

Mountain View Montessori Charter School

**Expanded Learning Opportunities Program Plan
2024-25**



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ELO-P Plan - 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 school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Below is a breakdown of the current measures in place to ensure a safe and supportive environment for our students participating in the Expanded Learning Opportunities Program at Mountain View Montessori Charter School (MVMCS):

- Expanded learning at MVMCS will be held on our school campus,
- MVMCS has procedures in place to safely transition students from their regular school day to our after school programs,
- MVMCS has measures of security in place, including a check-in/check-out system for student release,
- MVMCS passes an annual safety inspection which includes general cleanliness and the facilities being in good working order:
- Hazards, safe egress and ingress, and earthquake safety (secure large items to walls)
- Staff is provided with safety training which may include monthly safety meetings, active shooter training, and mandated reporting
- Contact information, including directories, have been shared to and from each provider to ensure high levels of communication

ELO-P Plan - 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.

The chart below provides examples of site-based ELO programs offered throughout the school year and how they support learning in academic areas. Please MVMCS to determine what content is being offered each trimester.

	ELO Courses Offered	Academic Areas of Support
STEM	FIRST Lego League Project-Based Learning Programs: <ul style="list-style-type: none"> ● FIRST Lego League Explore Program (gr. 1-4) ● FIRST Lego League Challenge Program (gr. 4-6) 	<ul style="list-style-type: none"> ● Science and Engineering ● English Language Arts ● Visual and Performing Arts ● Social Studies
Math	<ul style="list-style-type: none"> ● After School Tutoring 	<ul style="list-style-type: none"> ● Mathematics
Physical Fitness	<ul style="list-style-type: none"> ● Flag Football ● Basketball ● Soccer ● Cheerleading ● Jr. Olympics 	<ul style="list-style-type: none"> ● Physical Education
Leadership and Life Skills	<ul style="list-style-type: none"> ● WAVE Youth Leadership Program 	<ul style="list-style-type: none"> ● Health / Social-Emotional Learning (SEL)
Language	<ul style="list-style-type: none"> ● Spelling Bee ● After School Reading Tutoring 	<ul style="list-style-type: none"> ● English Language Arts
The Arts	<ul style="list-style-type: none"> ● Introduction to Music ● Recorders ● Drawing ● Arts & Crafts 	<ul style="list-style-type: none"> ● Visual and Performing Arts

ELO-P Plan - Skill Building

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

The chart below illustrates samples offered throughout the school year, along with the examples of embedded skills students will have the opportunity to learn and reinforce. Please MVMCS to determine what content is being offered each trimester.

	ELO Courses Offered	Embedded Skills
STEM	FIRST Lego League Project-Based Learning Programs: <ul style="list-style-type: none"> ● FIRST Lego League Discovery Program (K-1) ● FIRST Lego League Explore Program (gr. 1-4) ● FIRST Lego League Challenge Program (gr. 4-6) 	<ul style="list-style-type: none"> ● Creativity ● Fine Motor Skills ● Problem-solving ● Strategic Thinking ● Perseverance ● Teamwork/Collaboration ● Inclusion ● Public Speaking ● 21st Century Skills
Math	<ul style="list-style-type: none"> ● After School Tutoring 	<ul style="list-style-type: none"> ● Perseverance ● Problem-solving ● Strategic Thinking
Physical Fitness	<ul style="list-style-type: none"> ● Flag Football ● Basketball ● Soccer ● Cheerleading ● Jr. Olympics 	<ul style="list-style-type: none"> ● Gross Motor Skills ● Social Skills ● Teamwork/Collaboration ● Following Rules ● Self-Regulation
Leadership and Life Skills	<ul style="list-style-type: none"> ● WAVE Youth Leadership Program 	<ul style="list-style-type: none"> ● Self-confidence ● Self-efficacy ● Teamwork/Collaboration ● Self-Regulation ● 21st Century Skills
Language	<ul style="list-style-type: none"> ● Spelling Bee ● After School Reading Tutoring 	<ul style="list-style-type: none"> ● Public Speaking ● Self-confidence ● Perseverance
The Arts	<ul style="list-style-type: none"> ● Introduction to Music ● Recorders ● Drawing ● Arts & Crafts 	<ul style="list-style-type: none"> ● Fine Motor Skills ● Creativity ● Self-confidence

ELO-P Plan - Youth Voice and Leadership

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

The chart below illustrates samples offered throughout the school year, along with the examples of embedded skills students will have the opportunity to learn and reinforce. Please MVMCS to determine what content is being offered each trimester.

