choice are essential for the success of the MPAS program. Students exercise their voice by providing input on the extracurricular activities offered, and students choose the extracurricular activities of their choice based on their interests. One of the goals of the MPAS program is to give the students an opportunity to try new activities, to provide a learning environment for students to challenge themselves and to learn from their mistakes. For example, students may be exposed to speech and debate, leadership roles (planning events), community service (acts of kindness in the community, feeding the homeless, passing out Christmas gifts to the homeless, and beautification in their neighborhoods).

The MPAS program conducts an annual survey in the Spring of every year to receive feedback from students, parents/guardians, teachers, and administrators. The survey results are used to measure program success and make improvements. Teachers and administrators provide input on the alignment of the MPAS program with the goals and objectives during the school day.

MPAS works with the school administration to provide a positive school climate. Students are grouped by grade level and are engaged with age-appropriate academic, enrichment, and moderate to vigorous activities daily. One of the MPAS goals is to create a caring, nurturing environment with high expectations for all learners. Success Plans are developed for students that need individual support to be successful in the program. Behavior expectations and supports to meet these expectations are communicated to the students, parents/guardians, and the staff that will be responsible for providing these supports. The MPAS program works closely with families, students, and the schools to understand the unique developmental stages and needs of each of the

participating students with the ultimate goal of supporting all students to be successful, mentally, physically, and academically.

2–Active and Engaged Learning:

- **Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.**
- **Describe the planned program activities and how they will:**
 - a. **Provide positive youth development.**
 - b. **Provide hands-on, project-based learning that will result in culminating products or events.**
- **If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.**

Mt. Pleasant Elementary School District serves a large population of underserved students, over 84% of the students qualify for free and reduced-price meals, and over 45% are identified as English language learners. Providing quality extended learning opportunities to increase students' academic achievement is a must. For the past three years, the district has been implementing the Improvement Science framework to improve teaching and learning and increase students' academic achievement. Similar efforts have taken place in the MPAS program.

Academic: We started off the 2022-23 school year by using ASES and ELOP funds to bring Math and Reading tutoring to MPAS. We will be servicing the MPAS English Language Learners, Foster youth, our students identified as homeless, and students who qualify for free and reduced lunch in the targeted grade levels. We have hired district credentialed teachers to do the instruction two to three days a week at each of our sites. Some of the tutors are using the iReady intervention curriculum and some are using ELEVATE math through the Silicon Valley Education Foundation. We also have one English Language Development Specialist rotating between the elementary sites to tutor our MPAS 4th and 5th graders that are close to meeting the qualifications to be redesignated as English proficient on the ELPAC exam. The students will work on writing skills to express higher level thinking in order to reach "standard met" on the CAASPP and level 4 on the ELPAC. In total, we have twelve credentialed teachers committed to tutoring amongst all school sites. The plan is to increase tutors as the year progresses.

Our instruction is 90 minutes of math instruction two days a week using the Visual Math curriculum, designed by Jo Boaler, a professor at Stanford University. The curriculum consists of games and tasks in which students learn number sense and math facts at the same time. Visual Math is implemented during enrichment at all 5 sites. Students receive 90 minutes of Visual Mathematics two days a week and 90 minutes of Level Literacy Intervention (LLI) two days a week. The LLI is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. Students who participated in the MPAS interventions scored higher on the Fountas and

Pinnell Benchmark assessments and higher effect sizes on the SBAC assessments than students who did not participate in the interventions.

Social-Emotional - Teaching Empathy: Students in the MPAS program engage in multiple community service projects every year. For example, every year, MPAS students prepare and distribute meals to the homeless in downtown San Jose. For Christmas, MPAS students also collect socks, scarfs, beanies, and gloves/mittens, and then they wrap and distribute the items to the homeless. MPAS students have also participated in other acts of kindness like handing out flowers at a local mall, helping bag groceries, and helping customers carry their groceries to their cars. In 2019 the MPAS student and staff did a Walk-Thon and donated all the proceeds to the Oakland Children's hospital. Holiday events are done annually, and the leadership team selects one community service event chosen by the students each year in addition to the holiday events.

