John Adams ACADEMY

FOUNDATIONS
Expanded Learning

Program Plan Update 2026

Governing Board Approval Date: February 24, 2026
Review/Revision Date: July 07, 2026

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

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

Local Educational Agency (LEA) Name: John Adams Academy – El Dorado Hills

Contact Name: Tammy Scott

Contact Email: Tammy.Scott@johnadamsacademy.org

Contact Phone: 916.780.6800

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

Each campus at John Adams Academy will have an updated ELO-P Plan Revision that will remain a living document with updated schedule templates and draft plans.

- **LEA: John Adams Academy – EL Dorado Hills**

Governing Board Approval Date: February 24, 2026
Review/Revision Date: July 07, 2026

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

Inspiration by John Adams

"Human nature with all its infirmities and deprivation is still capable of great things.... It should be your care, therefore, and mine to elevate the minds of our children and exalt their courage; to accelerate and animate their industry and activity; to excite in them a habitual contempt of meanness, abhorrence of injustice and inhumanity, and an ambition to excel in every capacity, faculty, and virtue…. But their bodies must be hardened, as well as their souls exalted. Without strength and activity and vigor of body, the brightest mental excellencies will be eclipsed and obscured." -John Adams

Governing Board Approval Date: February 24, 2026
Review/Revision Date: July 07, 2026

This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(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.

Definitions

"Expanded learning":

"Expanded learning" refers to 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"

"Expanded learning opportunities" have 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])

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

Educational Element:

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

Governing Board Approval Date: February 24, 2026
Review/Revision Date: July 07, 2026

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

Enrichment Element:

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

Off-Site Locations:

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

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures.** Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards of the California Department of Education Quality Standards and CQI web page at http://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

Governing Board Approval Date: February 24, 2026
Review/Revision Date: July 07, 2026

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

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans
The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1).

Governing Board Approval Date: February 24, 2026
Review/Revision Date: July 07, 2026

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

It is recommended that the plan be reviewed annually. If there is a substantive change to any aspect of this plan, it should be updated sooner than the three-year timeline.

Governing Board Approval Date: February 24, 2026
Review/Revision Date: July 07, 2026

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

The Foundations 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 American Classical 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 and Enrichments will immerse scholars with opportunities to nourish the soul in goodness, truth, and beauty.

1—Safe and Supportive Environment

Physical Safety

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. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Physical Safety

The Expanded Learning Opportunities Program (ELOP) is currently offered on three John Adams Academy charter school (LEA) campuses, unless prior arrangements are approved for collaboration. Any off-campus activities require advance administrative approval, secured transportation, and parent permission to ensure a safe, supervised, and nurturing environment led by qualified and trained staff. To support the onboarding of new staff, new hires will receive 24 hours of supervised training after the initial clearances are obtained to ensure confidence in skill development and access any learning gaps during training prior to working independently with scholars.

Foundations Expanded Learning (FEXL) and Enrichment staff collaborate to provide a comprehensive community engagement and hands-on learning experiences aligned with *Restoring America's Heritage by Developing Servant Leaders*® and the Academy's 10 Core Values. These values guide culturally responsive practices and ensure scholars learn in physically and emotionally safe environments. Physical safety is emphasized during and beyond the instructional day through closed campuses, active supervision, and structured programming that supports scholar growth and development.

Each JAA campus maintains clearly visible safety information and communicates safety practices to all stakeholders. FEXL sites follow the same safety protocols as the instructional day, supported by aligned training, resources, and procedures.

Campus administrators provide regular safety training for all FEXL staff, including first aid, fire, earthquake, and intruder procedures; classroom management; and Multi-Tiered

System of Support (MTSS). Designated staff also receive Nonviolent Crisis Prevention and Intervention training to meet site-specific needs.

Foundations Expanded Learning opportunities provide campus safety before and after school and are supported through radio handsets with access to emergency channels, enabling rapid communication across campus and within all after school enrichment programs. FEXL programs follow the school site Campus Safety Plan and conduct regular fire, earthquake, and intruder drills during after school hours that is consistent with the instructional day.

Scholars' physical safety is ensured through continuous supervision and coordinated leadership across departments. All staff wear visible John Adams Academy identification badges, and campus safety staff wear role-identifying attire. Visitors are greeted, screened, and verified before being granted access. Entry occurs only through gated campuses or locked doors with clearance at a visitor station. At sites without after-hours office access, security cameras and two-way communication systems allow identity verification prior to entry. Parent contact information for all enrolled FEXL scholars is securely stored in the FEXL program cellphone for quick access.

Safety Protocols include the following:

- **Designated Check-In Area:** Scholars report to a clearly identified, accessible, and visible check-in location, preferably near the school entrance.
- **Check-In and Attendance:** Scholars are checked in using program rosters. An added measure of security on rosters will include parent contact information. Attendance is taken within the first five minutes of the program using digital systems and/or sign-in/sign-out sheets. If a scholar attended the instructional day but is absent from FEXL, staff contact parents to verify authorized absence using registration forms and the Student Information System (SIS).
- **Communication Protocols:** All FEXL staff are equipped with walkie-talkies to support immediate communication during emergencies or incidents, including contacting other staff to always ensure the location of scholars.
- **Monitoring at Transitions:** When moving to different locations around campus, attendance is taken to ensure name/face recognition.
- **Check-Out Procedures:** Staff verify identification and authorization for all individuals picking up scholars, with re-verification required for unfamiliar designees.
- **Incident Response and Reporting:** Any injuries or incidents are documented using the scholar injury report, including witness statements, and reported to site administrators within one hour. Families, emergency responders, and site personnel are contacted immediately as emergency warrants. Reports are also submitted to the Manager of Enrichment Programming for tracking, training, and monitoring for continuous improvement.

Ongoing Review and Improvement:
Program effectiveness and safety practices are regularly evaluated through Quality Standards assessments and feedback from staff, scholars, and families. This feedback informs ongoing improvements to health, safety, and program quality.

Emotionally Safe and Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The Expanded Learning Opportunities Program (ELO-P) at John Adams Academy provides an emotionally safe and supportive environment by aligning programming, relationships, and expectations with the Academy's 10 Core Values, particularly **Building a Culture of Greatness** and **Mentors and Classics**. The FEXL environment fosters belonging, purpose, and dignity through consistent mentorship, positive relationships, and clear expectations rooted in kindness, respect, and service.

Enrichment Staff partner with parents as primary mentors, model moral character, and guide scholars with empathy and high expectations, supporting social-emotional development through daily interactions, collaborative activities, and enrichment experiences.

Engagement with the classics further strengthens emotional safety by allowing scholars to explore universal human experiences—such as courage, struggle, and virtue—through our guided Classics Come to Life camps that initiate discussion and reflection in respectful, supportive settings.

