

TO: Governing Board

DATE: December 11, 2023

FROM: Margaret Nayfeld, Administrative Director,  
TK- 8

SUBJECT: Approval - Expanded Learning Opportunities  
Program Plan

The administrative team requests the approval of the Expanded Learning Opportunities Program Plan. The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade. “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.

Local educational agencies must operate the Expanded Learning Opportunities Program pursuant to the requirements in California *Education Code* Section 46120, including the development of a program plan. The program plan needs to be approved by the Local Educational Agency's (LEA) Governing Board in a public meeting and posted on the LEA's website.

cc: Brian Bauer, CEO/Superintendent

**Expanded Learning Opportunities  
Program Plan Guide**

# **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE**

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

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

California Department of Education Created September 30, 2021

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

**Local Educational Agency (LEA) Name:** Granada Hills Charter

**Contact Name:** Margaret Nayfeld

**Contact Email:** margaretnayfeld@ghctk12.com

**Contact Phone:** (818)332-1363

**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. Granada Hills Charter TK-8
- 2.

### **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.

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## 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>.  
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## 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.

The Expanded Learning Opportunities Program (ELO-P) will provide a safe, supportive environment that will address the social-emotional learning needs of our students. The ELO-P will also provide a curriculum that addresses any learning gaps based on student performance data while engaging students in enrichment activities to foster creative and innovative thinkers. The ELO-P provider(s) collaborate with our teachers and staff to support the needs of students in the program. The program will be offered on site and transportation is not needed to the programs. The same safety procedures and protocols will be used and practiced by both the extended services programs and instructional day programs to ensure consistency.

## 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.

The program design will incorporate educational, literacy, and enrichment components aligned with the common core curriculum. Data will be used from a variety of sources and will be utilized to design learning opportunities for students to participate in targeted intervention. Additional elements of the program will be designed to give students an opportunity to participate in enrichment activities. These classes will provide students with opportunities to connect with their peers beyond their regular classroom experience.

## 3—Skill Building

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

All programs will include building skills and enrichment activities. Staff will lead students through activities where students learn and practice vocabulary, fluency, and comprehension through engaging and interactive activities or lessons. Students may experience skill building from increased confidence in academic learning from academic support and from social emotional development. Social skills growth will be developed by using a combination of community building and cooperative or collaborative learning. We will establish enrichment opportunities as part of our Expanded Learning Program, and focus on student interests. For example, students may participate in enrichment activities that focus on cooking, sports, and theater. Staff will develop learning goals or objectives for each activity and will communicate these goals to students. Staff will facilitate conversations and activities while students work in groups that foster team-building, collaboration, and communication.

#### **4—Youth Voice and Leadership**

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

Student input is critical to our program. Enrichment cycles will be developed and students will have the opportunity to choose which enrichment activities they would like to participate in. Students will be provided with opportunities to develop their interests, advocate for themselves and expand their leadership skills. Students will be surveyed to determine interests in order to help determine what enrichment classes will be offered, with the goal of providing them with access to activities that interest them. Staff will also encourage students to share their perspectives regarding program design in order to have a voice in the continuous improvement of their expanded learning program.

#### **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.

Students will participate in activities that support them in learning and growing. The programs provide students with opportunities to learn while engaging in fun activities, and building social skills. The health and safety of all students begins with a smooth transition from the regular school day to the after school program. Student attendance is taken when the extended learning program starts and is monitored throughout the extended learning sessions. Staff members monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Nutritious snacks are provided daily for every student in attendance. Snacks are provided by the school who serves GHC students lunch.

#### **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.

The ELO-P is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access and equity. Accommodations, if needed, will be made available, to the extent possible, for the students upon enrollment in the program.

The program will practice a culture of inclusion and practice positive behavioral supports. Staff will collaborate with the school site regarding students who have unique academic, behavioral, or social needs.

#### **7—Quality Staff**

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

The program will recruit and retain highly qualified staff to support the program. The ELO-P Staff will participate in professional development as required by the partner agencies based on staff and student needs.

## **8—Clear Vision, Mission, and Purpose**

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

Granada Hills Charter will provide a positive student-centered environment in which all students will develop academic skills, practical skills, and attitudes to enable them to be successful lifelong learners and productive, responsible citizens in a diverse society.

The school's vision is to ensure that students acquire seminal knowledge and exercise key habits of mind and essential skills leading to graduation and in preparation for college and the 21st century workforce.

