



John Adams
ACADEMY

Enrichment Programs

Where Classics Come to Life



Expanded Learning Opportunities Program (ELO-P) Plan Guide

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

Local Educational Agency (LEA) Name: John Adams Academy

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. John Adams Academy, El Dorado Hills
2. John Adams Academy, Lincoln
3. John Adams Academy, Roseville

Purpose

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

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning



experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

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

Instructions

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

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

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

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



1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the 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.

The Expanded Learning Opportunities Program will provide enrichment programs for scholars at John Adams Academy and provide families with a safe extension of the school day rooted in the Academic Model Leadership Education©. This opportunity will support scholars as they continue their wonder, imagination, and growth in the classics, a love of learning, and develop positive relationships with fellow scholars. The Expanded Learning Opportunities Program will be referred to as *Enrichment...Where Classics Come to Life*.

The Story of Liberty begins with an awareness of themselves and their agency, and hearing stories of servant leaders in their communities and influential people in our nation's history. Scholars in the enrichment program will learn that their choices affect the community. Scholars will have the opportunity to positively interact with peers and adults, take turns, share, talk to friends, explore, play, and interact with nature.

The Expanded Learning Opportunities Program will be offered on all three campuses unless prior arrangements are made and include obtaining permission, securing transportation for each scholar, and notifying the administration in advance to provide a safe, nurturing environment led by quality and trained staff.

The John Adams Academy enrichment staff will collaborate to create community engagement opportunities to foster Restoring America's Heritage by Developing Servant Leaders® and provide additional opportunities for scholars to access hands-on activities to support expanded learning and practice of the Academy's 10 Core Values.

Safe and Supportive Environments will include:

1. Designated Check-in Area: Scholars will report to the after-school program at a designated check-in area that is easily accessible, visible, and preferably near the entrance to the school.

Tracking of attendance will be required and allowable expenditures will be monitored with prior approval for compliance (transportation for field trips/programs, staff stipends, facility leases (on or off-site), storage, janitorial services, etc.)

2. Staff Supervision: Staff will receive 24 hours of supervised training after the initial

onboarding. Trained enrichment staff are present at the check-in area to assist scholars as they arrive and provide a safe, and loving atmosphere of inquiry to gauge the daily social and emotional well-being of each one.

3. Check-in Process: Scholars will be registered and checked into the program using a roster that will include parent contact information. Attendance records will be maintained through digital systems, sign-in, and sign-out sheets with verification of the identity of individuals picking up scholars. Staff will follow all safety measures and refer to the Student Information System (SIS), emergency binders, and health and medical safety protocol.
4. Positive Reinforcement: Scholars will report to their Enrichment Lead and make connections with staff using question prompts such as, *“What is something you did today that you’d love to do every day?”*
5. Communication Protocol: All enrichment staff will be equipped with access to Team chat on cellphones, classroom landlines, and walkie-talkies, to establish clear communication protocols in case of emergencies or any accidents. This includes procedures for contacting parents or guardians if needed.
6. Review and Improvement: Regular review and evaluation of the effectiveness of programs will be monitored through Quality Standards assessments using regular questionnaires to solicit feedback from staff, scholars, and parents to identify areas for improvement and make necessary adjustments accordingly.
7. Training and Professional Development: Staff will be provided ongoing training and professional development opportunities for enrichment staff members to ensure they are equipped with the knowledge and skills necessary to implement procedures effectively and handle situations that may arise. Staff will meet the CPR and first aid requirements for employment.
8. Scholar CARE: JAA staff and third-party vendors will provide support to working families that need programs beyond instructional minutes which will continue to be a fee-based program. Discounts and subsidies will be determined upon eligibility.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active

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and engaged learning that either supports or supplements but does not duplicate the instructional day.

American Classical education, with an emphasis on timeless principles, critical thinking, and exposure to classical literature, philosophy, and languages, will be supplemented with active and engaged expanded learning after school. For instance, during the school day, fine motor skills, letter formation, phonemic awareness, and other foundational language acquisition are developed to liberate scholars with tools to read and write eloquently in later years. In the enrichment program, enrichment staff will delight as they support scholars' learning from the stages of dictation to describing a picture or art piece through play-based learning.

