

Mountain View Whisman School District

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

SPRING 2025

Prepared by:

Mountain View Whisman School District

1400 Montecito Ave.

Mountain View, CA 94303



MVWSD Expanded Learning Opportunities Program Plan

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

Local Educational Agency (LEA) Name: Mountain View Whisman School District

Contact Name: Geoffrey Chang

Contact Email: gchang@mvwsd.org

Contact Title: Director Federal, State, and Strategic Programs

Contact Phone: (650) 526-3500 x1135

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

Governing Board Approval Date: May 8, 2025 (anticipated)

Review/Revision Date:

Review/Revision Date:

MVWSD Expanded Learning Opportunities Program Plan

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. (See [*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. (See [*EC* Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element

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

Enrichment Element

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

Off-Site Locations

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

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Overview

The MVWSD Expanded Learning Opportunities Program (MVWSD+) is offered at all MVWSD school sites through the YMCA of Silicon Valley (YMCA) and Beyond the Bell in partnership with the City of Mountain View-Recreation (BTB). BTB is funded via both the Expanded Learning Opportunities Program (ELOP) and the After School Education and Safety (ASES) grant.

BTB	Grades 1-8	Castro Elementary, Landels Elementary, Theuerkauf Elementary, Monta Loma Elementary, Crittenden Middle School, and Graham Middle School
YMCA	Grades TK-5	Bubb Elementary, Castro Elementary, Imai Elementary, Landels Elementary, Mistral Elementary, Monta Loma Elementary, Stevenson Elementary, Theuerkauf Elementary, and Vargas Elementary

MVWSD has approximately 1700 unduplicated pupils grades TK-8 (1400 TK-6) and all are offered access to MVWSD+ after-school programming funded by either ASES or ELOP. Staffing ratios will be 1:10 in TK and Kindergarten and 1:20 in Grades 1-6.

1—Safe and Supportive Environment

MVWSD has successfully operated an after school enrichment program for over 25 years, utilizing the services of the YMCA After School Program. For 17 years, we have also operated our own after school Beyond the Bell (BTB) program funded by the ASES grant and in partnership with the City of Mountain View-Recreation. 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 school site staff. MVWSD believes that a strong partnership between school, parents, and community is important in providing a safe and supportive environment.

MVWSD+ continuously seeks to create a safe, warm, welcoming, and inclusive environment by utilizing methods that respect and respond to children's diverse backgrounds and foster positive identity. Our staff are trained yearly in classroom management and create caring environments with high expectations for each student. Policies and procedures are put in place to protect students' and staff. All staff are trained in first aid safety and have two-way radios for communication. Staff wear uniforms and have identification badges to be easily identifiable to students, families, and school staff. Program staff welcome

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students from the program and release them to authorized parents/legal guardians with signature, using electronic or paper documentation. Program partners also have health records, as provided by the student's parents and consult with district nurses if students have medical plans. Students in grades 1st to 5th are released to walk/bike home only with a parent-signed release form.

Physical Safety

All MVWSD+ programs are offered at the school site where the student attends. Students participating in the program are accompanied to the program location on campus. Student to staff ratios in grades 1st - 6th are 20:1. TK/K student to staff ratios are 10:1.

In addition to direct student support, program staff follow safety protocols aligned with those utilized by MVWSD staff on each site. MVWSD+ focuses on integration with the school site health, safety, and academic priorities and policies while integrating SEL activities into weekly programming. The following aspects are present to address physical safety:

- Protocols for incident reporting, including parent, school, and district notifications.
- Staff are trained and participate in fire drills, shelter in place, power outages, and water leaks.
- Health records information provided by parents and maintained by staff, including first aid logs at each site.
- Exit Tickets are submitted by all MVWSD+ programs to communicate any incidents, i.e. accidents, conflicts between participants, late pick-ups, and any maintenance concerns that can be addressed the following day. These communications are reviewed daily by daytime school personnel.
- Staff Training includes CPR, First-Aid, Mandated Reporting (Child Abuse and Neglect), Suicide Risk, Agency protocols, Safety and Risk Management, and Youth Mental Health First Aid.

Emotionally Safe & Supportive

We believe that an after-school program should provide opportunities and experiences that stimulate a child's physical, intellectual, emotional, and social development. Our program fosters an emotionally safe and supportive environment by encouraging students to build strong, positive relationships with both peers and program leaders. Staff intentionally build trusting and supportive relationships, working daily to establish a community within their program by getting to know students and their families.