Most enrichment activities include SEL, an example would be kahoots. We use kahoots games to allow the students to express themselves. Students create the games in small breakout groups and each week we rotate playing the games. They select the questions, and work together running the activity during enrichment as the leader supervises and gives advice. We have also worked with students in leadership on ways to stop bullying. In 2018, MPAS students created an anti-bullying video that is viewed by the leadership class each year. The leadership class then decides how they want to get the information out to the students, during a culminating event, video, promotion during a fun Friday activity, etc. The final example is an enrichment created by a former teacher. It teaches students how to interact with students that have disabilities. An example, students will be blindfolded and given a partner to help guide them. This allows the students to experience what it would feel like to lose their eyesight. They have 6 different activities to choose from, and students rotate activities every session.

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

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

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

Enrichment: MPAS students receive one hour of Enrichment daily. During the enrichment period, students receive art, drama, dance, health and nutrition classes, hands-on science, hands-on math, and other enrichment activities. These activities are presented to the students as disguised learning and provide opportunities to refine and improve academic skills as well as discover new abilities. The students gain confidence, self-esteem, and build relationships with others through cooperative learning activities; the 21st-century skills or better known

as the 4C's are emphasized (creativity, communication, critical thinking, and collaboration). Students are also encouraged to try new activities, like Salsa dancing, Top Chef, or Scrapbooking. We aim to provide the students with opportunities to develop new skills and to refine old skills. The activities that take place during the enrichment time are standard-based, intentional, and have a learning objective as well as a youth development objective (Social-emotional and Growth Mindset).

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

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

The MPAS program also participates in organized sports at the elementary and middle school levels. At the elementary level, students have the opportunity to play different sports such as soccer, flag football, basketball, baseball, and cheerleading. There are four tournaments throughout the school year played against other schools within our district. These tournaments focus on learning the fundamentals of the game, participating in a team, as well as having fun. At the middle school level, all students have the opportunity to participate in organized sports, such as soccer, flag football, baseball, basketball, and cheerleading. Middle school students play in different sports leagues with other districts that have after school programs. The sports are played at a competitive level to prepare the students for high school sports, but do focus on the fundamentals of the game, team participation, and overall discipline. Cheerleading is done in partnership with Catholic Charities. In May, an annual tournament takes place amongst all Coral and MPAS sites.

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3–Skill Building:

- **Describe how the programs educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.**
- **Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.**

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

The MPAS staff works closely with district and school site administrators. The district's MPAS coordinator attends the bi-weekly District's Leadership Team meetings. The Superintendent supervises the MPAS coordinator and coordinates the interventions with the MPAS staff and outside contractors. District literacy coaches provide annual training to the MPAS staff; training not limited to Social Emotional Learning (SEL), Positive Behavior Interventions, and Support (PBIS). The instructional coaches also provide ongoing professional development and coaching to implement the extended day and extended year interventions. MPAS site supervisors meet regularly with the site principals. The MPAS program is an invaluable asset to the success of our most underserved students.

4–Youth Voice and Leadership:

- **Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.**

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

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

also contribute to setting up our program events like our bi-annual culminating events, our lights-on event, and the end of the year BBQ.

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

Our team is trained to assess the quality of the learning environment in our after-school program by checking off our students' progress through homework completion sheets. Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating classroom expectations. Having students function as line leaders and supply monitors. The goal of youth involvement and leadership is ultimately youth ownership of the program and opportunities to develop and enhance their skills and competencies, such as public speaking, voicing opinions, and to make decisions with integrity.

We use kahoots games to allow the students to express themselves. Students create the games in small breakout groups and each week we rotate playing the games. They select the questions, and work together running the activity during enrichment as the leader supervises and gives advice. We have also worked with students in leadership on ways to stop bullying. In 2018, MPAS students created an anti-bullying video that is viewed by the leadership class each year. The leadership class then decides how they want to get the information out to the students, during a culminating event, video, promotion during a fun Friday activity, etc.

- **Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.**

Student voice is a vital part of program design which is evaluated yearly. Program wide qualitative data is collected from students every May. This information is gathered by allowing students to participate in student surveys. Survey items include:

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

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

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

- **Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).**

As previously described as a part of our commitment to positive youth development, we structure programs so that students can make choices based on their interests and strengths. As explained above, all students participate in a qualitative survey, and leaders engage students in the planning of activities, including electives and outdoor events.

We believe that students should be engaged in service-learning in the community; however, students are not required to participate; students choose whether to participate or not to participate. Examples of service-learning projects include: (a) feeding the homeless, the MPAS students prepare and distribute meals to the homeless in downtown San Jose. (b) Gift distribution, for Christmas, the MPAS students collect socks, scarves, beanies, and gloves/mittens, they wrap and distribute the items to the homeless. (c) The MPAS students have also participated in other acts of kindness like handing out flowers at a local mall, helping bag groceries, and helping customers carry their groceries to their cars. Lastly, students select the elective activities they would like to participate in. Every 8 weeks a new enrichment cycle starts and students are able to select the activities they'd like to participate in. They will at least get to select two of the four classes they're interested in since it's a 20-1 ratio and space is limited.

