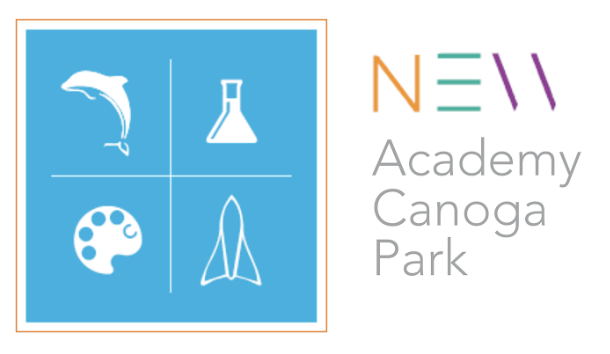
EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

**2024 - 2025**

Prepared by: ELOP Coordinators

**NEW Academy Charter Schools**

**Before & After School, and Non-Regular Day Programs** 

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

**Local Educational Agency (LEA) Name:** NEW Academy Charter Schools:

*N.E.W Academy Canoga Park*

*N.E.W Academy of Science and Arts*

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**NEW Academy of Science and Arts**

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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.

# NEW Academy Canoga Park

1. NEW Academy Science and Arts

### Purpose

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 [Quality Standards and CQI - Expanded Learning (CA Dept of Education)](https://www.cde.ca.gov/ls/ex/qualstandcqi.asp).

#### 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.**

**NEW Academy Charter Schools** are dedicated to providing students with a safe, violence-free, and socially and emotionally supportive learning environment. To achieve this, both staff and chosen partners share a deep sense of responsibility and accountability toward the students and families they serve. They aim to be exemplary role models, offering developmentally appropriate, culturally relevant, and sensitive learning activities. The supportive environment they create reflects the surrounding community, families, and students.

Staff treat students and families with respect, striving to model positive and appropriate behaviors during student activities. Building strong relationships between staff and students throughout the instructional day is emphasized, ensuring that students' specific needs are recognized and adequately supported.

Students will participate in enrichment and learning experiences both on the school site, in the surrounding community, and across the broader Los Angeles area. **NEW Academy Charter Schools** will collaborate closely with chosen partners, teachers, teacher assistants to ensure the student’s safety. These activities will be led by role models who possess the following qualifications:

* Excellent communication skills.
* Training in building a sense of community and belonging.
* Backgrounds and experiences that reflect the student population.
* Bilingual skills or the ability to effectively work with bilingual assistants familiar with the primary language of students and parents.
* Firsthand knowledge of the surrounding community, including local resources and services vital to families.
* Documented experience working with linguistically and culturally diverse youth in underserved communities.

Program directors will collaborate with school leaders and staff to develop health and safety procedures aligned with the school’s policies for the expanded learning program. To ensure a safe, supportive, academically enriching, and emotionally nurturing environment, the following policies will be enforced:

* All staff and service partners must pass background checks.
* Weekly meetings with staff and vendors will ensure the consistency and effectiveness of safety procedures.
* School sites will be fully secured during operating hours, with clearly labeled entry and exit points.
* Staff will hold participants to high standards of behavior and achievement by:
  + Actively acknowledging positive behavior and accomplishments.
  + Calmly intervening when youth or adults exhibit unsafe physical or emotional behavior.
  + Communicating with parents about both positive and negative behaviors.

Staff will undergo ongoing training in health and safety procedures, including drills practiced with participants. Students will be monitored during breaks, snack time, restroom breaks, and other non-instructional periods. Both students and staff will be trained on safety protocols before the program begins, with program leads clearly communicating these protocols to staff, participants, and families.

Additional safety measures include:

* Requiring all students to sign in and out daily, with attendance monitored by a designated staff member. These records will be reviewed as part of the program assessment.
* Staff and teachers will also be required to sign in and out, and they will wear program shirts, vests, or name badges for easy identification by students.
* Safety equipment, including walkie-talkies, fire extinguishers, and emergency backpacks with medical supplies, water, snacks, and portable toilets, will be readily available at all locations.

In the event of an emergency:

* A certified nurse will be on-site.
* Parents will be notified immediately.
* Emergency cards from parents and guardians will be kept in a central, accessible location.
* All incidents or injuries, whether minor or major, will be documented by staff.

#### ACTIVE AND ENGAGED LEARNING

The program provides opportunities for students to engage in active learning experiences that complement, rather than duplicate, the instructional day. NEW Academy Charter Schools prioritize the engagement of students, families, and the broader community to ensure student success. Feedback from participants, alongside assessments and evaluations, is used to shape training, curricula, and projects that address students’ diverse needs and interests. ELOP (Expanded Learning Opportunities Program) funds will be leveraged to enhance existing activities, offering a wide range of hands-on, project-based opportunities that culminate in shareable outcomes for families and stakeholders.

To ensure both academic excellence and social enrichment, program activities are designed in alignment with the following standards:

* [Quality Standards for Expanded Learning in California](https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.)
* [Common Core Standards](https://www.cde.ca.gov/re/cc/)
* [California K-12 Computer Science Standards](https://csforca.org/wp-content/uploads/2019/11/compscik12standards.xlsx-All-sorted-by-grade.pdf)
* [ISTE Standards for Students](https://www.iste.org/standards/iste-standards-for-students)
* [Next Generation Science Standards and Framework](https://www.cde.ca.gov/ci/sc/cf/)
* [California Arts Standards for Schools](https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf)
* [California STEM Standards and Curriculum](https://www.cde.ca.gov/pd/ca/sc/stemintrod.asp)
* [California LCFF/LCAP State Priorities](https://www.cde.ca.gov/re/lc/#lcapoverview)
* [California English Language Development Standards](https://www.cde.ca.gov/sp/el/er/eldstandards.asp)

Given the high percentage of English Learners and Indigenous students from Mexico and Central America at NEW Academy Charter Schools, it is essential that all students can access program activities. This is achieved through the use of bilingual teachers, interpreters, and multilingual materials. While these activities occur outside of the regular school day, they are designed to be high-impact experiences that complement the standards-based curriculum, fostering students' socio-emotional and physical well-being.

Our approach emphasizes learning through multiple modalities, incorporating flexible grouping strategies that encourage teamwork, collaboration, and effective communication. These experiences are particularly valuable for English Learners as they develop skills in the four language domains: speaking, listening, reading, and writing. The program also provides opportunities for students to hone critical thinking and 21st-century skills.