Additional support will include the following:

1. Hands-on Workshops: After-school workshops that delve into specific aspects of classical education, such as literature analysis, Socratic discussion, mock trials, debating classical ideas, and interactive and engaging activities that involve role-playing historical figures will support and supplement learning for scholars. Workshops may also include theatre workshops under the direction of skilled educators in the Arts.
2. Enrichment Activities: A variety of enrichments will be offered that range from dramatic readings to personal interest enrichments in a variety of classical subjects that explore the works of mentors and classics. Enrichments will also include various options such as after-school band, string orchestra, choir, drama, guitar, language studies, and chess.
3. Field Trips: Field trips may include trips to museums, historical sites, libraries, and performances related to classical education. Visits to theatrical performances or exploring nature and archaeological sites will provide hands-on learning experiences for scholars. As a commuter school without transportation services, field trips will require additional support from local school districts or private/public transit.
4. Technological Integration: Technology will be utilized to enhance classical education in the after-school hours. Virtual reality tours of ancient landmarks, interactive language learning apps, or online forums for discussing classical literature will make learning more accessible and engaging. Technology will be used to infuse music and Latin into the classroom and may incorporate John Adams Academy online educators with a natural love and understanding of the beauty of the classics while supporting enrichment programs for scholars.

5. Project-Based Learning: Activities will be created where scholars work collaboratively to research, create, and present projects related to classical themes and historical events, or recreate a scene from a classical play. After-school scholars will also be provided with opportunities to create items for school events, such as the Entrepreneurial Fair.
6. Guest Speakers: Guest speakers will be invited into programs to elevate learning from authors, entrepreneurs, professors, historians, and community members. These guests will provide insights into various aspects of classical education and inspire students to explore subjects further.
7. Community Involvement: Scholars will engage in the broader community by participating in events or volunteering activities related to classical education. This could include organizing fundraisers, participating in Academy events, and providing community service to others.

These active and engaging expanded learning opportunities after school supports scholars who will deepen their understanding and appreciation of classical education while also developing important skills such as critical thinking, creativity, and collaboration.

3—Skill Building

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

Combining classical education principles with skill-building activities in the John Adams Academy after-school programs will provide a well-rounded and enriching experience for scholars as we provide activities in the following foundations:

1. Logic and Critical Thinking: Scholars will enjoy logic puzzles and enhance critical thinking skills, as well as logical reasoning.
2. Latin and Classical Languages: Scholars will explore the roots of modern languages and enhance their vocabulary and grammar skills through teachers and tutors dedicated to academic support.
3. STEM Education: Scholars will be exposed to science, technology, engineering, and mathematic activities such as robotics, coding, experiments, or engineering challenges to foster problem-solving skills and scientific inquiry.

4. Creative Arts: Scholars will be provided opportunities for artistic expression through

activities such as painting, drawing, sculpture, music, drama, or creative writing workshops.

5. Physical Fitness and Sports: Intramural sports teams, fitness classes, or outdoor activities to promote physical health, teamwork, and leadership will support the skill development of scholars.
6. Life Skills: Classes to teach practical skills such as cooking, financial literacy, time management, and communication skills to prepare scholars for success in various aspects of their lives will be infused throughout enrichment programming.
7. Literary Analysis with Creative Writing: After reading classical literature, scholars in after-school enrichment will engage in projects where they will reimagine or extend the stories, allowing them to apply their understanding of the texts while honing their writing skills.
8. Competitions and Exhibitions: Scholars will be encouraged to participate in academic and art exhibitions, writing competitions through *Founding Forward*, and other literary contests to showcase scholars' talents and foster a spirit of achievement.

By combining classical education with skill-building activities, after-school enrichment programs will provide scholars with a comprehensive learning experience that nurtures their intellectual curiosity, creativity, and practical abilities.

4—Youth Voice and Leadership

Youth will experience opportunities for voice and leadership as enrichment programs are created to help train thinkers, leaders, inventors, citizens, entrepreneurs, and statesmen using the John Adams Academy Ten Core Values with an emphasis on mentoring. The mentoring program during enrichment activities will support and facilitate the discovery, development, and realization of each scholar's unique mission in life.

Self-governance is a mindset that skilled scholars will practice throughout enrichment programs as they continually strive to practice the 10 Core Values:

1. Appreciation of Our National Heritage
2. Public and Private Virtue

3. Emphasis on Mentor Education and Classics

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4. Scholar-Empowered Learning
5. Fostering Creativity and Entrepreneurial Spirit
6. High Standards of Academic Excellence
7. Modeling What We Teach
8. Abundance Mentality
9. Building a Culture of Greatness
10. Self-Governance, Personal Responsibility, and Accountability

As scholars grow in character and skill, enrichment programs provide more opportunities to govern themselves within the framework of the Academy. The most fundamental skills for the enrichment program to embody are foundational for each scholar as they practice private and public virtue.