5–Healthy Choices and Behaviors:

- **Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.**

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

- **Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.**

Physical Activity & Sports Programs: In addition to all students completing the Fit Kids curriculum, which teaches healthy eating and living habits, each student also participates in regular, structured physical activity one hour a day throughout the week. Outside of this program, we take part in beginner sports leagues for elementary students, cheer competitions with Catholic Charities, and competitive sports leagues for middle school students with the City of San Jose. Participation in the sports programs is voluntary. We see these

activities as vital to our program model, providing participants with the recommended amount of exercise they need each day while reinforcing their listening skills, sportsmanship, teamwork, and self-confidence.

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

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

- Give 3-5 examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after-school program.

MONDAY							
	Portion Size	Product #	M/MA oz	Veg cup	Fruit cup	Grain oz	Milk oz
Burrito IW, Bean & Cheese	5.20 oz	40420	2			2	
Apple	1 ea	100195			1/2		
Orange	1 ea	200030			1/2		
Bananas	1 ea	132008			1/2		
Berkeley Farms 1% White Milk	1 c	52315					8 fl oz
TUESDAY							
	Portion Size	Product #	M/MA oz	Veg cup	Fruit cup	Grain oz	Milk oz
WG Bagel w/ Cream Cheese	2.3 oz	134309/300066				2.25	
String Cheese	1 oz	303498	1				

Baby Carrots	1.3 oz	295047			1/2		
Berkeley Farms 1% White Milk	1 c	52315					8 fl oz
WEDNESDAY							
	Portion Size	Product #	M/MA oz	Veg cup	Fruit cup	Grain oz	Milk oz
Yogurt	4 oz	300453	1				
Elf Graham IW	1 oz	39911				1	
Apple	1 ea	100195			1/2		
Orange	1 ea	200030			1/2		
Bananas	1 ea	132008			1/2		
Berkeley Farms 1% White Milk	1 c	52315					8 fl oz
THURSDAY							
	Portion Size	Product #	M/MA oz	Veg cup	Fruit cup	Grain oz	Milk oz
Chips	2 oz	202364				2	
Salsa	1 oz	202622		1/2			
String Cheese	1 oz	303498	1				
Peaches, Canned	½ Cup	202689			1/2		
Berkeley Farms 1% White Milk	1 c	52315					8 fl oz
FRIDAY							
	Portion Size	Product #	M/MA oz	Veg cup	Fruit cup	Grain oz	Milk oz
Banana Muffins WG, RF, IW	2 oz	134411				1	

Yogurt	4 oz	300453	1				
Apple	1 ea	100195			1/2		
Orange	1 ea	200030			1/2		
Bananas	1 ea	132008			1/2		
Berkeley Farms 1% White Milk	1 c	52315					8 fl oz

6–Diversity, Access, and Equity:

- **Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students’ cultural and unique backgrounds.**

As part of our enrollment practices, our most underserved populations have priority to enroll in the program. The program will first target students who are homeless, foster youth, or students that qualify for free and reduced-price meals, are ELL students, and have low academic achievement. Before enrollment is open to the general population, targeted students are invited in Spring of the previous school year to participate in the MPAS program. Students receive a letter informing them of the free opportunity to participate; enrollment forms are included. Site principals also receive the list of targeted students; principals are asked to use their school's Family Case Managers or other school staff to follow-up with parents to complete and submit the MPAS enrollment form. All communication is translated into Spanish and Vietnamese. The MPAS program does not exclude students. The MPAS enrollment is representative of the school's demographics, including Special Education students and English Learners. The MPAS program is committed to hiring staff to address the needs of our schools, families, and students. For example, to better serve one of our schools with a Two-Way Dual Immersion program, the MPAS program hires bilingual-biliterate staff that can instruct in Spanish.