Thoughtfully designed learning spaces emphasizing order, unity, and beauty, along with staff training in classroom management, MTSS, and nonviolent crisis prevention, ensure scholars' emotional needs are addressed proactively and compassionately. Through value-driven practices and intentional relationships, FEXL supports scholars in developing self-awareness, empathy, resilience, and responsibility, helping them grow into confident servant leaders in a culture of trust, dignity, and care.

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.

Foundations Expanded Learning reflects the Core Value of Scholar Empowered Learning by providing scholars with meaningful opportunities to take ownership of their learning through active, choice-driven, and enrichment-based experiences. Consistent with the Academy's belief that scholars are sovereigns responsible for their own education, FEXL is designed to inspire curiosity and self-motivation rather than replicate instructional day coursework.

Expanded learning activities supplement classroom instruction by offering hands-on, experiential opportunities that allow scholars to apply knowledge, explore interests, and pursue learning in ways that deepen understanding and personal relevance. Scholars engage in hands-on learning, cultural and artistic enrichment, physical movement, service-oriented activities, and collaborative problem-solving that support academic concepts without duplicating daily lessons or assignments.

Mentors in FEXL serve to guide and inspire rather than compel, modeling intellectual curiosity and virtuous conduct while encouraging scholars to make intentional choices about how they learn and grow.

Scholars are given voice and agency in selecting activities, setting goals, and reflecting on their learning, reinforcing responsibility, independence, and lifelong learning habits. The program provides an edifying environment, appropriate resources, and supportive mentorship that allows scholars to pursue the true, the good, and the beautiful through engaged participation and self-directed exploration.

By emphasizing ownership, choice, and application, the FEXL opportunities strengthen scholar empowerment, complements the instructional day, and supports the development of motivated, reflective learners prepared to use their knowledge and talents in service to others.

Enrichment Opportunities may include:

1. **Workshops:**
   After-school workshops will explore specific aspects of classical education through literature analysis, Socratic discussion, mock trials, debates of classical ideas, and interactive role-playing of historical figures. Workshops may also include theatre instruction led by skilled arts educators, providing scholars with experiential learning that brings classical works to life.
2. **Enrichment Activities:**
   A variety of enrichment options will be offered, ranging from dramatic readings and personal-interest explorations to classical subjects rooted in mentors and the classics. Enrichments may include after-school band, string orchestra, choir, drama, guitar, language studies, and chess, allowing scholars to pursue intellectual and artistic interests beyond the instructional day.

3. **Field Trips:**
   Field trips may include visits to museums, historical sites, libraries, performances, nature experiences, and archaeological locations connected to classical studies. These hands-on experiences extend learning beyond the classroom. As a commuter school without transportation services, field trips will require additional support from local school districts or public and private transportation partners.
4. **Technological Integration:**
   Technology in Expanded Learning will be intentionally integrated as a secondary resource to enhance classical education during expanded learning hours and may be used to provide virtual tours of ancient landmarks, interactive language applications, and forums for classical literature discussion. Technology may be used to support learning from John Adams Academy online educators, while in person enrichment aides meet the in-person ratio needs. Online educators who have developed their craft will bring a deep appreciation for the beauty of the classics in the FEXL learning environment.
5. **Hands On Learning:**
   Scholars will engage in collaborative projects that involve researching, creating, and presenting work related to classical themes, historical events, or artistic expression, including recreating scenes from classical plays. These projects promote critical thinking, creativity, and teamwork.
6. **Entrepreneurial and Creative Opportunities:**
   Scholars may create products or presentations for school events such as the Entrepreneurial Fair, applying learning through innovation, craftsmanship, and community service.
7. **Guest Speakers:**
   Guest speakers, including authors, entrepreneurs, professors, historians, and community members—will be invited to enrich learning by sharing expertise and inspiring scholars to explore classical subjects and real-world applications.
8. **Community Involvement:**
   Scholars will participate in community engagement and service activities connected to classical education, including Academy events, fundraisers, and service opportunities that reinforce responsibility, citizenship, and servant leadership.

Through these active and engaging expanded learning opportunities, scholars deepen their understanding of classical education while developing essential skills such as critical thinking, creativity, collaboration, and self-motivation—hallmarks of scholar-empowered learning and lifelong pursuit of the true, the good, and the beautiful.

3—Skill Building

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

The Foundations Expanded Learning (FEXL) Opportunities Program at John Adams Academy provides scholars with structured opportunities to build practical and intellectual skills while fostering creativity and an entrepreneurial mindset. Rooted in the Core Value of **Fostering Creativity and Entrepreneurial Spirit**, the program encourages scholars to think innovatively, solve problems, and develop the initiative necessary to contribute meaningfully to their communities and future endeavors.

After-school enrichment activities provide skill-building in multiple areas:

1. **Logic and Critical Thinking:** Scholars engage in logic puzzles, reasoning exercises, and problem-solving challenges to strengthen analytical thinking.
2. **Latin and Classical Languages:** Scholars deepen their understanding of language roots, vocabulary, and grammar through guided instruction, enhancing communication and linguistic skills.
3. **STEM Education:** Hands-on projects in robotics, coding, engineering challenges, and scientific experiments foster innovation, inquiry, and practical problem-solving skills while connecting them to the great inventors as mentors.
4. **Creative Arts:** Opportunities in painting, sculpture, music, drama, and creative writing cultivate artistic expression, imagination, and original thinking.

5. **Physical Fitness and Sports:** Intramural sports, fitness classes, and outdoor activities build teamwork, leadership, resilience, and healthy habits in accordance with the California After School Physical Activity Guidelines.
6. **Life Skills:** Classes in cooking, financial literacy, time management, and communication develop practical abilities essential for independence and success.
7. **Literary Analysis and Creative Writing:** Scholars analyze classical literature and extend or reimagine stories, applying critical thinking while refining writing skills.
8. **Competitions and Exhibitions:** Participation in academic, artistic, and literary contests, including Founding Forward exhibitions, Mock Trials, and Constitution Bowls provides opportunities for scholars to showcase talents, receive feedback, and cultivate achievement-oriented mindsets.

By combining classical education with these skill-building activities, FEXL supports scholars in developing intellectual curiosity, practical abilities, creativity, and entrepreneurial thinking, preparing them to lead and innovate as servant leaders. Additionally, intramural athletics serve as a feeder program that connects physical skill development to leadership, teamwork, and character-building in a broader school community context.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

FEXL at John Adams Academy provides scholars with meaningful opportunities to exercise youth voice and develop leadership skills, guided by the Academy's 10 Core Values. Enrichment programs cultivate thinkers, leaders, inventors, citizens, entrepreneurs, and statesmen, with a focus on mentorship and self-governance. Scholars practice personal responsibility, public and private virtue, and servant leadership by mentoring peers, leading activities, serving on committees, and supporting school events and fundraisers.