Here are examples of the enrichment and academic opportunities offered through the program:

* Saturday Academy
* Before and Afterschool Tutoring
  + Book Nook
  + Sylvan Learning
  + Mathnasium
* Winter, Spring, and Summer Academies & Camps
* Field Trips (Including but not limited to):
  + Los Angeles Zoo
  + Local & Distant Universities
  + SoFi Stadium Educational Tour
  + Fowler Museum at UCLA
  + Kidspace Children's Museum in Pasadena
  + Natural History Museum of Los Angeles County
  + La Brea Tar Pits
  + Underwood Family Farms
  + Grammy Museum at L.A. LIVE
  + Academy Museum of Motion Pictures
  + Long Beach Aquarium of the Pacific
  + El Capitan Theatre
  + Knott’s Berry Farm
  + Hurricane Harbor
* Ethnic Studies
  + Aztec Dance - Cultural Dance, Art, and History
* Afterschool Clubs (Including but not limited to):
  + STEAM
    - Innovation Technology Student Academy
    - Code Fu: Coding and Robotics
    - Dino Robotics: A fun, engaging introduction to robotics for younger students.
    - SEAL Robotics: Advanced robotics program focusing on real-world applications.
  + Athletics (Ongoing during non-regular school hours and intersessions):
    - Soccer
    - Running
    - Martial Arts
    - Zooga Yoga
  + Design, Media, & Project Based Learning
    - Cooking/Rainbow Chefs: Hands-on cooking experiences that teach nutrition and culinary skills.
    - Creative Creators: A media-focused program that includes film production and scriptwriting, encouraging creative expression and storytelling.

This variety of programming ensures that students are engaged in meaningful learning experiences that extend beyond the traditional classroom, helping them grow academically, socially, and emotionally.

#### 

#### **SKILL BUILDING**

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

The program offers students opportunities to build skills in reading, writing, math, science, technology, and art through an integrated STEAM curriculum. This program also provides additional academic support through tutoring (see the previously provided list of activities). As community schools, **NEW Academy Charter Schools** not only offer students a safe, structured environment to develop these skills but also support working parents who want their children to receive academic and socio-emotional enrichment, not just childcare. Without carefully designed activities aligned with students' developmental stages and grade levels, students would miss out on the chance to thrive in an environment that encourages exploration, language development, creative expression, and civic responsibility. The curriculum is designed to help students uncover their potential, explore their interests, and contribute to their community, city, and state.

Staff set specific learning goals for each activity and communicate these goals to participants. Students engage in an integrated curriculum through project-based learning (PBL), where they conduct research, participate in authentic experiments, and work in a collaborative environment. As part of their investigations, students will read, write reports of their findings, and build prototypes incorporating art techniques. These hands-on experiences take students beyond the traditional classroom setting, providing new dimensions for learning and enriching their knowledge base.

The program allows students to acquire new skills while practicing the ones they’re learning. They are encouraged to make connections between their academic learning and real-world applications, including opportunities to reflect on their growth and experiences. Students will engage in educational activities that prepare them for success in the 21st century, all of which are age-appropriate, culturally relevant, and inclusive of diverse backgrounds.

Additionally, students will receive tutoring in areas where they need extra support. Tutoring is conducted in small groups to encourage collaboration and active participation. Two key tutoring programs, **Book Nook** and **Sylvan Learning**, provide this additional support. These programs are held after school, with ongoing before-school tutoring services facilitated by instructional assistants.

**Book Nook** is an online, high-impact tutoring platform that provides reading and math instruction to help students improve their proficiency. Students participate in these online services while being monitored by instructors. **Sylvan Learning** offers in-person tutoring for math and language arts, focusing on individualized instruction. As a well-known supplemental learning program, Sylvan helps students build foundational skills through personalized instruction. For our immigrant students, Sylvan Learning offers a tailored program facilitated by instructors using the students' native language, enabling them to continue developing skills across all domains.

#### YOUTH VOICE AND LEADERSHIP

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

The program is designed to provide intentional and meaningful opportunities for students to actively participate in program design, implementation, and leadership roles. Students are encouraged to express their viewpoints, concerns, and interests, which can directly influence program practices and policies. By empowering students to take ownership of their learning, the program fosters leadership opportunities in collaboration with school administration and teachers.

We strongly believe that one of the most effective ways to enhance student achievement is through active student engagement. By encouraging students to contribute to their own learning and development, we equip them with lifelong skills. Giving students a voice allows them to share their opinions, offer creative ideas, provide feedback on activities, and engage in collaborative efforts that build character. This process fosters a sense of belonging, enhances self-esteem, promotes positive relationships, and empowers students to understand their impact on others and within their community. Through surveys, focus groups, and post-activity discussions, we will gather feedback from both students and instructional staff to help monitor and plan future initiatives or revise existing offerings. These conversations will also be shared with parent advisory groups, communicated through mailing, ParentSquare, and school blogs.

Recognizing that student input is essential to meaningful program design, we will support a **Student Council Group** that will meet monthly. This group, in collaboration with administrators and staff, will discuss upcoming activities, collect peer feedback, and share ideas for program improvement. In addition, the advisory group will participate in ongoing leadership development training.

A key example of this intentional leadership development is the **Creating Creators** program, which allowed students to showcase their voice and leadership skills through film production and video editing. This program provided students with a comprehensive understanding of the filmmaking process, from scriptwriting to video editing. Certified **NEW Academy Charter School** instructors collaborated with **Creating Creators** to deliver the curriculum, which covered various forms of media, including social media content, commercial productions, music videos, and research-based storytelling.Beyond improving writing and soft skills, this program introduced students to concepts related to social media influencers, marketing, and entrepreneurial business skills. As part of the course outcomes, students completed 30 film journals, wrote scripts, produced commercials and advertorials, and used social media to showcase their hard work. Through this program, students were able to exercise their voice and demonstrate their leadership abilities in a creative and impactful way.

#### HEALTHY CHOICES AND BEHAVIORS

**Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.**

The program fosters and sustains a healthy school culture through the combined efforts of families, schools, and the community, ensuring that everyone plays a role in promoting student well-being. By identifying and prioritizing healthy practices, the program aligns with and enhances the school's wellness plan. Staff engage in professional development to incorporate nutrition and physical activity into all facets of the program, including curriculum, fundraising, meal planning, and incentives. Additionally, staff are trained on how to effectively share this information with students and their families.

