

Mountain View Whisman School District

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Mountain View Whisman School District

Mountain View Whisman School District
1400 Montecito Ave.
Mountain View, CA 94303



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

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

Name of Local Educational Agency or Equivalent:	Mountain View Whisman School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Benjamin Bubb Elementary School
2. Mariano Castro Elementary School
3. Crittenden Middle School
4. Isaac Newton Graham Middle School
5. Amy Imai Elementary School
6. Edith Landels Elementary School
7. Gabriela Mistral Elementary School
8. Monta Loma Elementary School
9. Stevenson Elementary School
10. Theuerkauf Elementary School
11. Jose Antonio Vargas Elementary School

Purpose

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

Definitions

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

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

Instructions

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

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

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

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

1—Safe and Supportive Environment

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

MVWSD has successfully operated an enrichment program for three years utilizing the services of Right At School's (RAS) Right Club and for over 25 years with the YMCA After School Program. For 15 years, we have also operated our own after school Beyond the Bell (BTB) program funded by the ASES grant. During this time, all partners have consistently demonstrated their ability to develop and operate programs in a safe and supportive learning environment in collaboration with MVWSD district and site staff.

ELO-P will continuously seek to create a warm, welcoming and inclusive environment by utilizing methods that respect and respond to children's diverse backgrounds and fostering children's positive identity development. In addition to direct student supports, students experience a safe and supportive environment utilizing safety protocols aligned with those utilized by MVWSD staff on each site. ELO-P will focus on integration with the school site health, safety, and academic priorities and policies while integrating SEL activities into their weekly programming.

MVWSD schools are located in suburban neighborhoods, allowing students to walk to and from school. There are safe student biking and walking routes clearly identified for school sites. These same routes will be utilized for after school programming at the designated school sites.

Participating students in grades TK - 6 will be able to walk to the meeting spot located on their campus. Student to staff ratios in grades 1-6 will be 30:2. TK/K staff ratios will be 1:10 and students participating in the program will be accompanied to the program location on campus.

The ELO-P will follow the same school safety plan implemented during the instructional school day, in addition to specific procedures related to after school program related activities that are documented in the district wide policies. All ELO-P staff are required to attend safety training drills throughout the school year.

2—Active and Engaged Learning

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

Our focus in the ELO-P is academic support, recreation, enrichment, and social emotional learning.

Academic:

All students will have the opportunity daily to have support in current homework and/or schoolwork, as needed. Additionally, partners will collaborate with participating students' site administration to align their extended day program academic supports and interventions. This collaboration will ensure all learning needs are being met, targeted, and presented to students in new and exciting learning modalities including individual virtual tutoring sessions to build reading or math skills.

Enrichment

Students will be able to choose from a variety of enrichment opportunities on a rotating basis throughout the year. This choice will increase motivation and engagement and balance the academic support that will also be available to all students in the program. Enrichment activities will be from a variety of interests to offer activities that appeal to a wide variety of students.

Physical Activity:

Physical activity through recreation is a daily part of the ELO-P, building healthy habits, providing movement after a rigorous school day, and engaging students that particularly enjoy sports. Students engage in 30 minutes daily of physical recreation, with a variety of individual, group, and team activities. ELO-P will allow participants to play in structured and unstructured games and activities.

SEL:

Through building positive relationships with their peers and their program leaders the students develop healthy mental and emotional habits and gain a sense of belonging to their community. Additionally, the partner agencies use a structured curriculum such as Project Cornerstone or I Am to focus on character development, self awareness, and appreciation of diversity. The site program will also collaborate with the host school site to use the SEL strategies and language used with the students during the regular school day.

3—Skill Building

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

In addition to the active and engaged learning described above, each agency has an afterschool curriculum designed to engage students at the end of the day. Twenty-first century skills will be interwoven daily in the after school activities. Students will use information technology as appropriate for their grade level, will engage in a variety of activities that provide opportunities for both creativity and critical thinking, and will engage in group interaction daily to build collaboration and communication skills. Products and projects will be the vehicles for students to use these 21st century skills in a meaningful and purposeful way. Students will participate in in-house field trips and hands-on activities that build their 21st century skills.

4—Youth Voice and Leadership

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

Student voice and ownership of learning is an overarching priority area of MVWSD's strategic plan. The ELO-P afterschool programming will maintain this focus, providing students opportunities to make decisions around the program every day, from choosing their individual activities to making group decisions on which activities and events to include in the program.

Students will also have the opportunity to share ideas about the successes and opportunities for improvement in their afterschool program. Data taken from informal and formal data gathering efforts will be used to improve the program and integrate the ever changing trends of student interest.

5—Healthy Choices and Behaviors

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

Social Emotional Learning is embedded in every aspect of programming so students have an opportunity to actively engage in opportunities that build social skills in a variety of areas. SEL is also intentionally addressed in the monthly programming such as Project Cornerstone or the "I AM" Program, designed to foster positive identity, relationships and behaviors in students through a focus on character and SEL traits.

Each afternoon students participate in fitness activities that contribute to healthy lifestyle choices. In addition, ELO-P will follow all nutrition requirements while providing a variety of snacks. Students will have a healthy snack each afternoon.