LEADERSHIP for elementary school scholars interested in cultivating a strong mentoring presence at John Adams Academy will meet regularly after school and continue to focus on Restoring America's Heritage by Developing Servant Leaders®. Everyone will be encouraged to grow and improve through practicing servant leadership in one's heart, mind, and actions and will accomplish this by:

1. Cultivating a strong mentoring presence in after-school programs and throughout the Academy.
2. Focus and show a desire to be an integral part of scholar inclusion through leadership.
3. Participate in school-related fundraisers and events to promote the John Adams Academy's vision and purpose.
4. Focus on leadership opportunities through peer mentorship.
5. Receive tutoring to maintain appropriate/passing grades.
6. Show excellent work ethic and exemplary behavior.
7. Be a servant-leader in their instructional day classes, grade level, and school.
8. Serve 15 hours of community service hours.
9. Present a community service project at an annual Leadership Fair. Scholars in LEADERSHIP meet regularly after school and offer scholars the opportunity to serve on monthly committees, giving them more opportunities to serve throughout the year as they serve the campus and community. Additionally, weekly lessons will be offered in *The Leader in Me*, by Stephen Covey which is hinged on the three pillars of community outreach, community service, and leadership development.

Skills acquired will enhance the development of the scholar and give them confidence in their newly developed abilities. The LEADERSHIP program planning will encourage self-motivation, moral discipline, and high moral character, while intentionally allowing scholars, parents, and staff to think creatively and solve problems.

5—Healthy Choices and Behaviors

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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.

Scholars may be provided an after-school snack at a designated time and in a designated area of the campus during ELO-P hours. Healthy meals/snacks will encourage the development of the mind and body.

ELOP funds will be used to purchase snacks when the National School Lunch Program (NSLP) funds are not available. These funds will prioritize nutritious snacks to encourage an increase in eating a variety of fruits such as apples, mandarin oranges, cheese sticks, or slices to provide a balanced combination of carbohydrates, vitamins, minerals, and protein. Yogurts that are rich in protein and calcium are also encouraged. Whole grain crackers, muffins, or energy bites with oats, seeds, dried fruits, and natural sweeteners are encouraged to provide scholars with complex carbohydrates for sustained energy. Where possible, vegetables such as bagged mini carrots will provide vitamins, minerals, and antioxidants essential for overall health.

When purchasing snacks or meals from outside establishments and restaurants, staff will aim for variety, balance, and nutrient density to support scholars' physical and cognitive needs. Additionally, considerations of dietary restrictions or allergies among the scholars will ensure inclusivity and safety. Scholars are encouraged to promote personal responsibility and accountability in nutrition when bringing meals/or snacks from home.

Outdoor learning spaces will be developed by creating active playground spaces that improve scholars' physical and social-emotional well-being, while also creating spaces to teach the cultivation of organics, gardening, and natural whole food production.

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 Expanded Learning Opportunities Program (ELO-P) will be offered to all scholars with funding provided for the following groups: low-income, foster youth, and homeless scholars. English Language Learners and those below grade level may be

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provided additional support in collaboration with Academic Services. Scholars with special needs will be identified through the confidential registration process and the health, safety, and behavior will be identified for all participants. All services will be part of a multi-tiered system of support based on their identified needs through Scholar Services.

John Adams Academy will provide expanded learning opportunities for all students by offering access to scholars through culturally and linguistically effective and appropriate communication channels and will post offerings through the ParentSquare portal which offers communication in over 100 languages with translation capabilities effective in reaching English Language Learner families. Enrichment staff will attend English Learner Advisory Committee meetings to initiate personal connections and evaluate potential barriers to program access. Staff meeting discussions will include the compliance of Expanded Learning and the offering of services to families. Opt-In/Opt-out forms will be made available to teachers in multiple languages to present to families at the Parent Teacher conference held shortly after Census Day.

7—Quality Staff

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

The Enrichment staff is an extension of the John Adams Academic programming and provides opportunities for scholars to be engaged in the love of learning, development of social skills, understanding the 10 Core Values, and becoming a liberal artist. As primary mentors, Enrichment staff give feedback that celebrates growth, stokes wonder, encourages effort, and nurtures scholar's growth in becoming. Staff will become mentors in the enrichment program and help to foster a love for positive choices, using the 10 Core Values as an anchor, pointing out beauty and the joy of learning. Scholars who participate in Enrichments program foster an inquisitive mind and an excitement for learning.