**Rainbow Chefs Cooking Club** was one of the program’s most popular activities, held after school hours as part of a broad range of extracurricular clubs. Through these cooking classes, students learned how to prepare healthy snacks, cultivating a deep understanding of nutritious eating habits and how to make healthier food choices. This hands-on experience empowered students to adopt healthy eating behaviors in a fun, engaging environment.

In addition to the cooking club, the program offered **dance, soccer, and volleyball** extracurricular activities that incorporated physical fitness, helping students stay active and develop lifelong healthy habits. These activities were provided in collaboration with quality partners such as **Funky Divas and Dudes** and **Zooga Yoga & Soccer**, ensuring students received professional instruction in a range of activities. The **soccer program** was particularly well-received, as it tapped into the community’s love for the sport. Students honed their soccer skills, participated in friendly competition, and enjoyed regular physical activity. Beyond just a sport, soccer served as a way for students to stay healthy while engaging in an activity they were passionate about. Our **dance program** offered instruction in a variety of genres, including Latin, Cheer, and Hip Hop. These programs not only promoted physical activity but also allowed students to showcase their talents during **End of Month Celebrations**, fostering a sense of accomplishment and community pride.

Beyond these specific clubs, the program maintained a strong focus on health through partnerships with **The Food Bank** and **School Nutrition Plus (SNP)**. These partnerships provide nutritious meals and snacks to all program participants at no cost, helping students make healthy food choices. The meals met the Federal Free and Reduced Lunch guidelines and focused on offering fruits, vegetables, and whole foods that supported students’ physical and academic performance.

To support mental health, the program partnered with behavioral health professionals and community organizations like **Luminarias**. Presentations by school nurses and community partners further expanded the resources available to students and their families, ensuring that mental, emotional, and physical health were integrated into the school’s wellness framework.

#### 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**.

Cultural and linguistic diversity is deeply ingrained in the mission and vision statements of **N.E.W. Academy of Science and Art** and **NEW Academy Canoga Park**. Both schools emphasize building and serving diverse communities, educating the whole child, and fostering lifelong learners and global citizens. This commitment extends to every aspect of the Extended Learning Opportunities Program (ELOP), ensuring that diversity, equity, and inclusion are central to the program’s values.

The program offers meaningful opportunities for staff, students, and families to experience and embrace diversity, equity, and inclusion through:

* Active recruitment and hiring of staff who reflect the diversity of the community served.
* A clear commitment to equity, diversity, and inclusion expressed on the school's website, outreach materials, policies, and curriculum.
* Creating a welcoming environment by representing participants’ diverse backgrounds through program events, materials, and publicity.
* Implementing outreach plans that engage all students within the community.
* Celebrating diversity across race, color, religion, gender, income level, national origin, ability, sexual orientation, gender identity, and language.

The Dual Language and Cultural Program celebrates students' cultural and linguistic richness while affirming their unique backgrounds. We view bilingualism and biliteracy as assets and approach this from a strength-based perspective. Instruction is offered in both English and Spanish, and students explore the cultural heritage inherent in each language. The ELOP continues this tradition, giving all students access to cultural activities such as the “**Soy Bilingüe Festival**,” where community leaders, Indigenous organizations, and the broader Los Angeles community come together to celebrate bilingualism and cultural diversity.

The program will also use ELOP funds to develop a “**Celebrate Science Fair**” (**Celebra La Ciencia**) that will bring together major museums and community-based organizations in a local park for live presentations and science activities for students, parents, and community members.

Additionally, students will be exposed to diverse perspectives through field trips to museums, science centers, and college campuses across Los Angeles County, giving them the chance to experience diversity in a broader societal context.

**Equity and Access**The program ensures access and equity for English learners and all students by utilizing best practices for language development. Staff will be trained in second language acquisition strategies, and all ELOP materials will be translated for English Learner families. Bilingual staff will be available to communicate with parents regarding program details and student progress.

**Supporting Students with Special Needs**The program is fully inclusive of students with special needs. Staff are trained to use strategies tailored for students with disabilities, and accommodations will be provided to ensure all students can fully access the curriculum. All IEPs will be adhered to throughout the out-of-school programming.

**Cultural Enrichment and Celebrations**The ELOP also features cultural enrichment activities such as the **Aztec Teoyolli Mexica Dance and Cultural Diffusion sessions**, held during our spring and summer camps. These sessions include hands-on learning about Aztec culture, art, and dance ceremonies. Students participate in crafting cultural artifacts, learning about the Aztec calendar, and receiving step-by-step instruction in traditional dances. These activities affirm students' cultural backgrounds and provide them with a sense of pride in their heritage.

The 7th annual “**Soy Bilingüe Festival**” further showcases the richness of our school community, with classroom performances, poetry recitals, and over 300 families in attendance. The event also features the participation of community leaders, Indigenous organizations, and others from across Los Angeles, providing a vibrant celebration of our students' linguistic and cultural diversity.

**Commitment to Equity in Communication and Outreach**All program materials, including "Save the Date" flyers, sign-up sheets, and permission forms, are distributed in both English and Spanish to ensure equitable access for our predominantly Spanish-speaking families. Most of our staff is bilingual, allowing us to effectively communicate and engage with families throughout the school year.

Through these initiatives, the ELOP program remains steadfast in its commitment to cultural and linguistic diversity, providing students and families with enriching, inclusive, and equitable learning experiences.

#### QUALITY STAFF

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

We ensure that all staff members (including employees, contractors, and vendors) who directly supervise and teach students meet the minimum qualifications required for their positions. This includes verifying all credentials, permits, and educational requirements prior to onboarding. To further guarantee compliance, school administrators are actively involved in the interview and selection process for all incoming staff, confirming their eligibility and fit for the role.