These connections help students cultivate healthy emotional habits and a strong sense of community. Partner agencies implement structured social-emotional learning (SEL) curricula, such as Project Cornerstone, focusing on confidence,

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asset development, character, resilience, self-care and wellness. Family engagement activities are designed to strengthen the family unit and promote opportunities for families to engage with their child's learning and development. We collaborate with families, schools, teachers and principals, education groups and community organizations to support children's learning outside of the classroom. We believe that students achieve more when there is a continuity of support that starts at home, continues during the school day and carries over into the expanded learning space.

MVWSD+ partners with school and district administration to address and support students' educational, social-emotional, and physical needs. In partnership with Santa Clara County Behavioral Health Services, staff take the Youth Mental Health First Aid training to learn about youth developmental stages and QPR Suicide Prevention Training. The MVWSD Director of Health & Wellness trains staff in District Suicide Intervention protocols. Staff participate in informative presentations and role-playing scenarios that address mental health challenges. The skill sets that the staff develop through this training support all students to be successful mentally, physically, and academically while in the program.

In addition, MVWSD+ partner organizations align with schools to establish consistent discipline response systems, conduct ongoing site safety reviews, and train staff in risk management, bullying prevention, positive behavior guidance, safety and first aid, injury, illness and child abuse prevention, and school safety procedures. Staff are trained in classroom management, appropriate discipline measures, and creating caring environments with high expectations for each student.

2—Active and Engaged Learning

MVWSD+ offers seasonal/theme-related activities to maintain student interest throughout the year. All sites have a daily schedule that includes the components required by ELO-P.

Academic:

All students have the opportunity to receive daily support and/or monitoring in for homework and/or schoolwork as needed. Students who do not have assigned homework have a choice to read a book or work online with specific math/reading software used at the site.

Enrichment:

MVWSD+ enrichment exposes students to activities that reinforce academic skills and nurture diverse interests. To appeal to a wide variety of students, staff lead age-appropriate enrichment activities from various areas including art, writing, hands-on science, and design challenges. The activities encourage

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creativity, teamwork, and leadership. Students build confidence and form meaningful connections with peers and supportive staff.

Physical Activity:

Age-appropriate physical activity through recreation is a daily part of MVWSD+. Our goal is to build healthy habits, provide movement after the school day, and engage students in team sports that help them build motor skills, social and personal skills. MVWSD+ participants play structured and unstructured games and activities. Our YMCA partner uses the research-based CATCH curriculum to engage kids in physical activity, nutrition, and health education.

SEL:

Student social and emotional health is a goal of the MVWSD District Strategic Plan. MVWSD+ has ongoing staff development to enhance social-emotional learning. Staff work diligently to provide a sense of belonging, including daily group check-ins (“Rec Talk” at Beyond the Bell) to monitor student morale and issues that may have come up during the school day. Through building positive relationships with their peers and their program leaders, the students establish healthy mental and emotional habits and gain a sense of belonging to their community.

Additionally, the YMCA uses a structured curriculum, Project Cornerstone, and the “A Little SPOT” series by Diane Alber to focus on character development, self-awareness, and appreciation of diversity. Students understand the importance of naming emotions, communicating feelings and “filling buckets” when interacting with others.

3—Skill Building

Students develop their skills when they feel safe, supported, and are actively engaged. MVWSD+ supports projects and activities that nurture the 21st Century skills: collaboration, critical thinking, creativity, and communication. Skill-building is interwoven daily in the after-school activities. Students collaborate in various activities such as Minute-to-Win-It games, group design challenges, group research, and peer presentations. Staff create activities where students can demonstrate and build on skills and previous academic knowledge.

In addition, we also create activities using the SAFE tool, laying out Sequenced, Active, Focused, and Explicit Learning goals. We communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

Students will use information technology as appropriate for their grade level.

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Students can use the technology provided by their schools to practice math and/or literacy skills. Staff offer constructive feedback to help youth learn from their experiences.

4—Youth Voice and Leadership

MVWSD's strategic plan prioritizes expanding and enhancing opportunities for stakeholder voice. MVWSD+ delivers opportunities for students to use their voices to increase ownership of learning. Students have opportunities to make decisions around the program from choosing their individual activities to making group decisions on which activities and events to include in the program. The program gives older students chances to step into leadership and mentorship roles. They can help lead group activities and opportunities to read to younger students to support literacy, which also builds strong connections between age groups. These opportunities help older students build confidence, teamwork, and communication skills in a real-world way.