After-school leadership programs may include weekly lessons, service projects, and community engagement opportunities that reinforce moral discipline, creativity, problem-solving, and high character. Scholars contribute to program quality and improvement through feedback and participation in leadership roles, ensuring their voices shape FEXL experiences. Through these practices, FEXL empowers scholars to develop confidence, agency, and practical leadership skills while fostering a culture of greatness and preparing servant leaders ready to serve the school and broader community.

Learning through Stephen R. Covey's Leader in Me leadership and life skills development program. Successful monitoring of progress towards mastery of essential skills will support youth leadership and voice for all scholars in TK-12th grade. Scholars will find opportunities to explore their personal mission statements, wildly important goals, and develop authentic relationships throughout the year.

Scholar surveys and scholar leadership input highlights interest, coupled with community needs identified by stakeholders, drive the program's academic courses and enrichment activities. Family surveys will also play an integral role in the development of youth voice and shared with families. Family members are encouraged to be mentors in all programs and will follow the policies for volunteer screenings and background checks.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

FEXL at John Adams Academy provides scholars with intentional opportunities to practice **Self-Governance, Personal Responsibility, and Accountability** through healthy choices and regular physical activity. Scholars learn that true freedom begins with mastery over one's habits and decisions, including nutrition, wellness, and physical fitness, and that accountability for these choices builds lifelong independence and resilience.

During FEXL hours, scholars may receive nutritious snacks in designated areas, including fresh fruits, vegetables, whole grains, protein-rich options such as cheese or yogurt, and energy bites, supporting balanced nutrition for mind and body. Staff consider dietary restrictions and allergies to ensure safety and inclusivity, and scholars are encouraged to take responsibility when bringing meals or snacks from home.

Funds from ELO-P will be used to purchase snacks and meals when the use of National School Lunch Program (NSLP) funds are not available. These funds will prioritize snacks to encourage and increase eating a variety of fruits such as apples, mandarins, cheese sticks, or slices to provide a balanced combination of carbohydrates, vitamins, minerals, and protein. Natural sweeteners will be 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, staff will aim for variety, balance, and nutrient density for supporting young scholars' physical and cognitive needs. Physical activity is embedded through structured movement, outdoor learning spaces, intramural sports, fitness activities, and gardening projects.

Vendors may be used to support physical activity. Soccer vendors, coaches, and athletic mentors will develop camps and programs to support the development of younger John Adams Academy Patriots.

These experiences will develop physical health, teamwork, self-discipline, and emotional well-being while giving scholars hands-on opportunities to practice accountability, goal setting, and decision-making. Staff model healthy behaviors and participate alongside scholars, reinforcing the importance of personal responsibility and self-governance. By staying committed to the John Adams Academy Wellness Policy in the establishment of programs, FEXL will integrate nutrition, movement, and intentional guidance, support

scholars in building healthy habits, exercising self-discipline, and developing the personal responsibility and accountability essential to servant leadership and lifelong wellness.

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.

In alignment with our mission to Restore America's Heritage by Developing Servant Leaders, John Adams Academy FEXL provides opportunities that nurture the academic, social, and personal growth of all scholars. Our program is designed to ensure equitable access, cultural and linguistic responsiveness, and support for students with disabilities, reflecting our core values of self-governance, personal responsibility, and accountability.

Support through FEXL is available to all scholars, with dedicated funding for low-income students, foster youth, and homeless scholars. English Learners (ELs) and students performing below grade level receive additional support in collaboration with Academic Services. Scholars with disabilities, including those with IEPs or 504 plans, are evaluated and supported through John Adams Academy Scholar Services. Our special education team provides a full continuum of services, ensuring each scholar has equitable access to enrichment programming through accommodations, modifications, and individualized supports.

This includes adaptive instruction, accessible materials, one-on-one assistance when needed, and collaboration with families and teachers to remove barriers to participation.

Health, safety, and behavioral needs are monitored through a multi-tiered system of support whenever possible, while maintaining a safe and supportive environment for all scholars.

We are honored to guide scholars as they transition from English Learners into proficient, fluent speakers. Recognizing that ***a scholar cannot learn what he or she cannot understand***, our program integrates culturally rich language instruction through songs, stories, poetry, and classic works of American heritage, enabling EL scholars to acquire English in a meaningful, context-driven way. At the same time, we celebrate and value home languages and cultures, reflecting the diversity of our school community and our national motto, *E pluribus unum – out of many, one*.

All program communications are delivered through the ParentSquare portal, supporting over 100 languages to ensure accessibility for EL families. Enrichment Coordinators attend English Learner Advisory Committee (ELAC) meetings to build personal connections, evaluate barriers to access, and engage parents in school planning and learning activities. Teachers receive opt-in/opt-out forms in multiple languages to share with families during Parent-Teacher conferences which are held shortly after Census Day. Interpreters are also invited to assist with communication.

7—Quality Staff

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

At John Adams Academy, Enrichment Aides are confident, skilled instructional aides who have reached the level of mentoring scholars independent of a certificated staff member, extending the academic day through engaging, hands-on learning experiences. Enrichment Aides guide scholars in exploring nature, art, music, poetry, storytelling, and hands-on activities while reinforcing classroom concepts, the 10 Core Values, and character development. Enrichment Aides work collaboratively with instructional aides and the Enrichment Lead, providing supervision, positive behavior support, and individualized mentorship to our elementary-age Patriots.

Enrichment Aides are highly qualified, with a recommended and preferred two years of college (Associate's degree preferred), and/or 1–3 years of experience in a licensed childcare center, comparable educational or community-based organization, CPR and

First Aid certification (or willingness to obtain). They possess strong classroom management and organizational skills, the ability to work independently, and a commitment to fostering curiosity, engagement, and joy in learning.

Staff receive ongoing professional development, including collaborative training with Enrichment aides. They may be provided opportunities for instructional day-observations and mentoring by credentialed teachers, attend monthly workshops, and access video resources and external symposiums, ensuring they are fully equipped to mentor scholars effectively and uphold values of John Adams Academy.

The program utilizes intentional recruitment practices to support a diverse workforce. Employment opportunities are broadly advertised, including outreach to bilingual and foreign-language-speaking candidates, in order to promote equitable access and effective communication with families. All hiring practices reflect the Academy's classical values and commitment to character development, responsibility, and respect for all scholars.

8—Clear Vision, Mission, and Purpose

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

Vision:
To cultivate a community where families and educators collaborate to empower scholars through hands-on, meaningful learning experiences that inspire curiosity, character, and civic responsibility.

Mission:
John Adams Academy FEXL provides high-quality enrichment programs that extend the academic day, nurture scholar curiosity, and develop the mind, character, and civic engagement of every student. Through strong partnerships with families, teachers, and staff, we reinforce classical education, model the 10 Core Values, and support each scholar's academic achievement and personal growth.

Purpose:
Our purpose is to create an engaging and supportive environment where scholars explore, experiment, and excel. By connecting families to the learning process, we ensure that every child is empowered to take ownership of their education, grow in knowledge and character, and become a responsible, compassionate member of society.