For MVMCS's site-based ELO-P offerings, input opportunities include, but are not limited to:

- Trimesterly student focus groups
- Surveys
- Site committees.

For Champions, input opportunities include:

- Surveys

ELO-P Plan - Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors.

Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems, and their learning ability is enhanced. Students participating in the afternoon ELO-P program will have access to quality snacks each day served through the Champions program or VESD Nutrition Services for site-based ELO programs.. Champions and VESD Nutrition Services follow all state and federal meal pattern requirements and dietary specifications established by the U.S. Department of Agriculture (USDA). The snack program is uniquely designed to improve nutrition and establish healthy eating habits for students.

Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

All students participating in the after school ELO-P program will have access to a snack which contains full servings of any two of the following four food components:

- Fluid milk;
- Meat or meat alternate;
- Fruit, vegetable, or 100% juice; and
- Grain or bread product.

The snacks provided generally consist of fruit juice and a whole grain product. The grain component rotates each month for variety. Below is a sample snack menu:

- Mondays - Tiger Bites Crackers and Fruit Juice
- Tuesdays - Cheddar Goldfish Crackers and Fruit Juice
- Wednesdays - Honey Bear Graham Crackers and Fruit Juice
- Thursdays - Trix Cereal Bar and Fruit Juice
- Fridays - Whole Grain Sugar Cookie and Fruit Juice

ELO-P Plan - 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 opportunities for students with disabilities.

MVMCS Site-Based ELO-P

MVMCS site-based expanded learning opportunities encourage students to work together and positively with others. Our schools include collaborative opportunities including academic centers, STEM team projects, team sports, and other team-based atmospheres to foster tolerance, support, and inclusion for all. Data collected from teachers and administrators to drive the programs leads to planning for equitable environments and materials distribution. All students in VESD are offered access and encouraged to participate regardless of student group or disability status.

Champions ELO District Plan

Children of all ages are able to learn how to practice empathy, compassion, and understanding. And everything they do—from reading books and making art to even having lunch—can be experienced through an inclusive lens.

The lessons they learn now will build on new ones as the child grows, helping them develop a foundation for empathy, compassion, and understanding.

- **Create diverse experiences.** Read books that show different cultures, identities, and characters than those in your own home, listen (and dance) to new music genres, enjoy a wide variety of flavors when you eat, and look at art created by artists all over the world. As you build these experiences, they create new thought patterns that help your child see differences as attributes.
- **Acknowledge similarities and differences.** Bring your child's attention to things they can see that are different and the same about themselves and yourself! Pointing to and naming parts of your body that are the same (i.e., "We both have eyes") or describing the qualities that are different (i.e., "You have green eyes and I have brown eyes") can help your child learn to appreciate and accept the ways we are alike yet also unique.
- **Name feelings in themselves and others.** When your child has big feelings, give them a name (i.e., "I see that loud noise made you feel scared") and let them know it's okay to express their feelings. Then, you can help them recognize that feeling in others (i.e., "Your friend feels scared right now. Remember when you felt scared?"). These are building blocks for empathy and understanding, which can help interrupt the development of biases before they start.

ELO-P Plan - Quality Staff

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

MVMCS students enrolled in Expanded Learning Programs at our site will work with qualified staff which may include certificated and fully credentialed teachers, Instructional Assistants, and other support staff, as needed. Below are the minimum qualifications for MVMCS and our partner service provider, Champions.

VESD Minimum Qualifications: High School Diploma or equivalent

- To be in compliance with federal and state laws applicant must meet one of the below requirements:

(A) Complete a minimum of 48 college credits; OR

(B) Obtain an Associate's (or higher) degree; OR

(C) Successfully pass a District-developed test assessing your knowledge of, and ability to assist in instructing reading readiness, writing readiness and mathematics readiness.