Our recruitment process is comprehensive, utilizing multiple outreach strategies such as local college and university partnerships, community databases, flyers, electronic communications, and word-of-mouth referrals. We strive to select highly qualified staff who not only meet defined qualifications but also demonstrate a strong desire and commitment to working with elementary students. Additionally, the following procedures will be implemented:

* **Administration Oversight:** School administration will oversee the management of the Expanded Learning Opportunities Program (ELOP) at our schools. All staff and volunteers must fulfill current requirements for tuberculosis (TB) and health screenings, as well as Livescan background checks, in accordance with school policy.
* **Regular Site Visits:** Program Administration will conduct regular site visits and build intentional relationships with school site leadership, staff, parents, and students. They will collaborate with site administrators to ensure that program goals are met and provide support through the framework of the Expanded Learning Quality Standards.
* **Staff Development:** Program Administration will design and facilitate staff development in collaboration with school site leadership. Ongoing staff training and professional development will be provided throughout the year to enhance the skills and abilities of all staff as they work with children.
* **Program Implementation Support:** We will work closely with school sites to manage the implementation of the program(s), providing necessary resources and training to ensure success.
* **Experienced Staff:** Many of our staff members also serve as instructional aides during the regular school day. Their familiarity with students, their academic progress, and relationships with parents bring additional value and insight to our programs. Our goal is to recruit college-aged staff who are majoring in education or related fields, bringing motivation, energy, and enthusiasm. We hope they will become long-term members of our team.
* **Coaching and Mentoring:** School site administrators will conduct observations during intersessions or before and after school sessions, providing coaching and mentoring to staff as needed.
* **Site-Specific Professional Development:** Each school site will provide professional development tailored to their specific needs. The Program Director will share relevant professional development opportunities with school leaders to ensure continuous staff growth.

Our ELO programs are delivered by a combination of current school staff and external partners. We partner with reputable organizations, which submit detailed proposals for their programs. These proposals are reviewed by school principals and administrative teams to ensure the highest quality offerings for our students. Both staff and partners are held to the high standards we deem essential, ensuring students are engaged with professionals who equip them with lifelong skills.

For example, during our winter and summer intersessions, students participated in a **Student Technology program** hosted by the Innovation in Digital Education and Leadership (iDEAL) Institute from Loyola Marymount University. This program allowed students to solve complex real-world problems through professional learning and the strategic application of technology. Recognizing that technology plays a critical role in education, iDEAL equipped students with problem-solving and innovative thinking skills that enhance their learning experience and understanding of the world around them.

Another enriching opportunity was the **Bricks 4 Kidz LEGO Engineering Program**, where students explored themes such as prehistoric creatures from the Mesozoic Era and inventions that operate on land, water, and air. This hands-on program introduced students to science, technology, engineering, arts, and mathematics (STEAM) concepts in a fun and engaging way, providing a platform for them to learn from professionals and further expand their knowledge in these important fields.

Through our rigorous recruitment, training, and collaboration with high-quality partners, we ensure that our students are engaged with knowledgeable staff who help them develop the skills needed for future success.

#### CLEAR VISION, MISSION, AND PURPOSE

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

The mission of N.E.W. Academy is to create an exciting, standards-driven learning environment where students use their talents to contribute positively to their community.

Our Core Values state:

● Children learn in different ways on different days

● Everyone is deserving of the highest respect

● Doing extra makes a difference

● Everyone is responsible for individual choices

Our ELO-P (Expanded Learning Opportunity Program) aligns seamlessly with the mission and vision of N.E.W. Academy. The before and after-school services are designed to complement and extend the regular school curriculum, enriching students' overall learning experiences. This alignment ensures that the ELO-P programs are consistent with school policies, procedures, and budgetary constraints, while also meeting fiscal compliance standards.

The program’s primary goal is to enhance educational opportunities for children and youth, improving their academic performance, social development, and health awareness. By carefully planning and executing activities that align with our mission, we aim to meet the diverse needs of students and support their growth.

**Mission of NEW Academy Charter Schools:** We are committed to cultivating a community of lifelong learners who are well-prepared to become future leaders. Our focus on equity, diversity, and inclusion ensures that every student is empowered to achieve personal success and contribute positively to their community.

#### 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.**

Partnerships with other organizations enable New Academy to extend the resources and connect students with meaningful relationships, wealth of cultural and academic enrichment programming. Partners include ***New Economics for Women,*** ***Creating Creators, Sylvan Learning, Book Nook, Funky Divas and Dudes, Rainbow Chef, Coding CodeFu, Bricks 4 Kidz- Lego Engineering, Loyola Marymount Aztec dance and student technology programs***.

* **New Economics for Women(NEW)**- New Economics for Women has a long and effective history of providing whole family services.They are already well known by the community served by NEW Academy schools. The focus of NEW Economics for Women is the welfare and economic mobility of the family to improve their economic stability and mobility and social and educational status.Their operational roadmap is designed to break barriers and to prepare people to navigate their world with stability, strength and dignity while building generational resilience and prosperity through education and entrepreneurship. NEW’s Learning Center is the conduit for reaching the educational goals of the organization. All activities are designed to meet the needs of the students while working with the families to achieve stability. NEW’s Learning Center takes pride in implementing a diverse and intentional series of project-based learning enrichment and culturally responsive curriculum to encourage leadership, teamwork, problem-solving and 21st Century skills.
* **Creating Creators**: Creating Creators is a production and video editing program that helped our students use their voice and leadership skills. Our students were able to develop an understanding of the filmmaking process from start to finish including script writing and video editing. The program provided the curriculum, the program was taught with NASA employed certified instructors in collaboration with Creating Creators. Our students explored social media, advertorial, commercial, music video, and research based video narrative story telling. In addition to improvement in writing and soft skills this program gave our students an understanding of social media influencers, marketing, and granted them business skills for entrepreneurs. In this way we were able to help our students engage in their youth voice and show their leadership skills. Our students had the following film class outcomes: 30 film journals, wrote scripts, commercials, and advertorials. They also used social media to showcase all of their hard work.
* **Sylvan Learning and Book Nook:** Book Nook is an online high impact tutoring program that provides reading and math instruction and skill building for our students. This program helped our students build reading and math proficiency. Our students were monitored by our instructors while they engaged in online services. Sylvan Learning math and language arts tutoring programs allowed our students to receive in person tutoring. Sylvan Learning is a well known supplemental learning program that provides individualized instruction. Sylvan Learning allowed our students to build their foundational skills. Sylvan learning provided a personalized program for our immigrant students, one that was facilitated by instructors using our students' native language. Our students were able to continue building their skills in all domains.
* **Funky Divas and Dudes**: Our students also enjoyed learning various genres of dance such as Latin, Cheer, and Hip Hop. Our dance teams were able to perform during our End of Month Celebrations. These opportunities for our students to engage in healthy choices and behaviors aligned perfectly with our already established healthy policies during our regular school year, but added that enriched expanded learning opportunity.