Enrichment staff will be provided professional development in leadership, classical education, and job-specific training. Enrichment staff will work with an assigned group of scholars and act as positive role models, coaches, and mentors. Enrichment staff must have a genuine interest in nature, art, music, poetry, storytelling, imagination, and bringing joy to children. Enrichment staff honor growth, development, and nurturing environments as they teach. They encourage scholars' natural interests and activities through hands-on learning and developing real-world skills. Therefore, frequent training will be held on-site focused on Expanded Learning, as well as travel to Symposiums for leadership and skill development.

8—Clear Vision, Mission, and Purpose

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

All programs, services, and systems of John Adams Academies, Inc., are designed to Restore America's Heritage by Developing Servant-Leaders® who are keepers and defenders of the principles of freedom for which our Founding Fathers pledged their lives, fortunes, and sacred honor.

The Expanded Learning Opportunities Program is planned to support the ideals of self-reliance, virtue, and wisdom. Through enrichment programs, programs will prioritize those activities that help scholars at all levels of society (family, community, and nation). Enrichment programs will be developed to assist the Academy's Local Control and Accountability Plan (LCAP) through collaboration with governing board members, JAA administration, teachers, and parents.

1. JAA Enrichment Staff will Collaborate Efforts to Increase the Proficiency and Achievement of All Scholars
2. JAA Enrichment Staff will Foster Positive Relationships Among Staff, Students, and Families and Promote a Love for Learning Classically
3. JAA Enrichment Staff will Improve Instructional Practice Through Professional Development in our Classical Model

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.

John Adam’s Academy will collaborate with local community organizations to create partnerships that are formalized and clearly articulated through written agreements and are maintained through ongoing meetings and other systems of communication.

John Adam’s Academy Enrichment will develop collaborative partnerships in classical education aiming to cultivate scholars’ critical thinking, intellectual curiosity, and appreciation for the Western tradition. Collaborative partnerships have been integrated into the plan and include:

Partnerships with Colleges/Education for staffing support include William Jessup University, Brigham Young University, Hillsdale College, Classical U, Great Hearts, National Classical Education, Great Hearts, Sacramento Office of Education, and Placer County Office of Education.

Partnerships for Nutrition include Casa Ramos, Simple Pleasures, Leatherby’s, and a variety of local community partners who support the efforts to provide the nutritional component for the expanded learning program.

Partnerships with Third-party Vendors: KCE Champions, IntelliBricks, Take Note Troupe, Crumb Coaching, Vision Soccer, International Dance Arts Collective, BandTogether, Little Chef’s World, etc. will support programs and provide additional enrichments to support personal interest enrichments for scholars.

Teacher-Supported Enrichments: Staff will be encouraged to mentor scholars by sharing their unique talents, hobbies, and leadership skills during the after-school hours and may be eligible for stipends.

Community Service and Outreach Programs: Freedoms Foundation (Founding Forward), Daughters of American Revolution, Sons of American Revolution, and Medal of Honor can facilitate service-learning projects that connect classical education with real-world issues.

Digital Collaboration and Virtual Learning: Opportunities for virtual learning environments may be offered to help scholars collaborate with peers from other schools or countries to discuss classical texts or participate in virtual programs between campuses.

Learning environments will be managed by Enrichment staff as scholars connect with a diverse global community of classical scholars.

Teacher Collaboration and Professional Development: Enrichment staff will seek to obtain resources and professional development opportunities that enhance program effectiveness and foster a supportive community dedicated to classical education. Resources and opportunities for intellectual growth will be most effective by fostering collaboration with JAA teachers, and external stakeholders, which may help the program to remain vibrant and provide a supportive community for families.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The JAA Enrichment plan for continuous quality improvement is a structure for classical pedagogy principles. The framework for such a plan consists of:

An Assessment of Current Practices: Each semester, a review of enrichment programming will be evaluated to determine the alignment with classical education principles. This will be done through feedback from scholars, parents, teachers, and other stakeholders regarding their perspectives on the strengths and weaknesses of the current program. (The forms for assessment may include ParentSquare, Email, Parent-Conferences, Scholar Stories, SurveyMonkey, Google Forms, etc.)

Clear Objectives will be outlined and updated in the Expanded Learning Opportunities Program Plan. Specific goals and objectives for enhancing the classical education experience, considering the feedback received and the overall vision of the Academy will be posted on the JAA website.