Based on the October 2021 Census Data, 74% of the students enrolled were Hispanic Latino, and 15% Asian and Filipino, and 58% were classified as English Language Learners. Although no specific data is available, we know that many of our families are working multiple jobs and are in need of after-school care as well as extended year care (summer programs); over 91% of the students qualify for free and reduced-price meals. And because 58% of our students are English learners, bilingual staff is available at all schools to address ongoing parent concerns. Out of the total enrollment, 12% of the students receive Special Education services. The MPAS staff works jointly with school administrators and Special Education staff to know the students’ IEP goals and accommodations, as well as finding out if any of the students also have a 504 plan. The goal is to be inclusive and serve the needs of our diverse student population as best as possible in the MPAS program.

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

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

- **Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program**

The Program Coordinator and Director of Student Support Services review students IEPs and 504 plans for after school participants to ensure a plan is in place on how to better serve the students depending on needs. The Director of Student Support Services works with the site staff to provide council and share support strategies to make sure that Special Education students have access and are successful in the after-school program. The ultimate goal is to provide an inclusive environment for all Special Education students who attend the MPAS program by ensuring the appropriate support is provided for them to feel successful.

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

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

7–Quality Staff:

- **Describe how the program’s administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.**

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

Staff is recruited by MPESD through various methods, including Ed Join website postings, school community postings, and local State and Community Colleges. Annually the MPAS staff receive a comprehensive training; the MPAS team attends the Region 5 RevUp training and other district training such as classroom and behavior management, BEST, mandated reporter, shelter in place, and systematic supervision. Oversight and accountability for quality staff are the responsibility of the District’s Assistant Superintendent of Curriculum and Instruction, and the district’s After-School Program Coordinator. Staff are encouraged to stay with incentives for working more hours. Staff are offered yard duty and sunrise hours to help create a fulltime position. With these additional hours staff can receive 3 - 4 additional hours. Once they’ve surpassed the 1,000 hours they pay into pers and the district contributes as well. As young adults this helps them create financial stability for their future.

- **Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.**

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

The interview committee looks for candidates who have a passion for working with youth, individuals who are seeking a career in youth development, having formal or volunteer experience, and reflect the values of our district and community. References are checked and offers are made to the best candidates.

- **Describe the type and schedule for the continuous professional development that will be provided to staff.**

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

- **Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.**

N/A: We do not utilize a sub-contractor at this time

8—Clear Vision, Mission, and Purpose:

- **Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.**

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

TARGET POPULATION	August Boeger	Mt. Pleasant	Robert Sanders	Valle Vista	Ida Jew
ENGLISH LANGUAGE LEARNERS	40%	46%	50%	37%	42%
LOW INCOME-ELEMENTARY LOW INCOME-MIDDLE	75%	66%	76%	64%	56%
FOSTER CARE	0	0	1%	1%	0
HOMELESS	5%	0	5%	2%	1%
STANDARD NOT MET-SBAC ELA	60%	76%	77%	56%	61%
STANDARD NOT MET-SBAC MATH	84%	77%	85%	59%	72%

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

- **Describe 3-5 program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.**

The current three-year LCAP is composed of five goals that address all of the eight state priority areas and are aligned with the District's Strategic Plan, the District Plan for English Learners, and all Single Plans for Student Achievement.

- **Goal 1** - Increase student success in English Language Arts/Literacy, Math, and Science by providing high-quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.
- **Goal 2** - Prepare students to be college and career ready by increasing enrichment opportunities, increase the use of technology and the 4Cs (Collaboration, Communication, Critical Thinking, and Creativity).
- **Goal 3** - Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools.
- **Goal 4** - Decrease the percentage of students identified as Long-Term English Learners (LTELs) by increasing the rate that English Learners (ELs) become proficient in English.
- **Goal 5** - Engage parents and families to support student success in school.

The MPAS program supports each of these five goals, and in most instances, and similar metrics are used to measure progress. For example, the desired outcome for Goal 1 is to improve student achievement and promote college and career readiness. The MPAS program provides reading and math interventions to improve student achievement. The MPAS program uses the results of standardized assessments like the SBAC, iReady, and local assessments like math performance assessments and the Fountas and Pinnell Benchmark assessments. Goal 2 seeks to provide access to enrichment opportunities; the MPAS program has a similar objective through their

elective rotations. The MPAS program uses student feedback to evaluate their enrichment activities and make changes if necessary. Goal 3 aims to create a safe and supportive learning environment. The MPAS program has the same goal; while the district uses the CA Healthy Kids survey to measure progress, the MPAS program uses an alternative student, parent, and staff survey to measure outcomes, as well as attendance. The aim of Goal 4 is to increase the percentage of English Learners to become proficient in English. The MPAS program supports this goal by giving priority to English learners to enroll in the after-school program. Not one ELL student will be placed on the waiting list, they will be given priority to attend MPAS. This outcome is measured by the percentage of students that are reclassified as English proficient, and by increasing the percentage of students that move one proficiency level on the English Language Proficiency Assessments for California (ELPAC). Goal five seeks to engage parents and families to support student success in school, MPAS has the same goal. This goal is measured using parent attendance to the culminating events at the end of every elective cycle, about every 8 – 10 weeks. Parent survey results are also used to measure progress for this goal.