Champions Staff: Program teachers are required to have completed a minimum of 12 units in the following: child development, early childhood education, education, psychology, sociology, recreation, and physical education. They are also required to have a minimum of 1 year experience working with children. Staffing ratios depend on grade level, but there is typically 6 teachers and 1 director per 100 students.

ELO-P Plan - Clear Vision, Mission, and Purpose

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

The Expanded Learning Opportunities Program at MVMCS aligns to our the school's mission and LCAP goals, as well as our district's Vision and Mission statements:

School Mission: MVM's mission is to provide a child-centered learning environment consistent with Dr. Maria Montessori's vision for students in transitional kindergarten through the sixth grade.

District Vision: VESD provides a path to success for all students to define their own future as lifelong learners.

District Mission: VESD is dedicated to each student developing foundational, educational skills through a comprehensive approach for all.

With a focus on a comprehensive approach, our Expanded Learning Opportunities Program contains various options and approaches to fit the needs of our students. We offer flexible schedules and have partnerships with multiple entities to increase our menu of options.

Our program includes opportunities to strengthen student academics which align with foundational educational skills. The arts, sciences, and physical education lessons in our program allows students to explore a range of activities to suit their interests.

The Expanded Learning Opportunities Program aligns with MVMCS and VESD Board Goals and Objectives. The MVMCS LCAP outlines how each of the goals will be measured each year.

Goal 1: On state and local measures, all students will demonstrate growth in ELA and math standards, and English Learners will demonstrate progress in English language proficiency.

Goal 2: All students will demonstrate progress in social and emotional learning skills based on state and local measures.

Goal 3: MVMCS will increase communication and engagement of students, staff, and families by providing resources to improve attendance and participation in school and district functions.

ELO-P Plan - 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.

Champions

Champions partners with principals, teachers, and parents to create more than 600 before- and after-school and year-round learning environments that spark wonder in children. A member of the KinderCare Education family of brands, Champions is backed by the resources and expertise of one of the world's largest education companies. Champions has partnered with VESD for 22 years, and is currently located at seven VESD school sites, providing expanded learning before and after school, maintaining a 90% fill rate. Champions has shown favorable results from surveys to VESD administration and continues to be a valued partner with VESD.

ELO-P Plan - Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

MVMCS

MVMCS will ensure consistent progress monitoring through pre and post assessments each trimester for each site-based ELO-P offering. MVMCS will review data to improve systems at trimester increments.

Champions

Below are examples of how the Think Together program ensures continuous data collection, analysis, and continuous improvement for their programming:

- Monthly meetings with school administration

ELO-P Plan - Program Management

Describe the program's Continuous Quality Improvement plan.

MVMCS Site Plans

MVMCS's Principal has the lead role in Expanded Learning at each school site. Prior to launching their site-based program each trimester, the Principal must share their completed plans with an assistant superintendent for approval before submitting to the Educational Services department. The construct for site ELO-P plans have been derived from guidance from The California Department of Education Program Planning template and local needs. District departments which utilize and reference site ELO-P plans include:

- Custodial - Outline which rooms will be in use to adequately map out custodial services needed
- Facilities - Ensure all HVAC and other utilities are functioning after the regular school day
- Nutrition Services - Maintain adequate stock and delivery of snacks to meet all students' health needs
- Pupil Services and District RNs- Identify students with medical needs for support
- Fiscal Services - Ensure supplies, payroll, and other expenditures are monitored and budgeted appropriately
- Educational Services - to ensure training and supplies are in place, as well as collaborating on data collection and visualization as needed

Champions ELO-P District Plan

Our system of communication between school administration and Champions is as follows:

Formally:

- Monthly Principal meetings with the Site Director
- Monthly Newsletters of the upcoming events at Champions

Informally:

- Touch base with the teachers discussing how Champions can help with a child's academics (like if homework is given)
- Daily check-ins with the office staff
- Touch base with the Principal if any questions arise that need immediate attention

ELO-P Plan - Connection to ASES

ASES, 21st Century CCLC Elementary/Middle School, and 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.