* **Rainbow Chefs**: Rainbow Chefs cooking classes allowed our students to learn how to prepare/cook healthy snacks. Our Rainbow Chefs cooking club took place after school hours and was part of the numerous clubs we had available for our students. Our cooking club allowed our students to engage in healthy eating choices and behaviors.
* **Bricks 4 Kidz**: program offered our students an experience that was both education and fun! Our students were able to engage with professionals in their fields in order to further expand their knowledge on important subjects. Students explored themes such as Prehistoric creatures in the Mesozoic Era as well as inventions that go on land, water and air.

* **LMU Loyola Aztec Group**: We offered Aztec cultural dance and ethnic studies during our intercessions in order to further celebrate and recognize our cultural diversity. Our ***Aztec Teoyolli Mexica Dance and Cultural diffusion*** sessions took place during our Spring and Summer camps. The curriculum included in depth explanations of and hands-on crafting of the components of Aztec culture, calendar, art, dance ceremonies, as well as comprehensive step by step instruction of Aztec dances.
* **LMU Student Technology Academy by iDeal Institute**: Knowing that technology has changed the way students learn, the iDeal institute equipped our students with technological skills which allowed them to problem solve and experience innovative ways to view the world around them. Our students worked to solve complex problems of practice through professional learning and strategic application of technology.

#### CONTINUOUS QUALITY IMPROVEMENT

**Describe the program’s Continuous Quality Improvement plan.**

We are committed to ensuring that our before and after-school programs meet the highest quality standards as defined by the Expanded Learning Opportunity Program (ELOP) guidelines. Our approach to Continuous Quality Improvement (CQI) is anchored in thorough evaluation, stakeholder engagement, and responsive action planning.

Program Evaluation and Stakeholder Engagement

Our evaluation process is guided by the ELOP Quality Standards, which are thoroughly reviewed by participants, partners, administrators, staff, teachers, community partners, and parents. These stakeholders have been given access to ELOP resources, academic standards, and quality indicators to ensure transparency and alignment. We have initiated a continuous improvement plan that includes a comprehensive school needs assessment. This assessment involves analyzing data from various sources, such as:

* California Healthy Kids Survey
* U.S. Census Bureau
* California State Testing Program
* California Dashboard
* CALPADS
* Foster Youth and Homeless Enrollment Data
* Smarter Balanced Test Results
* English Learner Data (Home Language Survey, Language Proficiency, Reclassification Data)
* Special Education Data (SELPA Local Plan)

In addition, we conduct local surveys related to Title I, Dual Language Programs, Parent Participation, and Professional Development to gather ongoing feedback and insights.

CQI Cycle

We follow the Continuous Quality Improvement cycle as outlined by the California After-School Network (CAN):

1. Assess Program Quality: We collect data through multiple strategies, including self-assessments, policy reviews, interviews, surveys with staff, youth, and stakeholders, and observations of program activities.
2. Plan: Our action plan remains dynamic and adaptable. We use program data to develop and implement strategies for improvement, revising organizational goals, directing resources, and guiding professional development.
3. Improve Program Quality: We implement and reflect on the action plan, making adjustments as needed to ensure continuous progress towards our goals.

Commitment to Sustainability

We are dedicated to maintaining and evolving our program through sustainable practices. Our sustainability strategy includes:

* Programmatic Level:
  + Designing sustainability into the program's initial framework and evolving strategies over time.
  + Monitoring trends and adapting to emerging threats and opportunities through a continual assessment cycle.
  + Clearly communicating our vision and celebrating our impact within the community.
  + Establishing strong internal systems with clearly defined responsibilities for resource development and financial management.
  + Securing diverse resources and providing sustainability plan overviews to staff.
  + Engaging with public and private partners to ensure ongoing communication, resource sharing, and alignment with our mission and goals.
* Staff Level:
  + Maintaining high staff quality through background checks, training, supervision, and regular reviews.
  + Strategically utilizing current funding and ensuring compliance.
  + Building community support by delivering high-quality programming valued by children, families, schools, and the community.
  + Cultivating active supporters and honoring key champions, especially parents and community members.
* Participant Level:
  + Encouraging participants to share their experiences and successes with potential supporters.
  + Ensuring participants are committed to the program and responsive to the needs of students and communities.

Through these efforts, we aim to provide a robust, high-quality program that benefits students, families, and the broader community while continuously improving and adapting to meet emerging needs.

#### PROGRAM MANAGEMENT

NACP’s approach to developing and implementing the Expanded Learning Opportunity Program (ELOP) emphasizes alignment with our vision and mission, ensuring the delivery of high-quality academic and enrichment activities. Our plan includes robust monitoring mechanisms and adherence to fiscal best practices to guarantee the program's success.

1. Fiscal Management:

To uphold the highest standards of fiscal integrity and compliance, we will:

* Establish a Strong Fiscal Management System:
  + The NEW Academy School Business Manager will oversee all budgetary and financial reporting responsibilities.
  + Budgets will be meticulously documented, including detailed line item expenses.
  + Regular communication will be maintained with our back-office provider, Edtec, to ensure transparency and accuracy.
  + Expenditures will be closely monitored to ensure alignment with the approved budget.
  + Adequate insurance will be secured to protect staff, administrators, and participants.
  + All partnership agreements and contracts with vendors will be diligently maintained.
  + Site Coordinators will manage their site-level budgets, make decisions in accordance with fiscal policies, track expenses using the program’s fiscal management system, and request additional funds as needed.

2. Organizational Structure:

Our program is designed with a clear organizational structure to support effective management and service delivery:

* Staffing and Supervision:
  + Detailed job descriptions for all staff members will be provided.
  + A clear allocation of direct service and administrative costs for each position will be established.
  + Supervision and reporting lines among staff positions will be well-defined.
  + Comprehensive resources will be available for both participants and staff.
  + Q&A sheets will be created for families to address common questions about ELOP.
  + User-friendly parent handbooks detailing policies and procedures will be developed and made available in languages spoken by parents.
* Oversight and Coordination:
  + The school principals and other certificated personnel will oversee the program's implementation.
  + School site principals will supervise the Expanded Learning Site Coordinators.
  + Site Coordinators will handle day-to-day operations, on-site program oversight, and staff supervision.
  + The staff-to-student ratio will be 20:1 for Grades 1-5 and 10:1 for Kindergarten.
  + The ELOP Coordinators will monitor attendance data from vendors and partners to ensure compliance.
  + Monthly meetings will be held with principals, site coordinators, and the Business Manager to review progress and address any issues.