Overall, large numbers of students at these schools need support beyond what they get during the school day, to be able to become proficient in core academic skills. The majority are also not physically fit and need access to regular physical activities. Due to outside resources being scarce which increases the need for after school programs which include physical activities. Students further need enriching activities that promote their social-emotional and overall development and readiness to learn. Without the ASES program, students would lack access to these programs after school. Most of their families could not afford the fee-based programs that exist in their communities.

- **Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program’s mission, vision, goals, and expected outcomes based on the needs of the specific community.**

We work collaboratively with each of our stakeholders to ensure that MPESD’s vision, mission, and strategies are aligned to the district and schools’ strategic plans and objectives to create a comprehensive and integrated after school program. We support collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

Our MPAS staff also work in close partnership with teachers, Family Case Managers, and administrators to determine how best to support each of the schools' goals for its students' growth. We have a wide range of partners, including the Santa Clara County After School Collaborative and San Jose Mayor's Gang Task Force. Our ongoing meetings and discussions with practitioners in education, public health, and youth development help us to formulate our strategies, in alignment with the out of school time programs. We frequently attend school board meetings, district wellness committee meetings, district management meetings, and other convenings as necessary.

The MPAS program engages diverse stakeholders (certificated staff, classified staff, parents, students, and community members) to identify areas of need and areas of focus to improve teaching and learning. During the initial planning process for the following year in May, teams comprised of the Site Coordinator, principal, teachers, parents, district staff members, and MPAS staff provide input by completing surveys or participating in focus groups before the first day of school.

The QSA team must first conduct a self-assessment of the program. The team is assigned a date and time to observe the program; observation notes are taken during the visit. These notes will become evidence to support the ratings for each QSA component. After all members of the team have had the opportunity to observe the

program, they complete their QSA and submit it. This process usually takes 3 hours to complete. See section 10 for more details on QSA.

9–Collaborative Partnerships:

- **Describe the collaborative partners that will be involved in the process used to plan, implement and update the after-school program plan.**

MPESD instructional Services, Districts Superintendent, Collective feedback from expanded learning staff and school site administrators. We also incorporate family and student survey results to influence program plan and the continuous quality improvement goals.

- **List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).**

Region 5 After School Partnerships: This partnership focuses on building the capacity of potential and existing ASES grantees to develop, implement, and sustain high quality after school and summer programs. Daniel Patton, Program Coordinator, has been a member of Region 5 REVUp Committee and Region 5 leadership team, as well as the Breakfast of Champions leadership team for the last 6 years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs and as an active member of the other Region 5 committees MPESD/MPAS has an opportunity to contribute and receive guidance.

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

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

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

Coaching Corps: We've had a partnership with Coaching Corps for over 9 years. We sign up on their website and they provide us with free coaches through our local colleges. We meet once every other month to check in and update the Director of Regional Operations on areas of improvement, coaches, trainings, etc. On average we receive one coach at each school site for every sport: Football, basketball, soccer, and softball.

City of San Jose: We collaborate with sports for our middle school programs at Ida Jew Academies and August Boeger Middle School. The students participate in Football, futsal, and Basketball.

SJ Library Foundation/ RCA's: SJLF and MPESD/MPAS utilize innovative and tenured teachers along with our trained tutor staff to develop and implement academically engaging, culturally relevant and mindful student support programs for the following populations:

- English Language (EL) Learners
- Categorical eligible students that receive free or reduced meals and foster youth
- Advanced Placement (AP) Students

Subjects and areas of emphasis include EL reclassification, early literacy, Common Core math, and computer science. RCA's serve as additional support and operate with the same responsibility as a MPAS Youth Instructor. RCA's work 22 hours a week directly with the students. They provide additional elective and enrichment classes, lead physical activities, and assist the students with homework.

- **Identify any potential collaboration and partnerships that would be of benefit to the after-school program and describe your efforts to include them.**

Local Community Colleges: We think that we can benefit from strengthening our partnership with local community colleges, like Evergreen Valley College, to help recruit staff into our MPAS programs. Currently, we are working on establishing a relationship with San Jose City College, San Jose State, and Evergreen Valley College.