Purpose

The Expanded Learning Program is designed to:

1. **Increase Scholar Achievement and Proficiency –** Enrichment Staff collaborate with academic staff to provide activities that reinforce classroom learning, build skills, and inspire intellectual curiosity.
2. **Foster Positive Relationships and a Love for Learning –** Staff mentor scholars, build meaningful connections with families, and model the habits of virtuous, engaged citizens.
3. **Enhance Instructional Excellence –** Staff participate in ongoing professional development in classical education and enrichment pedagogy to continually improve their practice.

Guided by the principles of self-reliance, virtue, and wisdom, the Expanded Learning Program prepares scholars to serve their families, communities, and nation while restoring America's heritage through the development of servant-leaders.

—Collaborative Partnerships

"Curiosity. Character. Confidence. At John Adams Academy FEXL, we partner with families to empower every scholar to thrive."

Provides Enrichment staff and parents an opportunity to be supported in learning how to directly enhance scholar participation and academic success within expanded learning programs. These sessions provide framework aligned strategies in literacy, mathematics, and classical content so they can reinforce skills at home and in after school programs that increase scholar engagement in expanded learning opportunities. EXLSTA activities are documented as part of the Academy's Board-approved ELO-P Plan and are implemented only when they demonstrate a clear and measurable benefit to scholar expanded learning outcomes.

Support Staff:
Support staff funded through ELO-P provide direct operational and instructional support necessary to deliver expanded learning services to scholars. This includes supervision, academic intervention assistance, enrichment coordination, and scholar engagement support. Duties funded through ELO-P are clearly connected to expanded learning programming and are not assigned to responsibilities that occur during the regular instructional day.

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Scholars and families are central partners in the design, implementation, and continuous improvement of the John Adams Academy Expanded Learning Program. Their input informs programming decisions through multiple channels, including surveys, collaborative in-person meetings, virtual Zoom meetings, and direct feedback. Teachers are surveyed regarding scholars' hobbies, interests, and learning preferences, while parents and scholars' complete questionnaires to share priorities, goals, and enrichment interests.

Fall 2024 Parent Survey Responses

(-) Very Dissatisfied – Dissatisfied ☹	Neutral	Satisfied - Very Satisfied ☺
Lack of parent collaboration for decision making	Expensive. Prorate hourly for families that pick up by 4 PM	Amazing team! Send more pictures and newsletters of the fun you have in program.
Confusion between driveline pick-up and program enrollment	No staff talking on cellphones.	We love Foundations so much! Add more supplies and equipment for scholars.
BrightWheel APP is clunky and inconsistent	BrightWheel Registration System + +	Monthly Registration helps busy parents. Keep doing what you are doing! LOVE THE PROGRAM!
Stay open until 6 PM	Stay open until 6 PM + +	Open earlier…at 6 AM. My scholar is enriched, happy, and stays out of trouble. Great job everyone!
Hourly Rates to avoid driveline		Doing amazing! We love the program!
Invoice Tuition	Links for payment are not accurate	My daughter loves it!
More academic supports in program	More outdoor play	Excels at caring for the scholars!
Communication needs to improve	Better communication of the daily schedule and activities + + +	Love the Roseville staff – absolute the best and very professional and personal.
Employ staff who enjoy children	Where is the teaching during Foundations?	So grateful for JAA to make this change! Include reading time for kids!

Families have enrollment support during Back-to School events, Open House, at Parent-Teacher Conference, as well as through ongoing collaboration with the Parent Service Organization events such as Heritage Faires and Harvest Festivals. English Advisory meetings, and Principal Coffee Corners provide an ideal time to meet with focus groups. An Expanded Learning Advisory (EXLA) may be formed for quarterly review of program feedback, analyze survey results, and provide recommendations for new activities.

These structures align with John Adams Academy's Local Control and Accountability Plan (LCAP), Multi-Tiered System of Supports (MTSS), and English Learner (EL) program requirements, ensuring that all scholars—including those in UPK/TK—receive enrichment that is responsive, equitable, and developmentally appropriate. Virtual and in-person parent events, scheduled across morning, after-school, and intersession times, provide families with multiple access points for meaningful participation.

Quality Standards Align to Local Control Accountability Plan (LCAP)

LCAP 1: All scholars will demonstrate growth toward meeting or exceeding standards in English Language Arts, and in Mathematics through our Liberal Arts model.
LCAP 2: Build a culture of greatness together with our parents where all scholars feel connected at school by conducting professional development in our core values.
LCAP 3: Within three years, the academy will reduce the rates of chronic absenteeism for all scholars by implementing actions that promote relationships and school connectedness.
LCAP 4: The Academy will cultivate critical thinking and rhetoric through our Classical Model for all scholars.

Foundations EXL meets Education Code Section 8482.3 9c (1)(A-B)

This collaborative approach ensures that programming reflects the interests, needs, and values of the entire school community while fostering a culture of engagement, service, and lifelong learning.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

John Adams Academy collaborates with Community-Based Organizations (CBOs), colleges, third-party vendors, and other non-LEA partners to design, implement, and continuously enhance the Expanded Learning Opportunities Program (ELO-P). Partnerships are formalized through written agreements and maintained via ongoing meetings, professional development sessions, and consistent communication channels.

Inspiration by John Adams

"Human nature with all its infirmities and deprivation is still capable of great things.... It should be your care, therefore, and mine to elevate the minds of our children and exalt their courage; to accelerate and animate their industry and activity; to excite in them a habitual contempt of meanness, abhorrence of injustice and inhumanity, and an ambition to excel in every capacity, faculty, and virtue…. But their bodies must be hardened, as well as their souls exalted. Without strength and activity and vigor of body, the brightest mental excellencies will be eclipsed and obscured." -John Adams

These partnerships ensure that enrichment programming supports scholars' intellectual, social, and personal development while aligning with the Academy's mission to cultivate critical thinking, virtue, and servant-leadership through classical education.

Key Partnerships Include:

- **Colleges & Education Organizations:** William Jessup University, Brigham Young University, Hillsdale College, Sierra College, Folsom City College, Classical U, Great Hearts, National Classical Education, Sacramento County Office of Education, and Placer County Office of Education to provide staffing support, professional development, and mentorship opportunities.
- **Nutrition Partners:** Casa Ramos, Simple Pleasures, Green House Café', Leatherby's, and local vendors support the nutritional component of the program, ensuring scholars' health and readiness to learn.
- **Third-Party Vendors:** Take Note Troupe, Soccer Stars, Vision Soccer, International Dance Arts Collective, BandTogether, Little Chef's World, and others provide enrichment programming aligned with scholars' personal interests.
- **Teacher-Supported Enrichment:** Staff share their talents, hobbies, and leadership skills during after-school hours to mentor scholars, with an opportunity to be stipend as compensation for their contributions to programming.
- **Community Service & Outreach:** Freedoms Foundation (Founding Forward), Daughters of the American Revolution, Sons of the American Revolution, and the Medal of Honor facilitate service-learning projects, connecting classical education to real-world civic engagement.
- **Digital Collaboration & Virtual Learning:** Scholars participate in virtual programs and collaborative learning with peers across campuses or internationally, managed

and supported by Enrichment staff to expand exposure to the larger classical community.