By adhering to these practices, we aim to ensure that NAACP's ELOP operates efficiently, meets all program goals, and provides a high level of service and support to our students.

### 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.**

While the ASES, 21st CCLC, and ELO-P programs will work in coordination to provide comprehensive services, the ELO-P funding will be strategically used to fill gaps and address areas where ASES and 21st CCLC may have limitations. Instead of merging them into a single program, each funding stream will maintain its unique strengths and focus areas, with ELO-P funds enhancing and expanding services to ensure broader coverage and support.

For example, ELO-P funds may be used to provide enrichment activities, support staff training, or extend program hours beyond what ASES or 21st CCLC can cover. This approach ensures that all funding sources work together to provide a robust, well-rounded program that meets the needs of all students while adhering to each grant’s requirements.

#### 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]).**

Understood.

**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.**

The recruitment process will prioritize individuals with experience and a passion for working with younger children, particularly those with backgrounds in early childhood education or developmental psychology. We will actively seek staff who understand the unique developmental needs of Transitional Kindergarten (TK) and Kindergarten students. Recruitment efforts will also include outreach to local universities, early childhood education programs, and community organizations to find candidates with the right qualifications and enthusiasm for this age group.

Once recruited, staff will undergo a comprehensive training program tailored specifically for working with younger children. This training will include:

1. **Developmental Training**: Staff will be trained on the cognitive, social-emotional, and physical developmental stages of TK and Kindergarten children, focusing on how these factors influence learning and behavior.
2. **Behavior Management Strategies**: Staff will learn age-appropriate strategies for managing behaviors in a positive and nurturing way, promoting a safe and supportive learning environment.
3. **Instructional Techniques**: Training will include instructional methods suited for younger learners, such as using songs, games, hands-on activities, and meaningful play to foster engagement and learning.
4. **Personalized Support**: Staff will be trained to provide individualized support that meets the diverse needs of young learners, including differentiation for children with special needs and those learning English as a second language.
5. **Cultural Responsiveness**: Staff will learn how to incorporate students’ cultures, languages, and backgrounds into the learning experience to ensure an inclusive environment.

Ongoing professional development and mentorship will be provided to ensure that staff continue to grow in their ability to effectively work with younger children and implement best practices. This will include regular observations, feedback, and access to workshops or courses that focus on early childhood education

Professional Development opportunities will be provided to staff in order to deliver instruction that is developmentally appropriate and enriching. Teachers will receive training at the beginning of the 2023-2024 school year and before every intersession, which accounts for four training opportunities per year. This schedule will repeat every year.

**How will the lower pupil-to-staff ratio be maintained?**

* **Hiring Additional Staff**: The most straightforward way to maintain a lower ratio is by hiring more part-time or full-time staff. Ensuring the budget can support these hires is crucial.
* **Flexible Staffing Schedules**: Use part-time staff or staggered shifts to ensure more staff are present during peak times, allowing for a lower ratio when needed most.
* **Group Splitting**: Dividing students into smaller, manageable groups based on age, grade, or activity can help distribute staff more evenly and effectively.
* **Cross-Training Staff**: Train staff to take on multiple roles so that in case of absences, there is enough flexibility to maintain the lower ratio without bringing in new staff immediately.

**How will the curriculum and program be developmentally informed to address this younger age group?**

The curriculum will be carefully designed to support the developmental needs of younger students by integrating various content areas in a cohesive and intentional way. Lessons will help students develop critical thinking skills, make meaningful connections, and engage with the material through diverse methods such as songs, chants, and rhymes. Learning will occur through purposeful play, exploration, and personalized instruction tailored to individual needs. Teachers will create a rich, inclusive environment that reflects and respects students’ cultures, abilities, and home languages, ensuring that every student feels valued and supported in their learning journey.

**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.**

While the ASES, 21st CCLC, and ELO-P programs will work in coordination to provide comprehensive services, the ELO-P funding will be strategically used to fill gaps and address areas where ASES and 21st CCLC may have limitations. Instead of merging them into a single program, each funding stream will maintain its unique strengths and focus areas, with ELO-P funds enhancing and expanding services to ensure broader coverage and support.

For example, ELO-P funds may be used to provide enrichment activities, support staff training, or extend program hours beyond what ASES or 21st CCLC can cover. This approach ensures that all funding sources work together to provide a robust, well-rounded program that meets the needs of all students while adhering to each grant’s requirements.

