

**EXPANDED LEARNING  
OPPORTUNITIES PROGRAM PLAN  
GARFIELD ELEMENTARY SCHOOL**

**Garfield School District  
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# **Expanded Learning Opportunities Program Plan Garfield 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.

Local Educational Agency (LEA) Name: Garfield School District

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Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Garfield Elementary School

## **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.**

Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs and will be provided at Garfield School. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and in good working order. All program staff will be trained in safety protocols.. All student to staff ratios will be adhered to by ELO-P guidelines at all times.

Since our Garfield Afterschool Program (GASP) is located on our campus, we consider the afterschool program an extension of our school day and structure it as such. GASP follows the safety and guidance rules of Garfield School for consistency in messaging. Staff will utilize the tools of PBIS, Responsive Classroom and Restorative Practices and encourage students to build their abilities and skills around calm and productive conflict resolution with support from staff.

Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate.

Open Communication and physical, social, and emotional safety will be modeled by staff. Adherence of these practices to support their growth and learning, but also to warrant removal to ensure the safety of others.

Staff will complete mandated reporter, sexual harassment, and homeless/foster youth training to ensure that all safety or other incidents are documented and communicated to appropriate supervisory and/or school staff, and families. The program will clearly document and communicate all incidents that impact safety through written reports and email and telephone records. Our program will maintain an easily accessible and up-to-date record of all students participating in the program with current emergency contacts for program activities and field trips. It will align to the school safety procedures already in place, including for emergency and safety drills. Program staff will work with school staff to conduct required safety drills each year.

During the program, all staff will be expected to always maintain line of sight of all students. Students will be monitored by program staff when they need to leave program location for reasons such as, but not limited to, restroom breaks, or parent pick-up.

## 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 current activity schedule at GASP includes opportunities for student input and decision making. We will incorporate literacy, language, reading, math, and science into fun activities to support their learning in the classrooms. Different projects will be geared to accommodate varying age groups and interest levels.

The proposed activities will promote positive youth development through a focus on holistic skill-building, social/emotional learning, and group work to foster positive social development and seek to create a community of responsible citizens.

The proposed activities focus on English Language Arts, Math, STEM, Youth Development, and Arts & Enrichment with the ultimate goal of closing the opportunity gap that too often exists between the low-income students we serve and their higher-income peers.

To promote student engagement and retention, we will incorporate student input in the planning of educational and enrichment activities with intention towards Social and Emotional Learning (SEL) as students engage in the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making and self-management. By promoting youth voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities.

The program will offer academic, enrichment, and recreational activities along with a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs and wishes of our school community.

Possible Academic Enrichment activities based on student need include:

- Homework Assistance
- Science Enrichment
- Visual and Performing Arts: (i.e.: drawing, theater, music)
- Cooking
- Running Club
- Gardening
- Physical Games & Activities
- STEM projects
- Arts and Crafts skill developing
- Fine/Multi-media arts exploration

## **Skill Building**

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

In our program, we will offer a variety of enrichment options including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Homework support and assistance will be provided for students based on their needs and will support achievement in English Language Arts and Mathematics.

Enrichment services will be driven by the needs and interests of students and their overall academic success. Enrichment supports retention by engaging students in fun, interesting activities while promoting through-provoking discussion, and building cooperative skills that will contribute to future success. Staff will continue to utilize and expand on the assets of the Garfield campus, including but not limited to: Community, garden, kitchen, garden, etc.

Our program will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. All throughout, students learn the importance of teamwork, goal setting and completion to promote academic achievement and future success in college and career. Staff will provide a wide array of art and craft projects that encompass a wide range of interest levels and curiosities. Students will be encouraged to try new things, take risks, create, innovate, and explore.

The ELO-P will also focus on the social emotional growth of students. It will use a positive discipline approach aligned with the district's Multi Tiered System of Support (MTSS), Positive Behavior Intervention and Support (PBIS), and Restorative Practices. This includes opportunities for students to practice friendship, communication, and mediation skills as a part of their everyday learning. MTSS practices are designed to produce effective systems which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices.