Coordination with Other Initiatives:

Expanded Learning Opportunities align with John Adams Academy's Multi-Tiered System of Supports (MTSS), Community Schools initiatives, and other LCAP strategies, ensuring that enrichment, academic intervention, and social-emotional supports are integrated seamlessly. Enrichment staff work closely with Admin and credentialed teachers, external stakeholders, and families to foster a collaborative learning environment and maintain program effectiveness.

Through these partnerships and collaborative efforts, the Expanded Learning Program remains vibrant, responsive, and supportive, providing scholars with opportunities to grow intellectually, socially, and morally while strengthening community ties and promoting the Academy's mission of restoring America's heritage by developing servant-leaders.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

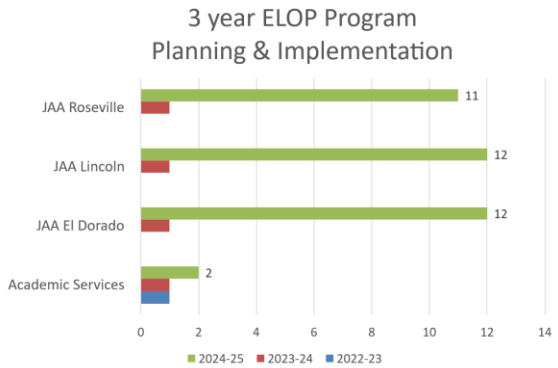
Foundations Expanded Learning (FEXL) is designed to be intentional, reflective, and ever-evolving—ensuring that every enrichment activity supports scholars' intellectual, social, and emotional growth. Using a Continuous Quality Improvement (CQI) framework, we intentionally collect and use data on social-emotional competencies such as social skills, self-control, perseverance, conflict resolution, academic mindset, and school connectedness. This data helps us reflect, adapt, and make informed decisions about programming, ensuring our activities are both engaging and impactful.

Assessing Current Practices:
Each semester, we take a close look at what's working and what could be strengthened. Feedback is gathered from multiple perspectives—scholars, families, teachers, and community partners—through surveys, focus groups, ParentSquare messages, scholar stories, and community engagement sessions. This creates a 360-degree view of the program, highlighting successes and uncovering opportunities for growth.

Setting Goals and Objectives:
Based on stakeholder input and program review, we set clear, actionable objectives that align with classical education principles and the Academy's vision. Goals focus on fostering curiosity, character, leadership, and joy in learning. As part of our continuing efforts for improvement, publicly posting our objectives on our new JAA website may ensure transparency and invite the community to celebrate our progress alongside us.

Professional Development and Staff Growth:
Enrichment staff are lifelong learners too! Areas identified for improvement inform workshops, peer mentoring, collaborative planning with classroom teachers, and professional learning community sessions. This continuous learning strengthens staff's classical pedagogy, enhances their mentoring skills, and ensures scholars experience rich, intentional, and engaging programming.

Staffing: Truth, Beauty, Goodness, and Growth



OVERALL RETENTION RATE

	2023-2024	2024 to 2025
Academic Services	100.00%	100.00%
El Dorado Hills	NA	50.00%
Lincoln	63.64%	91.67%
Roseville	NA	45.45%

Where do you find people who are passionately committed to their work?
You find them working for leaders who are passionately committed to them.

Monitoring and Evaluation – Making CQI Engaging:
Monitoring progress at JAA is far from a paper exercise—it's a vibrant, interactive process. Scholars share their experiences through storytelling and surveys, parents provide insight via focus groups and Parent-Teacher interactions, and teachers weigh in with interest and feedback surveys. Town Halls, ELAC meetings, and community gatherings invite stakeholders to be part of the conversation, shaping program design in real time. Community partners, businesses, and internship programs provide additional perspectives, helping connect learning to real-world experiences. This collaborative approach transforms CQI into a living, dynamic process—where successes are celebrated, fresh ideas spark innovation, and the program grows in ways that are meaningful, visible, and exciting to all participants.

Through this ongoing, interactive, and reflective cycle, the Expanded Learning Program remains responsive to scholar needs, supports social-emotional and academic growth, and strengthens the timeless principles of classical education that are at the heart of John Adams Academy.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) and program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Currently, John Adams Academy is undergoing a comprehensive transition to a new Student Information System (SIS). This transition will result in updated policies and

procedures related to enrollment, registration, attendance tracking, and record-keeping. Due to this system-wide change, additional detailed documentation has not yet been finalized. Once implementation is complete, all related procedures and manuals will be updated and made available to ensure full alignment with program operations and compliance requirements.

In the interim, the following established practices and governance structures guide the Foundations Expanded Learning Opportunities Program (ELOP):

The Foundations Expanded Learning Opportunities Program will include academic and enrichment components. If the program is determined—based on the involvement of John Adams Academies in supporting or assisting the program or other applicable factors—to be curricular or extracurricular pursuant to Education Code section 49010 et seq., no fees shall be charged. Voluntary donations may be solicited and accepted. Fees may be charged for programs that are purely custodial in nature and based on the actual cost of services. Fees may be waived or subsidized at the discretion of the service provider for families experiencing economic disadvantages or other critical needs. Oversight of program operations and scholar safety during after-school hours is maintained by the Enrichment Coordinator and supported by Lead Enrichment Aides, as designated by the site principal.

The Enrichment Program maintains written agreements that clearly define the roles and responsibilities of all subcontractors and community partners, as well as any volunteers. These agreements support program implementation, compliance, and operational accountability.

Access to Student Information Systems is being evaluated to ensure the infrastructure supports efficient and accurate program administration. Infinite Campus has been identified as a significant improvement over prior platforms that required manual tracking processes. Additional software solutions may be explored to further streamline enrollment, attendance tracking, monitoring, and communication with families.

Fiscal oversight of the Expanded Learning Program is managed by the Business Analyst in collaboration with the Superintendent(s), Academica the JAA back-office service provider, and the Manager of Enrichment Programming. These teams work together to ensure fiscal accountability and to develop additional tools and resources to support program implementation. This plan will be updated as new systems, procedures, and documentation are finalized.