Technology Grants: Located in the heart of Silicon Valley, we have some of the largest high-tech companies. We can benefit from reaching out and establishing partnerships to enhance our technology components and engage our students with technology in the after-school programs. SJL grant did help with providing ipads to serve ¼ of our students attending the program in 2021. Our goal is to provide all students with an iPad to allow them to work individually on projects whenever they need to.

10–Continuous Quality Improvement:

- **Describe what measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instruction day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities. Explain how the measures are coherent with the instructional day and the goals of the program.**

AFTER SCHOOL PROGRAM leadership examines our program activities annually in collaboration with other district departments; families, partners, and students. We set performance measures for after school that align with the instructional day and participants' academic needs as follows:

The leadership of the After-School program annually evaluates the program's activities in collaboration with other district departments; families, partners, and students. We set performance measures for the MPAS program that are aligned with the instructional day and participants' academic, emotional, and physical needs as follows:

For data collection we use parent, student, and school faculty surveys. End of the year survey results are assessed and used to help plan the academic support and enrichment activities for the following school year.

The MPAS program staff works closely and consistently with school-day staff. Communication between program staff and school day staff and administrators is facilitated through the Site Coordinator, who is on campus a minimum of seven hours per school day and works closely with the school to address individual students' specific needs.

- **Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.**

Please visit the CDE's Guidelines for a Quality Improvement Process Web page at [http://www.cde.ca.gov/ls/ba/as/implementatn.after school program](http://www.cde.ca.gov/ls/ba/as/implementatn.after%20school%20program).

Program improvement is ongoing and a vital part of achieving our overarching strategic plan goals as well as strengthening the after-school program.

Over the years, the MPAS program sites continue to conduct annual program quality assessments at all five sites using the Quality Self-Assessment (QSA), which is designed to assess the quality of learning environments and to identify staff training needs. All the sites will do the QSA plans, including adding key areas to meet our goals. Based on the results of the quality assessment, we will offer training and support to our staff to manage improvement.

Information about QSA:

The California Afterschool Program Quality Self-Assessment Tool (QSA Tool) is a collaborative project of the California Afterschool Network and the California Department of Education (CDE). Network Staff engaged the CDE, Regional Leads, The California After School Demonstration Program (CASDP), California Tomorrow, The Alliance for a Better Community, The Center for Afterschool Education, The Network Quality Committee, The Network Nutrition and Physical Activity Committee, ASAP Connect, after school providers, QSA Tool Implementation Pilot Sites, and national experts in the revision of the Tool.

What the QSA Tool is for:

- Engaging key stakeholders in meaningful conversations about program quality and continuous program improvement.
- Generating an Action Plan that identifies the immediate, mid-range, and long-term professional development and technical support needed to enhance program quality.
- This tool is not intended for use as an external evaluation tool. It is appropriate for self-assessment purposes only.

The QSA Tool can be used in many ways, such as:

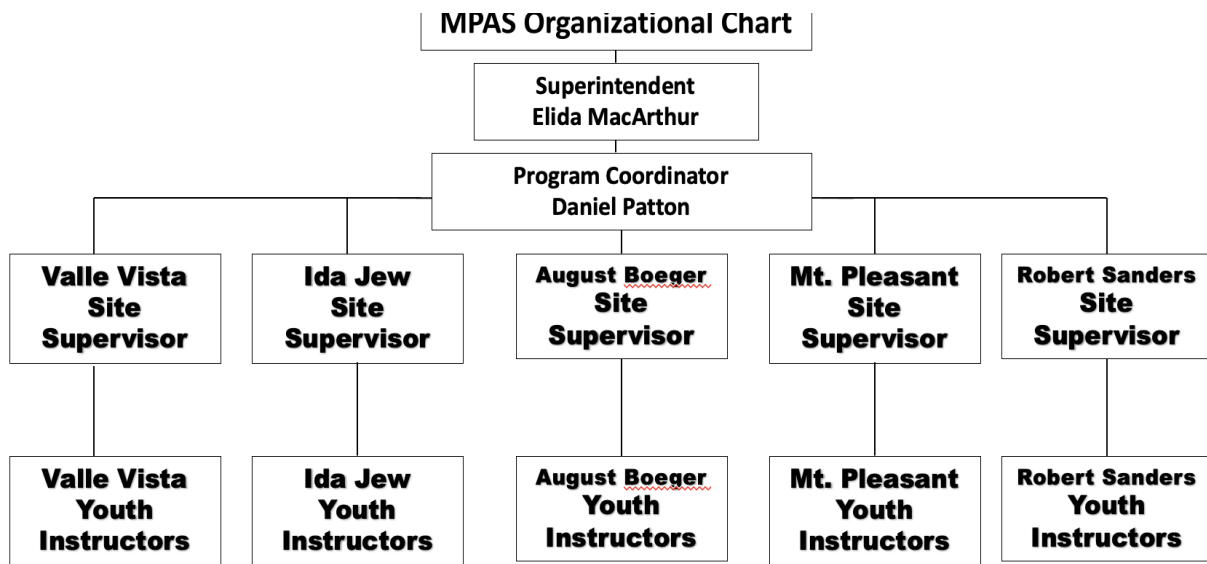
- Reviewing single sections of the QSA Tool during staff meetings to inform program planning and professional development.
- Using the several sections of the QSA Tool as a staff survey to assess multiple dimensions of program quality.