6—Diversity, Access, and Equity

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

ELO-P programming will align with MVWSD’s Strategic Plan 2027 goals of Ensuring an Inclusive and Welcoming Culture and Focus on Student Socio-Emotional Health. Our Director of Equity will collaborate with our partner agencies to provide the same training to After School Program staff as is provided to all district staff throughout the year.

Students with disabilities that meet ELO-P eligibility requirements will have access to the ELO-P and MVWSD will collaborate with our Learning Challenges Committee to distribute registration information. Many program participants are English Learners, and many staff members are bilingual and able to provide linguistic support and cultural understanding as well as building cultural understanding in others. Appreciation of diversity and cultural pride are a mainstay of both our regular day and afterschool programming.

7—Quality Staff

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

All staff have full days of staff training prior to the start of the school, must attend monthly staff meetings, and have ongoing staff training throughout the year. Each partner provides staff training in the following areas:

- CPR, First-Aid certified
- Mandated Reporting (Child Abuse and Neglect)
- Agency and district protocols, procedures, and regulations
- Developmentally appropriate behavior incentives and correction
- SEL strategies and lessons
- Providing academic support
- Equity

Qualifying employees who currently work in our schools will be encouraged and have the opportunity to apply for positions to work in the ELO-P through RAS and/or YMCA.

8—Clear Vision, Mission, and Purpose

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

The vision of MVWSD’s ELO-P is to provide a safe, enriching, supportive environment for students during their extended day, aligned with the district mission: “We inspire, prepare and empower every student.” The purpose of this program is to support ALL students in this safe, fun learning environment and increase after school opportunities for ALL of our students.

9—Collaborative Partnerships

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

In addition to BTB, our ASES program, the MVWSD ELO-P has partnerships with Right at School and the YMCA. Together, through collaborative planning, mutual support of our students, and ongoing communication, our goal is to provide an exemplary extended day experience that is available to all unduplicated students. In addition to ASES and our community partnerships, we will be working with our state run preschool partners to ensure a smooth transition for our TK/K students moving from one grade level to the next.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Each quarter and during the summer, district office staff will conduct walkthroughs at all of the ELO-P school sites. They will also meet each quarter with leadership of each partner agency to examine data, both quantitative (enrollment) and qualitative (parent, staff, and student surveys and feedback). Our intent is to consistently engage in a data-based, continuous improvement cycle using the Quality Standards for Expanded Learning; setting goals and identifying next steps for improvement in staff development, curriculum, and scheduling.

11—Program Management

Describe the plan for program management.

MVWSD has a designated administrative position to oversee ELO-P districtwide. The partner agencies provide a site manager at each program site. Each program on a school site will have a school site manager and these site managers are overseen by area managers. School site and area managers participate in ongoing collaboration and communication with school site principals. Agency Directors will participate in ongoing collaboration and communication with MVWSD leadership. This supervision will provide ongoing accountability from MVWSD and partner agency leadership to ensure a quality program is provided at each school site.

General Questions

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

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

MVWSD has had an existing ASES program, Beyond the Bell, for 15 years. This program has fulfilled similar goals and priorities as ELO-P and will continue to provide this service to MVWSD families at select sites in the district, using ASES funding under the umbrella of ELO-P. Beyond the Bell prioritizes enrolling unduplicated pupils at the 5 school sites served. It is our goal, as the ELO-P develops, to provide one comprehensive and seamless program that includes ASES priorities and funding. Current policies and procedures are being reviewed and updated to ensure requirements of all grants and funding are satisfied as well as ensure accessibility and flexibility to students and families (e.g. attendance requirements, early release policy).

Transitional Kindergarten and Kindergarten

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

Partner agencies will hire staffing to ensure a pupil to staff ratio of no more than 10:1 in TK and Kindergarten. Staff will be well trained to ensure a developmentally appropriate environment for our TK and K students. We will collaborate with our preschool department to provide specific curriculum and programs for our youngest students, ensuring they are happy, safe, and learning.

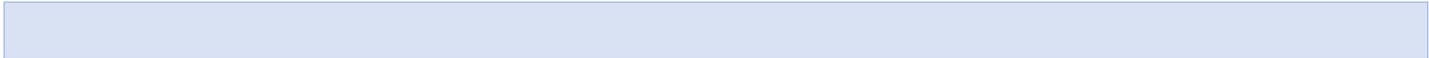
It is our hope to include staff recruited from among those currently serving in our school sites to ensure a seamless interface between school and the ELO-P.

In addition to collaboration with our preschool department, we will strive to collaborate with First Five Santa Clara County to access their expertise to provide training and support activities for this age group.

Sample Program Schedule

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

Regular School Year Schedule 180 days:
8:00 a.m. - 2:00 p.m. - Regular Instructional Day
2:00 p.m. - 5:00 p.m. - ELO-P funded programming
Intersession and/or Summer Session Schedule 30 days:
8:00 a.m. - 5:00 p.m.



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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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

EC Section 46120(b)(3):

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

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

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

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

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

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

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

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