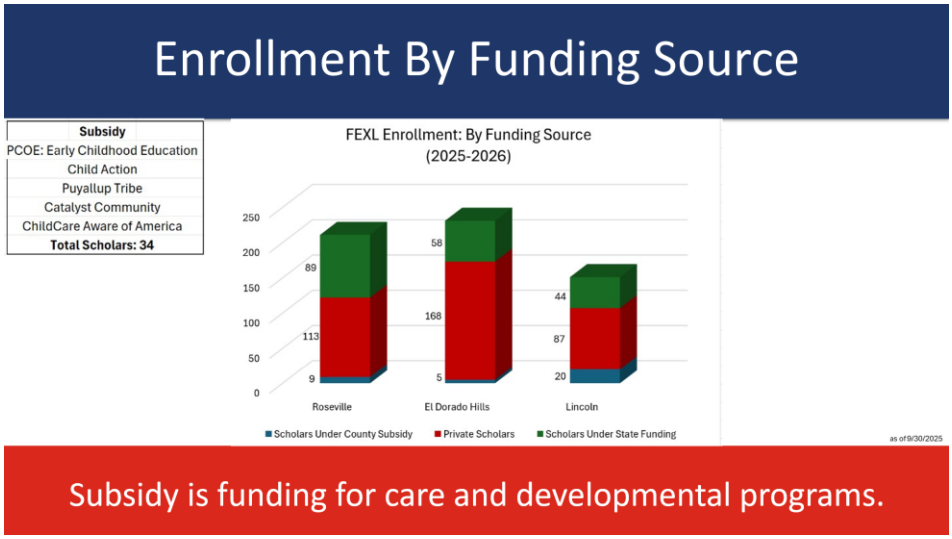
All finalized policies, procedures, and manuals related to Expanded Learning, including enrollment, attendance, fiscal oversight, and data management—will be provided as an addendum or linked documentation upon completion of the SIS transition.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with the applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program. How does this budget reflect the needs of students and families within the community?

Expanded Learning Opportunities Program (ELO-P) Budget Summary

Budget Category	Description	Funding Sources	Allowable	Alignment
Campus Staff	Enrichment Coordinator, Leads, Aides, TK.K staff	ELO-P Private	Necessary to safety during ELOP 7 AM – 5:30 PM	Support & access for working families
Administrative & Fiscal	Academic Services oversight, budget, compliance, monitoring	ELO-P Allowable	Administrative support to manage program	Supports stability, transparency
Meals & Snacks	In alignment with attendance program & schedules	ELO-P, Cost-Share	Allowable for wellness and readiness to learn	Promotes equity, supports engagement, addresses hunger
Materials & Supplies	Supplies for Arts, music, Physical activity, hands on learning	ELO-P, Prop 28, VAPA, Cost-Share	Directly Supports program activities and goals	Diverse learning experience, scholar interest
Third-Party Vendor	Contracted Services alignment goal, After school Enrichment, safety	ELO-_ Prop 28 Private Funds	Necessary for safe and orderly environment	Expands offerings and increases engagement
Campus Safety	Supervision, Safety, Training of staff	ELO-P, Cost-share	Safe and Orderly	Family assurance and supervision.
Professional Development	Training, Safety, Compliance	ELO-P, Cost-Share	Program Quality & effectiveness	Well-trained staff, improves scholar experience
Cost-Share & Multiple Funding Sources	Shared staff, facilities, materials to benefit instructional and expanded learning	ELO-P, Prop 28, Grants, Private	Costs proportionally allocated	Maximize resources while expanding access and offerings



The Academy maintains documentation to ensure:

- Services occur outside of required instructional minutes
- Activities are included in the approved ELO-P Plan
- Expenditures are necessary and reasonable for expanded learning
- No supplanting of core instructional costs occurs
- Staff time and duties are properly allocated and recorded

Through these safeguards, John Adams Academy ensures fiscal integrity, programmatic compliance, and alignment with the intent of ELO-P funding to expand meaningful learning opportunities for scholars.

Campus Staffing Considerations

Staffing allocations are adjusted by campus based on:

- Scholar enrollment and attendance patterns, especially during intercession
- Program hours and family demand
- Required supervision ratios
- Identified student needs

This flexible staffing model ensures equitable access to Expanded Learning services across all campuses. All expenditures charged to the Expanded Learning Opportunities Program are reviewed to ensure they are reasonable, necessary, and allowable under applicable statutes, regulations, and the approved ELO-P Plan. Cost-share arrangements and multiple funding sources are used strategically to maximize program impact while maintaining fiscal compliance and transparency.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

John Adams Academy ensures the proper implementation of Expanded Learning Opportunities Program (ELO-P) requirements through a coordinated governance structure that includes the Grant Manager, Academic Services Business Analyst, Superintendents, Principals, and site-based program leadership. This collaborative approach provides consistent oversight, fiscal accountability, and alignment with statutory, regulatory, and programmatic expectations.

Program Governance & Oversight

☐ Grant Manager assigned and responsible for ELO-P compliance, reporting, and timelines
☐ Academic Services Business Analyst assigned for fiscal oversight and monitoring
☐ Superintendent oversight ensures alignment with mission, LCAP, and board priorities
☐ Principal or designee oversees site-level implementation and scholar safety
☐ Regular cross-functional meetings held to review implementation and compliance

Program Design & Implementation

☐ Program activities align with the board-approved ELO-P Plan
☐ Expanded Learning hours meet statutory requirements
☐ Activities include academic support and enrichment opportunities
☐ Programming coordinated with the instructional day
☐ Alignment with LCAP goals, MTSS, EL supports, and initiatives

Staffing & Supervision

☐ Qualified Enrichment Staff hired in accordance with LEA requirements
☐ Staffing ratios maintained during all Expanded Learning hours
☐ Staff roles and responsibilities clearly defined
☐ Principals/designees maintain oversight of after-school supervision
☐ Health, safety, and background clearances completed

Fiscal Management & Allowable Costs

☐ Budget reviewed to ensure costs are reasonable, necessary, and allowable
☐ Expenditures aligned to approved ELO-P Plan
☐ Cost-share allocations documented and proportionally applied
☐ Multiple funding sources (e.g., Prop 28) tracked and reconciled
☐ Fiscal monitoring conducted regularly by the Business Analyst

Contracts & Partnerships

☐ Written agreements maintained for all subcontractors and partners
☐ Roles and responsibilities clearly articulated in agreements
☐ Partner services aligned with ELO-P goals and allowable activities
☐ Ongoing communication and oversight of partners documented

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.

Do you have an ASES Grant? ☐Yes ☒**No**

Do you have a 21st Century CCLC Grant? ☐Yes ☒**No**

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.

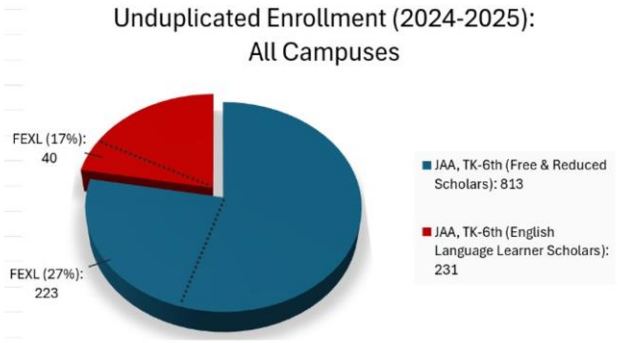
ELO-P funds will be a single, comprehensive program with the understanding of requirements for scholars' safety, education, and supervision.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

FEXL is committed to ensuring that all pupils and families are informed of and have equitable access to the Expanded Learning Opportunities Program (ELO-P). The LEA uses culturally and linguistically responsive communication strategies to ensure families receive clear, accessible, and timely information in formats that meet diverse needs.