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

5—Healthy Choices and Behaviors

MVWSD+ incorporates enrichment activities that teach students the importance of making healthy choices and sustainability, and activities that include learning about nature. Healthy choices and behaviors teach students the importance of healthy eating and well-being. Guiding students to develop skills for appropriate behaviors in different situations occurs routinely throughout the program. The importance of learning how to get along with others and resolving conflicts is an ongoing component of MVWSD+.

MVWSD+ integrates nutrition and age-appropriate physical activity into the daily routine. The program staff models good nutrition and physical activity to support the students. Students always have a choice of healthy snacks. These snack choices satisfy applicable federal and state nutritional guidelines.

MVWSD+ students have access to all outdoor equipment at the sites. Additional equipment is provided by the program as needed for outdoor recreational activities.

6—Diversity, Access, and Equity

MVWSD+ programming aligns with MVWSD's Strategic Plan 2027 goals of ensuring an Inclusive and Welcoming Culture and Focus on Student Socio-Emotional Health. MVWSD has a multicultural and multilingual student

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population and all qualified students are invited and welcomed to attend. The program is naturally diverse given the qualifications for participation.

Students with special needs who meet the program eligibility requirements have access to MVWSD+. Program staff collaborate with Special Education coordinators, Behavioral Analysts, and third-party partners of students with special needs.

Many program participants are English Learners, and many staff members are bilingual and able to provide linguistic support and build cultural understanding. Appreciation of diversity and cultural pride are a mainstay of both our regular day and after-school Programming.

All MVWSD+ program materials and communications are translated into Spanish. Translation and interpretation into other languages are always accommodated upon request.

7—Quality Staff

All MVWSD+ staff meet District minimum Instructional Aide qualifications. Program activities are designed to maintain required state student ratios. Program staff lead age-appropriate academic and enrichment activities to allow students and staff to foster learning in an after-school environment. Program staff recognize each participant's strengths, interests, and learning styles, and actively support them in building skills that align with those strengths and passions.

Minimum Staff Qualifications

Along with passing a background check and TB test, all staff working in MVWSD+ programs must meet the following district requirements:

- High school diploma or equivalent
- AA degree, equivalent in coursework relating to education, or other related authorization
- Six months experience in the care and supervision of children desired
- Preschool – Six (6) ECE units required
- First Aid Certification
- CPR Certification
- Possession of a valid California Driver's License or other valid state-issued ID
- Willing to complete appropriate training
- Bilingual – For positions designated "Bilingual/Biliterate required," successful completion of test certifying competence and literacy in English and another language, determined by MVWSD, is required.

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MVWSD+ will maintain required staffing ratios throughout the year by continuously recruiting quality staff-even when it appears that demand has been met-allows MVWSD+ to maintain sufficient staffing to meet staffing ratios.

Staff Development

Our staff training and development plan is built to ensure team members have the skills and support needed to meaningfully engage students and create a safe, enriching environment. All staff have full days of staff development prior to the start of the school year. All staff are also able to participate in the Region 5 GiFT platform for Expanded Learning at no cost. MVWSD+ district/site administrators select the professional learning videos that meet the needs of their staff. We also provide ongoing professional learning throughout the year, including up to three dedicated days throughout the year.

Each partner provides staff training in the following areas:

- CPR, First-Aid certified
- Mandated Reporting (Child Abuse and Neglect)
- Agency protocols
- Safety and Risk Management
- Youth Mental Health First Aid

In addition to partner staff trainings. MVWSD+ Administrators hold three separate trainings:

- District protocols, procedures, and regulations
- Suicide Risk Assessment
- Supporting Student Behavior: helping staff design environments where physical and psychological safety are honored
- Creating developmentally appropriate behavior incentives and responses
- SEL strategies and lessons
- Providing academic support
- Equity-Facilitating Critical Conversations

8—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

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MVWSD+ has been a collaborative effort since its inception. MVWSD staff meet weekly with our partners to refine the administration and programmatic aspects on a continual basis. MVWSD+ administrators regularly participate in the Region 5 Expanded Learning Leadership Team and Santa Clara County After School Collaborative meetings to uphold standards and sustain high-quality programs.

In addition to our BTB (ASES) program which is an active collaboration with the City of Mountain View, MVWSD+ has a partnership with the YMCA. Together, through joint 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 and elementary school staff to ensure a smooth transition for our TK/K and 5th/6th grade students moving from one grade level to the next.

MVWSD+ engages families throughout the school year with opportunities to share their perspectives that support development and ongoing improvement of the program. Data that is gathered through parent surveys help identify key priorities, areas of need, and suggestions. This data supports the structure and focus of the program. In Winter 2024, families were also surveyed specifically to give feedback on new after school arts classes for students, which will begin in Fall 2025.