Areas of Improvement will be identified and ongoing professional development opportunities for staff to enhance their knowledge of classical pedagogy will be provided by various means. Staff will be encouraged to collaborate with instructional teachers, receive peer mentoring, attend workshops, and team conferences, and participate in professional learning communities when applicable.

Monitoring and Evaluation will be established for the ongoing implementation of programs and to assess the need for further refinement. Transparency about the progress of improvement initiatives will be provided as input from stakeholders on future direction will be sought through Town Halls, written surveys, and community engagement especially related to leadership, culture, and academic goals.

By implanting an expanded learning program with quality improvement plans, we can ensure we remain responsive to the evolving needs of scholars within classical education and the educational landscape while upholding the timeless principles of classical pedagogy.



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11—Program Management

Describe the plan for program management.

The program will operate under the Executive Board.

The implementation of the program will be managed by the JAA Manager of Enrichment Programming and will provide a clearly defined organizational structure to allow site administration, Enrichment Coordinators, and all staff to focus on the needs of the scholar and will align programs with the mission, vision, and needs of all participants.

The Enrichment program will maintain written agreements that define the roles and responsibilities of all subcontractors and partners and will support policies and procedures. Access to Aeries Portal will be assessed to meet the infrastructure needs to run the program as well as Canvas Catalog, ParentSquare, Home Campus, and Google Forms. Additional options for software will be explored to find timesaving options for tracking, and monitoring, and that will serve families best.

Fiscal management of the program will be conducted by acceptable standard practices at the Non-profit Service Division.

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.

John Adams Academy currently does not participate in ASES or 21st Community Learning Centers.

ELO-P funds will be a single, comprehensive program with the understanding of requirements for scholars' safety, CARE, and supervision.

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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?

JAA staff will be trained to maintain a pupil-to-staff ratio of no more than 10 to 1. The onboarding of employees will include additional staff that are in a sub-pool and not calculated as FTE. TK/K scholars will be supported through their own developed program and will not be combined into activities for Grades 1-6 unless the staff ratio can support the lower ratio. Classified staff from the instructional day can be a resource to provide staff that have also been screened and cleared to support the after-school enrichment program and to assist in meeting the younger scholar toileting needs.

Evaluation of space continues to be navigated to provide a high-quality program for the TK/K program and innovative methods are constantly evaluated as scholars requesting services increase. The curriculum and program that addressed TK scholars' needs have been included in program planning and future design with the collaboration of additional funding sources from UPK.

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.

Enrichment Programming will be available for 175 instructional days from 7:00 a.m – 5:30 p.m. Monday – Friday. Scholars will check-into the after-school program registered for CARE and personal interest enrichments (PIE) as specified in their registration for programs. Scholars not attending PIE will remain with staff for tutoring, homework support, activities, and play.

Program 1: Before School Enrichment

7 AM	Arrival and beginning of the day	
	Morning Activities	Free Choice
	Morning Classics Reading	Culture
7:15 AM	Morning Movement	Nature walk, Montessori games
7:30	Clean-up classroom	Servant Leadership

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7:40	Breakfast	Assist in Healthy Choice Options
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Program 2: TK/K Before School Enrichment

8:00 a.m.	Start of Day	
8:30 a.m.	Exploration Play + Centers	Exploration
9:15 a.m.	Circle Time	American Heritage Songs
9:30 a.m.	Outside Wonder	
10:00 a.m.	Morning Classic Read Aloud	Mentoring
10:15 a.m.	Morning Classics Come to Life	Fairy Tale Basket
10:30 a.m.	Exploration + Movement	Exploration
11:00 a.m.	Clean-up: End of Day	Memory work, Classic Read Aloud
11:05 a.m.	Goodbye Morning Friends	

Program 3: TK/K After-School Enrichment

12:00 p.m.	Welcome to the school day session!	Play Soft Music
	Circle Time	
12:15	Outside Wonder	
12:45 p.m.	Afternoon Read Aloud Classic Book	
1:00 p.m.	Rest/Read to Self	
1:30 p.m.	Afternoon Classics Come to Life	Fairy Tale Basket
1:45 p.m.	Circle Time	American Heritage Songs, etc.
2:00 p.m.	Exploration Play + Centers	
2:40 p.m.	Clean-up: End of Day	Memory work, Classic Read aloud
3:05 p.m.	Goodbye Afternoon Friends	