Timeline and stakeholder roles: Our program conducts the QSA half-way through the school year, using the QSA tool. We engage multiple stakeholders in this assessment process, including program staff, parents, youth, and teachers. Site Supervisors and the Program Coordinator observe program activities and conduct interviews with program administrators. Parents and teachers also observe the program activities and provide feedback through our online surveys. Notes, observations, and interview data are compiled and used as evidence to score items on the QSA scale. Next, scores are combined for an overall quality profile, then identifying several high priorities needs to focus on in the overall program as the QSA planning process takes place.

To monitor progress and reassess action steps, the site team meets regularly. Further, the Program Manager and Assistant Superintendent of Instruction monitors progress by meeting with the Site Coordinator and reviewing individual action steps on the plan.

11–Program Management:

- Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
- Provide the program organizational structure including succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.



Superintendent: Superintendent of Curriculum and Instruction: Oversees compliance and accountability for the ASES grant. Approves and manages all grant expenditures. Supervises and evaluates the district program coordinator. She also helps with the evaluations of all site supervisors and MPAS employees, addresses all concerns related to the MPAS program not resolved at the site level, and supports the annual professional development needs of all MPAS staff. Mrs. Macarthur also monitors the implementation of the ASES Program Plan and helps with the revisions or updates.

Program Coordinator: Our Program Coordinator oversees the successful implementation of programs. This individual is responsible for site visits, attending staff meetings, providing professional development, and managing the administrative duties of the ASES grant. Supervisors have weekly coaching meetings with the Program Coordinator to look at progress toward site goals and implementation of, address any issues that arise, plan for special events, and celebrate successes. The Program Coordinator, Daniel Patton, oversees all after school programs. He is a member of the Santa Clara County After School Collaborative, attends MGTTF meetings, is a part of the and the Region 5 Leadership team.

Site Coordinator: Full-time and on campus a minimum of seven hours every school day: Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Coordinator duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Coordinator is also responsible for the overall program planning and curriculum and risk management and safety. The Site Coordinator attends school site meetings as needed.

Lead Instructor: Reports to Site Coordinator; assists in ensuring that program operations run smoothly, students and staff are safe, and policies and procedures are being followed; coaches and mentor newer staff. In the event of Coordinator being out, this position takes ownership of program operations.

Youth Leaders: Report to Site Coordinator. All staff must meet the district's Instructional Aide requirements and have experience and a desire to work with elementary school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many of the MPAS staff live in the community they serve. Line staff are assigned a group by grade for the year. Line staff is responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, planning and implementation of the program, and safety and risk management. Site Coordinators meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.

Additional administrative structures: The District has all necessary and appropriate insurance for each program to protect all staff, managers, students, volunteers, and parents during all program activities. Our business office maintains detailed accounting of all program expenses and the sources of matching funds. Our HR department maintains records on all employees, and our Site Coordinator has employee and participant records that are up to date and accessible to qualified staff at the site level.

- **Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.**

Communication between MPAS staff and school day staff and administrators is facilitated mainly through the Site Coordinator, who works closely with the school to address individual students' specific needs. MPESD operates its own after school programs; all staff is MPESD staff, making partnerships and communication to flow smoothly. We maintain communication on many levels in which not only do we review program plans but also utilize as check-in.