## **Youth Voice and Leadership**

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

Garfield School's program will actively involve students in designing academic, enrichment, and physical education activities offered in the program. Here, students can share viewpoints, concerns, and interests and implement leadership activities. Staff will provide opportunities for students to take leadership during activities and give them roles as teacher helpers. At least 30 Intersession Days will be provided as per ELO-P requirements outside of the regular 180 day school year.

Garfield School conducts regular student surveys every school year to obtain feedback and make improvements to our services. We use these surveys to gain input on the student experience, school climate, and student engagement. Data obtained from the survey helps us make adjustments to our instructional practices and extracurricular programs, including providing guidance to our afterschool program partners when new priorities or needs are identified. In addition, staff will listen actively to student input and encourage open dialogue regarding our ELO-P program offerings.

Garfield School will work with program staff and students to establish and review program elements. Expanded learning staff will work with parent volunteers to develop youth-led projects. These may include service learning projects such as gardening, campus beautification, and other special events. Expanded learning staff will survey all youth enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled..

## 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.**

Our ELO-P health and wellness programs will align directly with Garfield's School's wellness policy and practices, as well as national best practices for health and wellness. Garfield School seeks to integrate additional physical activity before, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Garfield staff will lead by example, provide options to students, and model excellence. We utilize an incentive program to encourage students to be: safe, kind, and responsible.

Students have the opportunity to participate in a wide variety of physical activities during expanded learning hours. Activities include a focus on interactive games and sports. Physical activity programming utilizes curriculum designed to help students

- Enjoy and seek out physical activity;
- Develop a variety of basic movement and manipulative skills experience fitness success and enjoy physical activity;
- Develop and maintain acceptable levels of physical fitness; and,
- Develop the ability to get along with others in movement environments
- Learn to work as a team and collaborate together to reach shared goals.

During the summer months, or any intersessional periods where we are operating or coordinating outside of regular school days, ELO-P funding will be used to supplement the costs associated with providing snacks to students, since there is currently no school meals program in operation during those times. Snacks will be made available to all students, and will meet the same nutritional standards as those currently provided under the school lunch program.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems; and may prevent long-term health problems. Through nutrition education, students learn about planning meals which include a focus on benefits of eating a balanced diet.



## **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 program implemented at Garfield School will serve diverse students from backgrounds that include white, Native American, African American, Asian-American, Hispanic and Mixed Ethnicities. We will work with our partners to maintain a very strong commitment to diversity and celebration of student cultures. Garfield staff will strive to create collaborative cultures and inclusive learning environments.

The specific goal of our services is to provide a program that sparks dynamic interests of students, and helps them succeed in school and in the community. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression..

We have a strong and explicit commitment to diversity and equity for all students served. It will be a critical part of ongoing professional development for staff members and volunteers providing services in the program.

## Quality Staff

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

Garfield School ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all credential requirements prior to onboarding. To further confirm, the superintendent/principal is involved in the interviewing process for ELO-P program staff.

Garfield School will work with our partners to ensure that the selection of staff is based on defined qualifications, including experience working with children. We will strive to empower teachers and cultivate leadership skills by offering trainings and allowing room for advancement.

A portion of the ELO-P funding would be dedicated to quality staff retention through stipends and another portion dedicated to offering workshops, training and professional development for growth.

## Clear Vision, Mission, and Purpose

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

Garfield School, in partnership with district families will strive to:

- Provide a positive, safe, caring environment which nurtures the intellectual, physical, emotional, and moral capacities of each child, so that each child can lead a fulfilling life as a productive worker, citizen, and individual.
- Develop, implement, and continue to update a student-centered, integrated curriculum which addresses the modalities, strengths, and social development of each student.
- Provide a successful educational program for each student which considers his/her unique needs, abilities, and/or cultural background.
- Provide and encourage families with opportunities to participate and share in the educational growth of their child.

The Garfield After School Program team is committed to providing top quality care and producing a program that is full of fun and engaging activities, encompassing learning and growth in all areas. Science, math, arts and crafts, games, sports and engineering will fill each student's afternoons with fun! Healthy snacks, time for homework, staff-lead activities,

organized sports/games and free time to play and socialize with friends.