#### 

#### SAMPLE PROGRAM SCHEDULE

**Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.**

| **SAMPLE INSTRUCTIONAL DAY SCHEDULE (M, W, TH, F)** | | | | | | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **TK** | **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** |
| 6:30 AM | Before School Program  **6:30 AM - 7:30 AM** | Before School Program  **6:30 AM - 7:30 AM** | Before School Program  **6:30 AM - 7:30 AM** | Before School Program  **6:30 AM - 7:30 AM** | Before School Program  **6:30 AM - 7:30 AM** | Before School Program  **6:30 AM - 7:30 AM** | Before School Program  **6:30 AM - 7:30 AM** | **Non School Hours** |
| 7:00 AM |
| 7:30 AM | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | **INSTRUCTIONAL DAY** |
| 8:00 AM |
| 8:30 AM | Instruction  **8:00 AM - 9:35 AM** | Instruction  **8:00 AM - 9:10 AM** | Instruction  **8:00 AM - 9:10 AM** | Instruction  **8:00 AM - 9:35 AM** | Instruction  **8:00 AM - 9:35 AM** | Instruction  **8:00 AM - 10:00 AM** | Instruction  **8:00 AM - 10:00 AM** |
| 9:00 AM |
| 9:30 AM | Recess  **9:10 AM - 9:30 AM** | Recess  **9:10 AM - 9:30 AM** |
| 10:00 AM | Recess  **9:35 AM - 9:55 AM** | Instruction  **9:30 AM - 11:00 AM** | Instruction  **9:30 AM - 11:00 AM** | Recess  **9:35 AM - 9:55 AM** | Recess  **9:35 AM - 9:55 AM** |
| 10:30 AM | Instruction  **9:55 AM - 11:30 AM** | Instruction  **9:55 AM - 11:30 AM** | Instruction  **9:55 AM - 11:30 AM** | Recess  **10:00 AM - 10:20 AM** | Recess  **10:00 AM - 10:20 AM** |
| 11:00 AM | Lunch Supervision  **11:00 AM - 11:40 AM** | Lunch Supervision  **11:00 AM - 11:40 AM** | Instruction  **10:20 AM - 12:20 PM** | Instruction  **10:20 AM - 12:20 PM** |
| 11:30 AM | Lunch Supervision  **11:30 AM - 12:10 PM** | Lunch Supervision  **11:40 AM - 12:20 PM** | Lunch Supervision  **11:40 AM - 12:20 PM** |
| 12:00 PM | Instruction  **11:40 PM - 2:25 PM** | Instruction  **11:40 PM - 2:25 PM** |
| 12:30 PM | Instruction  **12:20 PM - 2:25 PM** | Instruction  **12:20 PM - 2:25 PM** | Instruction  **12:20 PM - 2:40 PM** |
| 1:00 PM | Lunch Supervision  **12:20 PM - 1:00 PM** | Lunch Supervision  **12:20 PM - 1:00 PM** |
| 1:30 PM | Instruction  **1:00 PM - 2:40 PM** | Instruction  **1:00 PM - 2:40 PM** |
| 2:00 PM |
| 2:30 PM |
| 3:00 PM | Dismissal  **2:25 PM - 3:30 PM** | Dismissal  **2:25 PM - 3:30 PM** | Dismissal  **2:25 PM - 3:30 PM** | Dismissal  **2:25 PM - 3:30 PM** |
| 3:30 PM | Dismissal  **2:40 PM - 3:30 PM** | Dismissal  **2:40 PM - 3:30 PM** | Dismissal  **2:40 PM - 3:30 PM** | **Non School Hours** |
| 4:00 PM | Tutoring & Clubs  **2:25 PM - 3:40 PM** | Tutoring & Clubs  **2:25 PM - 3:40 PM** | Tutoring & Clubs  **2:25 PM - 3:40 PM** | Tutoring & Clubs  **2:25 PM - 3:40 PM** | Tutoring & Clubs  **2:40 PM - 3:40 PM** | Tutoring & Clubs  **2:40 PM - 3:40 PM** | Tutoring & Clubs  **2:40 PM - 3:40 PM** |
|  | **Dismissal**  **3:40 PM - 4:00 PM** | **Dismissal**  **3:40 PM - 4:00 PM** | **Dismissal**  **3:40 PM - 4:00 PM** | **Dismissal**  **3:40 PM - 4:00 PM** | **Dismissal**  **3:40 PM - 4:00 PM** | **Dismissal**  **3:40 PM - 4:00 PM** | **Dismissal**  **3:40 PM - 4:00 PM** |

| **SAMPLE INSTRUCTIONAL DAY SCHEDULE (Tuesdays)** | | | | | | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **TK** | **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** |
| 6:30 AM | Before School Program  **6:30 AM - 7:30 AM** | Before School Program  **6:30 AM - 7:30 AM** | Before School Program  **6:30 AM - 7:30 AM** | Before School Program  **6:30 AM - 7:30 AM** | Before School Program  **6:30 AM - 7:30 AM** | Before School Program  **6:30 AM - 7:30 AM** | Before School Program  **6:30 AM - 7:30 AM** | **Non School Hours** |
| 7:00 AM |
| 7:30 AM | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | **INSTRUCTIONAL DAY** |
| 8:00 AM |
| 8:30 AM | Instruction  **8:00 AM - 9:35 AM** | Instruction  **8:00 AM - 9:10 AM** | Instruction  **8:00 AM - 9:10 AM** | Instruction  **8:00 AM - 9:35 AM** | Instruction  **8:00 AM - 9:35 AM** | Instruction  **8:00 AM - 10:00 AM** | Instruction  **8:00 AM - 10:00 AM** |
| 9:00 AM |
| 9:30 AM | Recess  **9:10 AM - 9:30 AM** | Recess  **9:10 AM - 9:30 AM** |
| 10:00 AM | Recess  **9:35 AM - 9:55 AM** | Instruction  **9:30 AM - 11:00 AM** | Instruction  **9:30 AM - 11:00 AM** | Recess  **9:35 AM - 9:55 AM** | Recess  **9:35 AM - 9:55 AM** |
| 10:30 AM | Instruction  **9:55 AM - 11:30 AM** | Instruction  **9:55 AM - 11:30 AM** | Instruction  **9:55 AM - 11:30 AM** | Recess  **10:00 AM - 10:20 AM** | Recess  **10:00 AM - 10:20 AM** |
| 11:00 AM | Lunch Supervision  **11:00 AM - 11:40 AM** | Lunch Supervision  **11:00 AM - 11:40 AM** | Instruction  **10:20 AM - 12:20 PM** | Instruction  **10:20 AM - 12:20 PM** |
| 11:30 AM | Lunch Supervision  **11:30 AM - 12:10 PM** | Lunch Supervision  **11:40 AM - 12:20 PM** | Lunch Supervision  **11:40 AM - 12:20 PM** |
| 12:00 PM | Instruction  **11:40 PM - 1:25 PM** | Instruction  **11:40 PM - 1:25 PM** |
| 12:30 PM | Instruction  **12:10 PM - 1:25 PM** | Instruction  **12:20 PM - 1:25 PM** | Instruction  **12:20 PM - 1:40 PM** |
| 1:00 PM | Lunch Supervision  **12:20 PM - 1:00 PM** | Lunch Supervision  **12:20 PM - 1:00 PM** |
| 1:30 PM | Dismissal  **1:25 PM - 2:30 PM** | Dismissal  **1:25 PM - 2:30 PM** | Dismissal  **1:25 PM - 2:30 PM** | Dismissal  **1:25 PM - 2:30 PM** | Instruction  **1:00 PM - 1:40 PM** | Instruction  **1:00 PM - 1:40 PM** |
| 2:00 PM | Dismissal  **1:40 PM - 2:30 PM** | Dismissal  **1:40 PM - 2:30 PM** | Dismissal  **1:40 PM - 2:30 PM** |
| 2:30 PM | Tutoring & Clubs  **1:25 PM - 3:30 PM** | Tutoring & Clubs  **1:25 PM - 3:30 PM** | Tutoring & Clubs  **1:25 PM - 3:30 PM** | Tutoring & Clubs  **1:25 PM - 3:30 PM** | Tutoring & Clubs  **1:40 PM - 3:30 PM** | Tutoring & Clubs  **1:40 PM - 3:30 PM** | Tutoring & Clubs  **1:40 PM - 3:30 PM** |
| 3:00 PM |
| 3:30 PM | **Non School Hours** |
| 4:00 PM | Dismissal  **3:30 PM - 4:00 PM** | Dismissal  **3:30 PM - 4:00 PM** | Dismissal  **3:30 PM - 4:00 PM** | Dismissal  **3:30 PM - 4:00 PM** | Dismissal  **3:30 PM - 4:00 PM** | Dismissal  **3:30 PM - 4:00 PM** | Dismissal  **3:30 PM - 4:00 PM** |