The program is aligned with the GHC TK-8 program which is committed to ensuring that all students acquire the necessary skills and knowledge that will allow them to meet the intellectual, physical, and social challenges of the 21st century. Our students will be ready to achieve in the rapidly changing world of tomorrow.

## **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.

Granada Hills Charter has developed partnerships with outside agencies to provide programs, enrichment activities and staffing for ELO-P. Collaborative partners meet regularly with school staff throughout the year to engage in continuous quality improvement of the programs. Partners who participate in these meetings include site leaders, partner agencies, site coordinators, and other staff. These providers have developed strong, professional relationships with our school and continually work together to address new and evolving priorities to best serve the diverse needs of students and families in the program.

**Parker Anderson** provides a wide variety of dynamic enrichment classes to the students at GHC to help promote social and emotional learning. These classes will provide students with opportunities to connect with their peers beyond their regular classroom experience.

**Mathnasium** -Based on the Mathnasium assessments, customized Learning Plans will be created for each student. The customized learning plans will be used to identify specific skills where students need additional support.

**YMCA** provides homework assistance and Social Emotional Learning (SEL) lessons and activities.

**Upstage** provides premier youth musical theater experiences for schools. They provide a fun, supportive environment for kids to make friends, create together, and express themselves. The program provides an approach that includes acting, singing, and dancing.

## **10—Continuous Quality Improvement**

Describe the program's Continuous Quality Improvement plan.

The after-school program will begin immediately following the regular school day starting the students with a healthy snack. They will then have opportunities to engage in activities that support the regular day learning as well as enrichment activities. The programs will work collaboratively with the school to implement a program evaluation plan which shall include but not limited to attendance tracking and parents and participant surveys. The program leaders will meet with the school regarding staffing and programming to ensure program supports and current academic goals of the school. The information will be collected from all educational partners which will include: students, parents, community members, and staff. The results will be used to drive improvement of the program. Program and site leadership will review the information each year. This provides an opportunity for the staff to review the program and

discuss possible changes in the program. Meetings will be held throughout the year between vendors

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### **11—Program Management**

Describe the plan for program management.

ELOP Program site administrators will be responsible for program oversight which includes evaluating the program, recording and submitting necessary data reports. ELOP vendors will be responsible for the daily operations of the program. Responsibilities include recording attendance, sharing program information, meeting with site administrators, delivering expanded learning services. Program staff have a sign-in and sign-out procedure to accurately account for all students.

### **General Questions**

#### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

ASES, 21<sup>st</sup> 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.

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## 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?

All staff are fully qualified to address the developmental needs of students, including our TK/Kindergarten learners. The TK/Kindergarten program provides a balanced approach of play and academics. TK/K ELO-P activities enhance early learning in literacy, mathematics, and writing skills, as well as social emotional development and hands-on learning.

## 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.

**Extended Day  
After School  
Learning  
Opportunities  
Program for the  
2023-24 School  
Year**

- **Grades:** TK-6<sup>th</sup> grade students

**Operating Days and Hours:**

- First Day: Monday, August 14, 2023
- Last Day: Friday, May 31, 2024
- Hours: End of School until 5:30pm.
- School Days Only
  - The YMCA would be available to offer programming on non-school days and during school breaks. If/when GHC wants to partner with a YMCA for extended learning programs on these days, a separate program proposal would be provided by the YMCA at that time.



Day	Grades	Time	Class	Room/Space
Monday	TK-1	2:30-3:30	Kids Cooking Academy!	1st Floor Collab Space (South)
Monday	2-5	3:00-4:00	Chess Club!	2nd Floor Collab Space (South)
Tuesday	2-5	2:00-3:00	Cartooning	2nd Floor Collab Space (North)
Tuesday	TK-1	1:15-2:15	Rocket Science	Ms.Pabst Class 116
Wednesday	2-5	3:00-4:00	Tech Kidz! Coding	1st Floor Collab Space (South)
Wednesday	6-8	3:30-4:30	Anime, Cartooning & Comic Creation	2nd Floor Collab Space (South)
Thursday	2-5	3:00-4:00	Rocket Science	2nd Floor Collab Space (South)
Thursday	6-8	3:30-4:30	Chess Club	Rm. 209
Friday	2-5	3:00-4:00	Kidz Cooking Academy!	2nd Floor Collab Space (South)
Friday	6-8	3:30-4:30	Soccer Superstars	Field

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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.

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## **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

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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.