At least 30 Intersession Days will be provided as per ELO-P requirements outside of the regular 180 day school year.

## 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.**

Garfield School will begin expanding our community outreach to encompass a wider range of talents and interests than our current school community may have.

We hope to find parents/volunteers/staff to teach: Baking/cooking, jewelry making, coding/gaming, gardening, art, theater, creative writing, yoga, meditation/mindfulness, sign language, chess/strategic gaming, photography, lego, robotics, etc.

## Continuous Quality Improvement

**Describe the program's Continuous Quality Improvement Plan.**

Surveys will be administered annually as part of the LCAP process. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community.

These measures of student success are coherent with the instructional day and the overarching goals of the program. All of the programming offered through Expanded Learning services acts as an extension of the school day. Activities are in line with the priorities of the school and reflect the academic and cultural needs of the student base.

Garfield School is committed to maintaining a data-driven evaluative process based on the Quality Standards for Expanded Learning in California as defined by CDE. This quality improvement process creates a framework of clear expectations and a shared vision of quality among multiple educational partners. This sets forth a cycle of continuous quality improvement which is based on three steps: 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies, 2) Planning, which allows the program to use data to generate and implement an action plan for quality improvement, and 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

## Program Management

**Describe the plan for program management.**

Program operations are overseen by the Superintendent/Principal. Roles and responsibilities are outlined below.

### **The Superintendent/Principal is responsible for**

- Program oversight
- Site Based Staff supervision
- Collaborating with other schools and districts
- Program evaluation and quality improvement data analysis
- Curriculum and program selections
- Tracking and reviewing attendance data

### **Site Based Staff will be responsible for**

- Implementation of academic support and enrichment programs
- Supervising students during structured and unstructured activities
- Maintaining an organized, safe environment for students

Our goal is sustainability of an ELO-P that meets the needs of our students. We will evaluate and revise our goals annually and provide additional compensation and professional development to retain high quality staff.

Garfield School is committed to meeting all reporting expectations for this grant. Current expenditure reports adhere to California school accounting standards and demonstrate that no less than 85% of the program's expenditures are for direct services to students. An annual independent financial audit of the books and records of the Garfield School District will be conducted for each fiscal year. The books and records of the District will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions with the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide including a Single Audit, previously known as OMB circular A-133.

## 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.**

Garfield School is not an ASES site. Program guidance and quality standards of the ELOP funding will be prioritized and upheld and the Plan will be maintained and expanded to encompass meeting the needs of families, students and the community by conducting surveys and evaluating interests to produce expanded learning opportunities for a wide variety of students with varying interests at all age levels at Garfield Elementary School. We are committed to ensuring all afterschool programming is managed and assessed as a single, comprehensive offering for our students.

## 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?**

GASP already operates at a low(er) than State requirement ratio throughout the day for all grades K-6, and a 1:10 ratio would be maintained during the Tk/K 1:00 release time of day by employing staff at an earlier start time to ensure we meet the ratio requirements and would adjust based on enrollment numbers. TK-6 grade students will be offered a full 9 hour a day program that is in compliance with the ELO-P Plan. Our hiring process would include questions pertaining to experience with children 5 and under, including but not limited to previous pre-school employment and ECE credits obtained.

## 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.

### Sample School Day Schedule TK/6

Time	Activity
7:45 - 8:30	Drop off and morning play
8:30 - 1:30	Regular instructional day
<b>1:00 - 2:00</b>	<b>Arrival/Circle time and free choice play</b>
<b>2:00 - 2:20</b>	<b>Snack time</b>
<b>2:20 - 3:00</b>	<b>Guided activity time: games, arts &amp; crafts, STEAM, projects</b>
<b>3:00 - 5:30</b>	<b>Join grades 1-6 for rest of day (see 1st-3rd Sample Schedule)</b>

Garfield School will be partnering with local educational agencies to meet the ELOP summer session requirements. Intersession Schedule / Camp Full Day (all ages) will vary.

## Additional Legal Requirements for the ELO-P

### 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 non school days, 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 school sites 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.

## 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> .