| **SAMPLE INTERCESSION DAILY SCHEDULE** | | | | | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **TK & K** | **1st** | **2nd** | **3rd** | **4th** | **5th** |
| 7:30 AM | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | Drop Offs  **7:30 AM - 8:00 AM** | **ACADEMICS** |
| 8:00 AM |
| 8:30 AM | SEL Morning Check In  & Breakfast  **8:00 AM - 8:30 AM** | SEL Morning Check In  & Breakfast  **8:00 AM - 8:30 AM** | SEL Morning Check In  & Breakfast  **8:00 AM - 8:30 AM** | SEL Morning Check In  & Breakfast  **8:00 AM - 8:30 AM** | SEL Morning Check In  & Breakfast  **8:00 AM - 8:30 AM** | SEL Morning Check In  & Breakfast  **8:00 AM - 8:30 AM** |
| 9:00 AM | HMH Summer Math  **8:30 AM - 9:30 AM** | HMH Summer Math  **8:30 AM - 9:30 AM** | HMH Summer Math  **8:30 AM - 9:30 AM** | HMH Summer Math  **8:30 AM - 9:30 AM** | HMH Summer Math  **8:30 AM - 9:30 AM** | HMH Summer Math  **8:30 AM - 9:30 AM** |
| 9:30 AM | Recess  **9:30 AM - 10:00 AM** | Recess  **9:30 AM - 10:00 AM** | Recess  **9:30 AM - 10:00 AM** | Recess  **9:30 AM - 10:00 AM** | Recess  **9:30 AM - 10:00 AM** | Recess  **9:30 AM - 10:00 AM** |
| 10:00 AM |
| 10:30 AM | **ELD or ELA Intercession Activity**  10:00 AM - 12:00 PM | **ELD or ELA Intercession Activity**  10:00 AM - 12:00 PM | **ELD or ELA Intercession Activity**  10:00 AM - 12:00 PM | **ELD or ELA Intercession Activity**  10:00 AM - 12:00 PM | **ELD or ELA Intercession Activity**  10:00 AM - 12:00 PM | **ELD or ELA Intercession Activity**  10:00 AM - 12:00 PM |
| 11:00 AM |
| 11:30 AM |
| 12:00 PM | Lunch Supervision  **12:00 PM - 12:30 PM** | Lunch Supervision  **12:00 PM - 12:30 PM** | Lunch Supervision  **12:00 PM - 12:30 PM** | Lunch Supervision  **12:00 PM - 12:30 PM** | Lunch Supervision  **12:00 PM - 12:30 PM** | Lunch Supervision  **12:00 PM - 12:30 PM** |  |
| 12:30 PM | Evolution Martial Arts  **12:30 PM - 1:30 PM** | Aztec Dancing  **1:30pm - 2:30pm** | STEM & More  **12:30 PM - 2:00 PM** | STEM & More  **12:30 PM - 2:00 PM** | Creating Creators  **12:30 PM - 2:30 PM** | Creating Creators  **12:30 PM - 2:30 PM** | **ENRICHMENT** |
| 1:00 PM |
| 1:30 PM |
| 2:00 PM | Aztec Dancing  **1:30pm - 2:30pm** | **Evolution Martial Arts**  **12:30 PM - 1:30 PM** |
| 2:30 PM | Mango Math  **2:00 PM - 2:30 PM** | Mango Math  **2:00 PM - 2:30 PM** |
| 3:00 PM | Coach Led Instruction  **2:30 PM - 3:30 PM** | Coach Led Instruction  **2:30 PM - 3:30 PM** | Coach Led Instruction  **2:30 PM - 3:30 PM** | Coach Led Instruction  **2:30 PM - 3:30 PM** | Coach Led Instruction  **2:30 PM - 3:30 PM** | Coach Led Instruction  **2:30 PM - 3:30 PM** |
| 3:30 PM |
| 4:00 PM | Supper  Recreational Time  Clean Up  **3:30 PM - 4:30 PM** | Supper  Recreational Time  Clean Up  **3:30 PM - 4:30 PM** | Supper  Recreational Time  Clean Up  **3:30 PM - 4:30 PM** | Supper  Recreational Time  Clean Up  **3:30 PM - 4:30 PM** | Supper  Recreational Time  Clean Up  **3:30 PM - 4:30 PM** | Supper  Recreational Time  Clean Up  **3:30 PM - 4:30 PM** |
| 4:30 PM |
| 5:00 PM | Dismissal  **4:30 PM - 5:30 PM** | Dismissal  **4:30 PM - 5:30 PM** | Dismissal  **4:30 PM - 5:30 PM** | Dismissal  **4:30 PM - 5:30 PM** | Dismissal  **4:30 PM - 5:30 PM** | Dismissal  **4:30 PM - 5:30 PM** |
| 5:30 PM |

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

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

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and

(g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department’s guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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

[LEAs] shall prioritize services provided pursuant to this section at 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 child care programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

*EC* Section 46120(c):

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

*EC* Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

*EC* Section 8482.6:

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

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

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

*EC* Section 8482.3(c)(1)(A–B):

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

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

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