Additional general feedback is collected from families through informal check-ins during events or during sign out. This ongoing input allows us to monitor satisfaction, address emerging concerns, and make data-informed adjustments to better support students and their families. By keeping these lines of communication open, we ensure that family voices remain central to our program's success.

10—Continuous Quality Improvement

Each trimester and during the summer, district office staff conduct walkthroughs at all of the MVWSD+ school sites. They also meet 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.

MVWSD+ requests site visits for program quality and technical assistance needs from the CDE Region 5 Statewide System for Expanded Learning (SSEL) team. Written reports detail areas of strength and those that need attention and support.

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11—Program Management

As part of our ongoing efforts to ensure a smooth and effective operation of the MVWSD+ program, the following policies and procedures have been established:

1. MVWSD+ [web page](#) for program communication
A dedicated webpage created to provide updated information and resources for families regarding MVWSD+ programming. This webpage also includes detailed procedures and links to parent handbooks.
2. Enrollment Management
 - The MVWSD+ Team is responsible for managing enrollment notifications
 - Enrollment and registration are supported through MVWSD+'s internal data management system, designed specifically for this purpose.
 - Coordination with the Director of Technology ensures that all enrollment and registration systems are properly integrated.
3. Administrative Support
 - Two dedicated administrators are assigned to oversee program operations
 - The YMCA Program Director meets weekly with these administrators to review progress, troubleshoot challenges, and engage in short- and long-term planning.
 - Monthly meetings are held between site directors and site principals to align site-level operations and address any concerns.
4. Site-Level Support
 - Each site has a designated School and Community Engagement Facilitator (SCEF) able to assist with student and family support regarding MVWSD+ program information and questions.
 - Site staff regularly review exit tickets and incident forms to monitor student behavior, ensure safety, and implement necessary interventions.
5. Attendance Tracking
 - Attendance systems are being set up in collaboration with the Information Systems team to ensure accurate and timely reporting.
6. Fiscal Management
 - The district requires partner agencies to submit invoices monthly which are verified by MVWSD+ staff and reviewed using the district's standard protocols for invoice processing and payment.

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Budget and Accountability

The budget is adequate to provide program access for all students who qualify and enroll in the program which operates during the 180 days that school is in session and 30 intersession days. Our agreement with our YMCA partner specifies the following rates:

Cost per after school day per enrolled student, grades TK/K: \$13.80

Cost per after school day per enrolled student, grades 1-6: \$9.00

Cost per intersession day per enrolled student, grades TK/K: \$40.00

Cost per intersession day per enrolled student, grades 1-6: \$33.50

These costs are similar to those of our in-house Beyond the Bell program.

Based on the previous three years' enrollment numbers, these costs alone will be unlikely to exceed the anticipated state allocation per year. Additional costs we have been able to cover using rollover funds have included support staff for students with special health and/or safety needs, additional summer intersession programming, MVWSD+ Team's salary and benefits, and indirect costs. Long term sustainability may require a future sliding scale fee for families who are not Socioeconomically Disadvantaged, fund-raising, supplemental funding from a different district source, or a combination of these and other measures.

Systems are in place for ongoing accountability from MVWSD and partner agency leadership to ensure a quality program is provided at each school site. Agency directors participate in ongoing collaboration and communication with MVWSD leadership.

The District's Director of State and Federal Programs oversees Expanded Learning Programs districtwide. MVWSD+ Supervisors report to the Director of State and Federal Program and work directly with Program Directors of partner agencies.

BTB and the YMCA provide site directors at each program site, who report to their respective agency's management.

Program and site directors collaborate and communicate monthly with school site principals.

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General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

*Do you have an ASES Grant? **Yes***

*Do you have a 21st CCLC Grant? **No***

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Eligible students interested in participating apply for MVWSD+. Program placement is based on family need, attendance days, and the program with available space, if applicable. ASES priority is given to UPP families interested in full week coverage at ASES funded sites.

Are the programs comparable?

MVWSD has had an existing ASES-funded program, Beyond the Bell, for nearly two decades. 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 evolves, 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).

2. Transitional Kindergarten and Kindergarten

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 at our

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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.

3. Offer and Provide Access

MVWSD is committed to providing culturally and linguistically appropriate communication to ensure equitable access to the Expanded Learning Opportunities Program (ELO-P) for all students and families. All program information is made available on our district website in both English and Spanish. We also utilize our internal communication platform to share registration materials directly with families via email, ensuring they receive timely and accessible information in their preferred language.