Program 4: Afterschool Session

P.I.E. Time

Personal Interest Enrichments

3:05 p.m.	Welcome to Afterschool	Check-in Music Playing
3:10 p.m.	Nutritious Snack	Table Art, puzzles
3:20 p.m.	Gathering Activities	Scholar Connection Circle
3:30-4:15 p.m.	Activities & Enrichments	Scholar Choice Stations <ol style="list-style-type: none"> 1. Art 2. Stories 3. Drama 4. Games & Mixers 5. Puzzles & Maps
4:20-5:20 p.m.	Play & Enrichments	Tutoring Homework Help
5:25	Clean-up: End of Day	
5:30 p.m.	Goodbye to Friends	

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Sample of Personal Interest Enrichments

Monday	Tuesday	Wednesday	Thursday	Friday
3 pm Tutor/Reading	3 pm Tutor/Reading	3 pm Tutor/Reading	3 pm Tutor/Read	3 pm Tutor/Reading
ASL II	Choir	ASL I	Choir	Chess II
JAA Staff	JAA Staff	JAA Staff	JAA Staff	JAA Staff
3:30-4:15	3:10-4:10	3:30-4:15	3:10-4:10	1:00-2:00
12 Scholars	60 Scholars	17 Scholars	60 Scholars	16 Scholars

Mathematicians II	Band	Mathematicians II	Band	Mathematicians II
JAA Staff	JAA Staff	JAA Staff	JAA Staff	JAA Staff
3:30-4:15	3:05-4:00	3:30-4:15	3:05-4:00	1:00-1:45
15 Scholars	16 Scholars	15 Scholars	16 Scholars	15 Scholars

Claim Your Story Writing	Orchestra	Running Group *Preventative Health	Mathematicians I	Play Theory
JAA Staff	JAA Staff	JAA Staff	JAA Staff	Vendor
3:30-4:15	3:05-4:00	3:30-4:15	3:30-4:15	2:00-3:00
17 Scholars	11 Scholars	20 Scholars	14 Scholars	40 Scholars

Chess I	Mathematicians I	Gardening	Latin	Gardening
JAA Staff	JAA Staff	JAA Staff	JAA Staff	JAA Staff
3:30-4:15	3:30-4:15	4:15-5:15	4:15-5:15	4:15-5:15
20 Scholars	14 Scholars	20 Scholars	30 Scholars	20 Scholars

Running Group *Preventative Health	Ballroom Dance	Engineering	Ballroom Dance	Engineering
JAA Staff	Vendor	JAA Staff	Vendor	JAA Staff
4:15-5:15	4:15-5:15	4:15-5:15	4:15-5:15	4:15-5:15
20 Scholars	30 Scholars	20 Scholars	30 Scholars	20 Scholars

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Enrichment... Where Classics Come to Life!

Flannery O'Connor said that "a story is a way to say something that can't be said in any other way. You tell a story because a statement would be inadequate."

Classics Come to Life program days will communicate to families that a JAA program is covered fully as an ELO-P non-instructional 30-day offering. *Classics Come to Life* will provide opportunities for conversation and hands-on learning from memorable childhood fairytales that will embrace the moral imagination of the scholars while lending themselves naturally to dance and dramatic enactment. Scholars may break into smaller groups to rehearse and then gather to perform skits for each other, share poster drawings depicting scenes from the story, and share in conversation. Likewise, they will enjoy repetition in activities that signify delight, desire, and vitality through the great fairy tales and stories attractively depicting character and virtue.

Professional Development/Parent Open Houses	Fall Classics	Winter Classics	Spring Classics	Summer Classics
3 days	4 days	4 days	4 days	15 days
When:	What		Who	
7:30	Arrival & Set-up		All Staff	
8:00-8:30	Sign-in, Flag, Song, Breakfast		Enrichment Coordinator	
8:30-9:45	TK-3rd Activity		Enrichment Lead A	
8:30-9:45	4th-6th Activity		Enrichment Lead B	
9:45-10:15	Snack/Recess		Enrichment Instructional Aide(s)	
10:15-11:30	4th-6th Activity		Enrichment Lead B	
10:15-11:30	TK-3rd Activity		Enrichment Lead A	
11:30-12:30	Lunch/Recess		Enrichment Instructional Aide(s)	
12:30-1:00	Transition to Gymnasium		Enrichment Coordinator	
1:00-1:15	sign in, flag, song		Enrichment Lead A	
1:00-4:45	Sports Camps-Soccer		Enrichment Lead B	
4:45-5:00	Sign out		Enrichment Coordinator	

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5:15 p.m.	Clean Up & Departure	All Staff
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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 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.

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 that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

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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.