At the school site, the Site Coordinators meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school staff. Site Coordinators also provide day-to-day management and troubleshooting with other community-based organizations, public agencies, volunteers, and individual contractors at their site. In addition, the coordinators are required to schedule weekly meetings with the school administration to review program operations.

At the district level, the program coordinator participates in weekly district leadership team meetings with all Principals and is in contact with communication with various departments.

- **Describe the system in place to address the following program administration requirements:**
 - **Fiscal accounting and reporting requirements.**
 - **Obtaining local match (cash or in-kind services) of one-third of the state grant amount (ECSection 8483.7[a][7]).**
 - **Attendance tracking, including sign-in and sign-out procedures. Early release and late arrival policies and procedures (ECSection 8483[a][1]). Refer to the CDE's Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.after school program>**

MPESD has a strong accounting system for adherence to the grant fiscal requirements. MPESD dedicates a cost center for the after-school program. As expenses for the program are incurred (personnel and non-personnel), they are directly attributed to their school cost center and general ledger account.

MPESD Business Office and the Program Coordinator work collaboratively to verify expenses to each cost center and, in particular, pays close attention to the 85%-15% allocation. Accounting "closes" every cost center each month during the review process. Each quarter, the grant contract manager compiles each cost center to submit to the State via ASSIST.

Attendance is recorded daily using a roster and a sign-in/out process. Upon arrival to the program, staff sign each student in with the time of arrival. When parents arrive to pick up their child, they sign the roster with their parent's name and time of pick up. If a parent arrives early, the early release policy is enacted. The parent must sign on the roster the reason for each pick up and what condition meets the policy requirements. Early release policy:

Mt. Pleasant Elementary School District

After School Education and Safety (ASES)

Early Release Policy and Permission Form

It is the expectation of the Mount Pleasant Elementary School District that students will attend the after school program each day school is in session, remain in the program from the time it starts until 6 PM, and comply with all rules and policies. A student may be released early from the after-school program (prior to the end of program at 6:00 PM) **only if** one of the following conditions applies, **as long as students meet the minimum hours of participation (15 hours per week):**

1. Attending a parallel program (programs in the school/community including, but not limited to soccer, dance, basketball, art, etc.) that has been approved by the site supervisor as a valid enrichment activity.
2. Family emergencies (death in the family, catastrophic event, etc.).
3. Medical appointments.
4. Weather (and/or daylight) conditions that may impact a child's safety.
5. Medical emergencies/illness/accidents that occur during program time if a staff member has made parent contact.

6. Other conditions, especially regarding safety, as determined by staff members.
7. Transportation.

A parent or other authorized guardian is required to sign out the student and indicate which of the above conditions applies for each incidence of Early Release. Time in, time out and valid signatures are required on all attendance documents. Students participating in the after-school program are required to have a signed Early Release Form on file each academic year (one form per school year) completed and signed prior to the first day of attendance in the after-school program. Any individual listed on the emergency form who also has authorization to pick up the student will be allowed to sign-out the student and write the Early Release Code in the appropriate area of the attendance document.

California Department of Education/ASES Legislation:

8483.(a)(1) Every after-school component of a program established pursuant to this article shall commence immediately upon the conclusion of the regular school day, and at least until 6 pm on every regular school day

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the *Education Code*);
2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the *Education Code*).
4. The Assistant Superintendent of Instruction, and the Program Coordinator meet at the beginning of the year to review the plan and ensure that the school program plan has the ASES plan incorporated as well.

12–Sustainability:

- **Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.**

MPESD is committed to continually operating after school and summer programs aimed at helping all students reach their highest potential. For MPESD, sustainability requires more than raising funds. In order to sustain and advance success, we need to have high-quality programs that are results-driven and work in partnership with all stakeholders. Our programs are predominantly funded by the California Department of Education After School Education and Safety grant (ASES). Our district's Business Office, Assistant Superintendent of Instruction, Elida MacArthur, together with district Principals' and the superintendent collaborate and help plan and guide the sustainability of programs. In addition, we have secured partners that provide in-kind support and resources to ensure program quality and sustainability.

Partner(s) include: San Jose Library Foundation, RAFT, The Tech Museum, California Department of Education-Expanded Learning Division Region 5, Evergreen Valley College, MPESD Food Services, San Jose State University, Mt. Pleasant High School, Coaching Corps, City of San Jose/ RCA's, Catholic Charities/ CORAL and Silicon Valley Education Foundation.

Funding Partners: ASES Grant, LCAP, Summer Robotics, and Extended Care & ELOP