Foundations Expanded Learning (FEXL) 2024-25



The term *Unduplicated* means foster, homeless, low-income, and English Language Learners

Information about ELO-P is shared through multiple communication channels to reach families effectively, including:

- ParentSquare announcements translated into home languages
- Email and phone calls, including outreach by bilingual staff at ELAC meetings
- School and program social media platforms
- Interpreters provided for meetings, enrollment support, and program communication
- Parent Partners and family liaisons who assist with outreach and engagement
- Paper flyers and forms for families with limited access to technology

All communication is made available during the enrollment period and throughout the school year in multiple languages, using clear and simple instructions. Materials are reviewed to ensure accessibility, cultural responsiveness, and ease of understanding.

Enrollment in ELO-P is designed to be simple, inclusive, and accessible:

1. **Distribution of Forms:** Enrollment forms are distributed electronically through ParentSquare and email, and in paper format upon request or during on-campus events.
2. **Completion and Signature:** Families may complete forms electronically using digital signatures or submit signed paper forms. Staff are available to assist families as needed. Back to School Nights will be used to support families.
3. **Submission and Storage:** Completed enrollment forms are securely stored in accordance with LEA record-keeping practices and applicable privacy requirements, with digital records maintained in the Student Information System or secure shared platforms.

Enrollment materials clearly outline program hours, daily schedules, behavior expectations, and family responsibilities. Families will receive access to the Expanded Learning Program Parent Handbook, which will provide detailed program guidelines and expectations.

To ensure equitable access for all families, the LEA:

- Provides information and enrollment materials in multiple languages
- Offers personal assistance through phone calls, interpreters, and on-site support
- Make enrollment available during extended windows to accommodate family schedules
- Offers paper-based options for families without reliable technology
- Reviews enrollment procedures regularly to reduce barriers and improve clarity

Currently, transportation is not provided as part of the Expanded Learning Opportunities Program. Families are informed of this in advance during school enrollment, and program hours are designed to align with family pickup schedules.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to an academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirement for an instructional aide based on district policies The LEA should also follow local policies and procedures related to field trips

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated date (s) duration of the trip, grade level (s) participation, and transportation arrangements.

John Adams Academy does not currently offer off-campus field trips as part of ELO-P due to limited transportation access as a commuter school. To ensure equitable participation and scholar safety, the program prioritizes high-quality, on-campus

enrichment experiences, including outdoor activities, guest presenters, service learning, and hands-on exploration aligned with program goals.

Program Fees:

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free and reduced-price meals, for a child that is a homeless youth, as defined by the McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges families fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected, please write that in the space provided.

Participation in the Expanded Learning Opportunities Program (ELO-P) is open to all eligible pupils enrolled at John Adams Academy. Consistent with state and federal requirements, the LEA may charge family fees for participation in Expanded Learning programs; however, no pupil is denied access due to an inability to pay.

Fees are assessed based on the specific program utilized, which may include the After School Program, Before School Program, TK/Kindergarten Program, and Non-School Day programming. Fees are charged on a weekly basis, and payments are collected prior to services being rendered.

In accordance with Education Code and ELO-P requirements, all program fees are waived for pupils who are:

- Eligible for free or reduced-price meals
- Identified as homeless youth under the McKinney-Vento Homeless Assistance Act
- Known to be in foster care

Families may voluntarily complete a financial assistance application to determine eligibility for fee waivers or reduced fees. For families not qualifying for a full waiver, a sliding fee scale is applied based on household income and ability to pay. Sliding scale adjustments typically range from 5% to 10%, ensuring fees remain reasonable and do not create a barrier to participation.

Enrichment programs offered through third-party vendors may include additional costs aligned to the vendor's fee structure and are implemented in accordance with Board-approved agreements. Participation in enrichment activities is voluntary, and voluntary contributions may be accepted to offset program costs. No scholar is excluded from enrichment opportunities due to financial hardship.

The LEA regularly reviews fee practices to ensure all costs are reasonable, necessary, and allowable, and that fee structures continue to support equitable access for all scholars and families within the community.

Facilities, Learning Environments, and Program Sustainability

John Adams Academy is committed to providing safe, engaging, and enriching learning environments that support its mission of developing knowledgeable, virtuous citizens through classical education. As the Expanded Learning Program continues to grow, the Academy will strategically enhance existing campuses by designating and improving instructional spaces that provide stable, consistent, and high-quality environments for scholars participating in before school, after school, intersession, summer, and Transitional Kindergarten/Kindergarten (TK/K) Expanded Learning programs.

Facility enhancements may include improvements to existing classrooms, outdoor learning environments, and other campus spaces that increase program capacity, strengthen scholar safety and supervision, and support the long-term sustainability of Expanded Learning services.

Recognizing that the Academy's TK/K Expanded Learning Program operates during the instructional day when campus instructional space is most limited, the Academy may designate dedicated classrooms and improve existing facilities to ensure young scholars have developmentally appropriate learning environments that provide continuity, stability, and a safe transition between the instructional day and Expanded Learning programming. Facility improvements may include dedicated instructional spaces, age-appropriate outdoor play and learning environments, safety fencing, and related campus enhancements designed to support supervision, accessibility, enrollment growth, and program quality.

A signature component of the Academy's Expanded Learning Program is Peacefield Gardens, dedicated outdoor learning environments that serve as living classrooms where scholars develop stewardship, responsibility, healthy habits, and an appreciation for the natural world. These spaces support hands-on learning opportunities in science, agriculture, nutrition, environmental stewardship, literature, history, visual and performing arts, health and wellness, and civic education while reinforcing the Academy's classical education philosophy. Peacefield Gardens, together with outdoor instructional areas and developmentally appropriate play spaces, provide scholars opportunities to engage in observation, exploration, purposeful work, and experiential

learning while cultivating habits of service, perseverance, gratitude, and responsible citizenship.

As enrollment and community needs evolve, John Adams Academy may designate additional instructional spaces and make facility improvements that increase enrollment capacity and provide continuity of programming. These enhancements support year-round Expanded Learning opportunities while maintaining safe, welcoming, and developmentally appropriate environments for scholars.