The enrollment process is designed to be straightforward and inclusive. Families receive a digital registration form through our internal system, where they can review program details and complete the enrollment process online. The form includes clear instructions and is available in both English and Spanish. Parents or guardians are required to provide an electronic signature to confirm participation. All completed forms are securely stored within our internal platform to ensure proper recordkeeping, privacy, and easy access for program staff. No additional registration steps are needed with district partners because MVWSD+ manages all necessary data transfer.

For after school, no transportation will be needed because the programs will be at each enrollee's school site. For intersession, transportation will be offered to students who do not normally attend school at the intersession sites.

Through these efforts, we aim to reduce barriers to participation and ensure that all families feel informed, welcomed, and supported throughout the enrollment process.

4. Field Trips

MVWSD+ has not offered field trips in past years due to budget constraints, but we remain open to exploring field trips as ways to broaden enrichment offerings and will seek out such opportunities in future years.

5. Program Fees

MVWSD+ currently does not charge a program fee for any student, but in the future we intend to explore this as a possibility, within allowable limits outlined in ELO-P legislation, in order to maintain the long-term sustainability of the

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program.

6. Sample Program Schedule- Regular School day

Sample ELO-P schedule below: Each day equals a minimum of 9 hours. This schedule includes a snack/meal, physical activity, an enrichment component and an academic component.

Regular School Year Schedule 180 days (times are approximate):	
8:00 a.m. - 2:30 p.m. - Regular Instructional Day	
2:30 p.m. - 6:00 p.m. - ELO-P funded programming	
8:00 am - 2:30 pm	Regular School Day
1:30 pm - 1:45 pm 1:45 pm - 2:30 pm	Kinder Sign-In Kinder Project Time & Free Choice
2:30 pm - 3:00 pm	1-5th grade Sign-In Snack Time
3:00 pm - 4:30 pm	Group Rotations (TK- 1st and 2nd -5th) Academic: Homework/Reading Time Physical Activity: Recreation
4:30 pm - 5:15 pm	Enrichment Activity Time
5:15 pm - 6:00 pm	Small Group Choice Activity Time
6:00 pm	Parent Pick Up/Sign Out

Sample Program Schedule- No School Day

Sample ELO-P non school day schedule below: Each day equals a minimum of 9 hours. This schedule includes a snack, a meal, an enrichment component and an academic component.

Intersession and/or Summer Session Schedule 30 days (times are approximate):	
8:30 a.m. - 5:30 p.m.	
8:30 am - 8:45 am Sign-In/Attendance	1:00 pm - 2:00 pm Academic Activity
8:45 am - 9:30 am SEL Small Group Activity	2:00 pm - 3:00 pm Enrichment & Physical
9:30 am - 9:45 am Morning Snack	Activities/Group Rotations
	3:00 pm - 3:15 pm

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<p>9:45 am - 11:45 am Enrichment Activities/Group Rotations</p> <p>11:45 am - 12:15 pm Lunch Time (Meal)</p> <p>12:15 pm - 1:00 pm Physical Activity: Recreation</p>	<p>SEL Small Group Activity</p> <p>3:15 pm - 3:30 pm Afternoon Snack</p> <p>3:30 pm - 5:30 pm Enrichment & Physical Activities/Group Rotations</p> <p>5:30 pm Parent Pick Up/Sign Out</p>
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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

Regular School Days and Hours

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

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

Non School Days and Hours

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

(i) For at least 30 non school days, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.

(ii) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time,

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recess, meals, and expanded learning opportunities per instructional day.

Prioritizing Schoolsites

EC Section 46120(b)(3):

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

Grades Served

EC Section 46120(b)(4):

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

Partners

EC Section 46120(b)(6):

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

Audit

EC Section 46120(c)(1):

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

Snacks and Meals

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

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

(2) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

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Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale **EC Section 46120(b)(5):**

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

Staff Minimum Qualifications, Ratio **EC sections 8483.4(a) and 46120(b)(2)(D):**

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

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

Program Components **EC Section 8482.3(c)(1)(A–B):**

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

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

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

Third Party Notifications **EC Section 8483.4(b-d)**

(b) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to

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notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c). (c) For purposes of this section, an “event” includes any of the following: (1) Death of a child from any cause.

(2) Any injury to a child that requires medical treatment.

(3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.

(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.

(5) Epidemic outbreaks.

(6) Poisonings.

(7) Fires or explosions that occur in or on the premises.

(8) Exposure to toxic substances.

(9) An arrest of an employee of the third party.

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

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