MVMCS does not hold either grant at this time.

ELO-P Plan - TK and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. 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?

MVMCS Site-Based TK/K ELO

MVMCS does not host any site-based TK/K ELO programs at this time due to space limitations and staff ratio requirements. TK/K programs are offered solely through Champions.

Champions TK/K ELO

At Champions, our teachers use the Early Foundations Curriculum developed by KinderCare. Early Foundations focuses on the development of the whole child by including activities for language and literacy, math and science, and creative arts, as well as social and emotional, and physical development. Children in the program are taught the essential skills needed for school readiness through comprehensive literacy and mathematics strands. The program also supports the children's social development and executive-function skills, both of which are necessary for children to function independently and become capable, confident learners in the classroom. Our program provides a rich environment where children are encouraged to explore and challenged to learn, all while making friends and developing self-confidence.

Program features include:

- Portfolio collections that capture each child's work and unique creative expression.
- Standards that align to six development domains: Cognitive, Creative Expression, Executive Function, Language & Literacy, Physical & Wellness, and Social & Emotional
- Thematic units that encourage curiosity and self-direction and confidence.
- Project-related learning activities
- Hands-on experiences to heighten cognition and problem-solving skills.
- Daily small-group instruction that promotes skill development.
- Regular communication with teachers and families to keep each family informed about their child's day

ELO-P Plan - Sample Program Schedules

Sample Program Schedules

- MVMCS ELO Breakdown
- Champions Breakdown

Sample offerings derived from possible combinations of programs. MVMCS has developed this schedule from contributing factors, including but not limited to start time, school site personnel, and current agreements in place.

Time	MVMCS	Champions	Non-instructional Days
7:20 - 8 am	District Breakfast Program		8:00-8:35 Welcome, announcements, Teambuilder, SEL
8 am - 2:55 pm	Regular School Day		8:35-8:50- Transition
2:55 - 5 pm	ELO - FIRST Lego League Programs, After School Tutoring	ELO - Welcome Activities ELO - Rotating Curriculum ELO - Fitness ELO - Clubs ELO End of Day Meeting	8:50-9:30- Breakfast and mini games 9:30-9:45- Transition 9:45-10:35- Rotation 1 10:35-10:50- Transition 10:50-11:30- Physical Activity 11:30-12:10- Lunch 12:10-12:25- Transition 12:25-1:15- Rotation 2 1:15-2:05- Rotation 3 2:05-2:20- Transition 2:20-3:00- Team Builder, raffles 3:00-3:15- Transition 3:15-3:40- Snack 3:40-5:00- Raffles, closing

ELO-P - Expenditure Plan

Describe the types of expenditures required to meet program goals.

These are the anticipated expenditures for all models, including community and educational partners. The expenditure plan is aligned with the intended outcomes for MVMCS and supports the goals of the Board of Trustees/VESD Charter Board and the MVMCS LCAP, as described above in the section labeled - Clear Vision, Mission and Purpose.

- Continued expenditures as necessary for MVMCS certificated, classified, and administrative staff salaries and associated benefits.
- Supplies, utilities, and other costs necessary in order to implement and sustain ELO-P offerings
- Capital outlay and other expenditures:
 - Purchase and/or rental of real property, which may be suitable for the construction of new facilities and/or may have pre-constructed facilities for housing MVMCS and other community and educational partners that provide Expanded Learning Opportunities and services for students
 - Additional facilities needs, including areas and equipment for learning and play in a safe and supportive environment (e.g. - extra classroom spaces, support facilities, outdoor play areas, shade structures, agreements with municipal and city parks, etc.)
- Additional safety measures for a safe and supportive learning environment, including, but not limited to:
 - Network, phone and other utility infrastructure to support VESD site campuses, as well as community and educational partners during ELO-P
 - MVMCS staff salaries and associated benefits for extra hours and/or intercession support during ELO-P offerings
 - Equipment, supplies, capital outlay, and keyless entry systems to support the use of MVMCS facilities by multiple community and educational partners