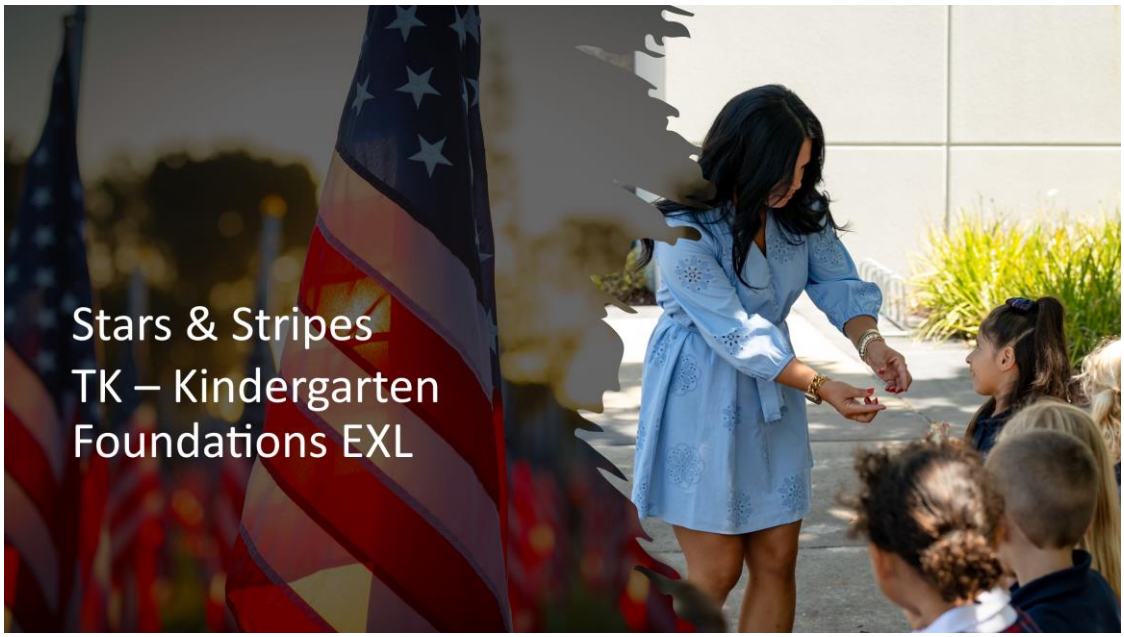
The Academy is committed to the responsible stewardship of public and locally generated resources. Allowable state Expanded Learning funding, family fee revenue, and other local resources may be strategically invested to enhance learning environments, expand program capacity, and sustain high-quality Expanded Learning opportunities. All funding sources will be accounted for separately and expended in accordance with applicable state laws, regulations, Board policy, and Academy fiscal procedures.

Expanded Learning Opportunities
Program Plan Guide

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?

At John Adams Academy FEXL, we are committed to creating a safe, nurturing, and engaging environment for our Transitional Kindergarten (TK) and Kindergarten scholars. Our program maintains a small group size, with no more than 10 scholars per staff member, ensuring each child receives the attention, guidance, and support they need to thrive.



To make this possible, we have a trained team of staff ready to provide consistent supervision and personalized care. TK/K scholars participate in their own thoughtfully designed activities that are age-appropriate and developmentally informed, focusing on social-emotional growth, exploration, creativity, and curiosity. These activities are separate from older grades, unless additional staff allow us to maintain a low ratio.

Our staff receive specialized training in working with younger learners, covering topics such as child development, early learning best practices, behavior guidance, and daily routines like transitions and toileting support. We also have access to trained support staff

from the instructional day who can assist as needed, providing continuity and extra care for our youngest scholars.

We continually evaluate our space, staffing, and curriculum to ensure a high-quality, joyful learning experience as enrollment grows. Our TK/K program is intentionally designed to inspire curiosity, build independence, and foster a love of learning—laying the foundation for a successful school journey.

Transitional * Kindergarten

Functional and Imaginative Play Environments

Sample Program Schedule – Regular School Day

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).

Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.

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 Foundations EXL and personal interest enrichments as specified during program enrollment. Foundations EXL serves as the fundamental program with additional

Expanded Learning Opportunities
Program Plan Guide

options for additional enrichment programs according to youth voice and leadership.

Program 1: Foundations EXL: Before School

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
7:40	Breakfast	Assist in Healthy Choice Options

Program 2: Foundations EXL: TK/K AM

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: Foundations EXL: TK/K PM

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: Foundations EXL: Afterschool

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

Expanded Learning Opportunities
Program Plan Guide

		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	Goodbye to Friends	

Foundations EXL and Enrichment Programming

Monday	Tuesday	Wednesday	Thursday	Friday
3 pm AR: Attendance Recovery & Academic Support				
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

Expanded Learning Opportunities
Program Plan Guide

20 Scholars	30 Scholars	20 Scholars	30 Scholars	20 Scholars
5:15-5:30 PM Debrief & Sharing about the day				

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 Expanded Learning Opportunities during the 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	

Expanded Learning Opportunities
Program Plan Guide

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 A
8:30-9:45	4th-6th Activity	Enrichment B
9:45-10:15	Snack/Recess	Enrichment Instructional Aide(s)
10:15-11:30	4th-6th Activity	Enrichment B
10:15-11:30	TK-3rd Activity	Enrichment 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 A
1:00-4:45	Sports Camps-Soccer	Enrichment B
4:45-5:00	Sign out	Enrichment Coordinator
5:15 p.m.	Clean Up & Departure	All Staff

Expanded Learning Attendance Re-Engagement and Academic Acceleration

In alignment with John Adams Academy's mission to develop servant leaders and principled scholars, the Foundations EXL will provide targeted academic acceleration and re-engagement opportunities before and after school, during intersession, and other non-school days for scholars experiencing attendance gaps or chronic absenteeism. These expanded learning sessions will occur outside of the regular instructional day and are designed to complement, not supplant, core instruction. Services will include structured academic support in foundational literacy and mathematics, hands on enrichment aligned to classical themes, and relationship-centered mentorship to strengthen scholar engagement and school connectedness. Participation is voluntary and focused on closing learning gaps, promoting consistent attendance habits, and supporting long-term academic growth.

Expanded Learning Opportunities
Program Plan Guide

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio

***EC* Section 46120(b)(2):**

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

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

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

(B) Extended school days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, meals and are not less that 9 hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

***EC* Section 46120(b)(3):**

Local educational agencies shall prioritize services 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.

Grades Served

***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.

Partners

***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.

AUDIT

***EC* Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

Expanded Learning Opportunities
Program Plan Guide

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

A. [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.

B. [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).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

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

Staff Minimum Qualifications, Ratio

***EC* sections 8483.4 and 46120(b)(2)(D):**

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

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

***EC* Section 8482.3(c)(1)(A–B):**

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

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

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

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

(A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health-or safety related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B) For purposes of this section, an “event” includes any of the following:

1. Death of a child from any cause.
2. Any injury to a child that requires medical treatment.
3. Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
4. Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
5. Epidemic outbreaks.
6. Poisonings.
7. Fires or explosions that occur in or on the premises.
8. Exposure to toxic substances.
9. The arrest of an employee of the third party.

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