



EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

**3300 E Palmdale Blvd
Palmdale, CA 9355
661-273-3680**

Local Educational Agency (LEA) Name: The Palmdale Aerospace Academy

Contact Name: Gary Schatz

Contact Email: gschatz@tpaa.org

Contact Phone: 651-273-3680

List the school sites The Palmdale Aerospace Academy “The Academy” will operate the Expanded Learning Opportunities Program (ELO-P).

1. The Palmdale Aerospace Academy TK-12 Program

Purpose

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

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

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

Expanded Learning Opportunities Program Plan

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The ELO-P for The Palmdale Aerospace Academy (TPAA) take place on the school site and are managed through subcontractors with support from TPAA staff including a Program Manager with access to safety measures, Campus Supervisors, Administrators, and Directors. Programs are provided on the school campus and may be scheduled before school, after school, summer, or intersession learning programs. We meet with our ELO-P subcontractors regularly to collaboratively provide a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students. For example, classroom, activity areas, and bathroom areas have been designated for students in alignment with the areas and resources that are most age-appropriate. A program manager will have access to all safety measures including campus supervision, school administration, and Directors.

Programmatic Level

The Academy partners with subcontractors that:

- Work closely with school leaders to create school-aligned health and safety procedures for the expanded learning program.
- Develop policies and procedures to:
 - Clearly communicate health, safety, and behavior procedures with staff, students, and families.
 - Clearly identify the health and medical needs of students.
 - Ensure that staff are easily identifiable to students, families, and other stakeholders (e.g., staff shirts, vests, badges, etc.).
 - Ensure that staff, students, families, and school partners understand where students are located throughout the duration of the program.
 - Ensure that staff are trained in safety and first aid.
 - Clearly document and communicate incidents (i.e. written reports and phone records).
 - Maintain an easily accessible list of all students with current emergency contacts for program activities and field trips.

Staff Level

The Academy partners with subcontractors that implement procedures for staff to:

- Respectfully welcome and release students from the program.
- Intentionally build and maintain trusting, nurturing, and supportive relationships with students.

- Intentionally identify staff strengths, interests, and learning styles, and encourage students to develop skills related to their strengths and interests.
- Hold students to high expectations for behavior and achievement by:
 - Actively acknowledging positive behavior and student accomplishments.
 - Calmly intervening when youth or adults are engaged in physically and/or emotionally unsafe behavior.
- Participate in on-going health and safety procedures, training, and practice drills with students.

Student Level

The Academy partners with subcontractors that engage students to:

- Share responsibility in building a sense of community and belonging.
- Actively co-create behavioral agreements in collaboration with program staff.

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.

Our ELO-P subcontractors are expected to design activities that reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons. The programs focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. For example, playgrounds and fields, as well as classroom and enrichment rooms are made available for students to experience an active and engaging extended learning day. The expanded learning programs are pupil-centered and results driven. Program leadership, in collaboration with site leadership, creates programs that complement, but do not replicate, learning activities in the regular school-day and school year.

Programmatic Level

The Academy partners with subcontractors that:

- Provide a variety of activities that are hands-on, project-based, and result in a culminating product.
- Use student feedback, assessments, and evaluations to guide the development of training, curricula, and projects that fully meet students' needs and interests.

Staff Level

The Academy partners with subcontractors that implement procedures for staff to:

- Provide activities that raise awareness, promote thought-provoking discussion and support collaborative interaction with others in the larger community, other cultures, and even globally.

Student Level

The Academy partners with subcontractors that engage students to:

- Gather evidence to support their ideas and understand other perspectives.
- Use modern technology to support their learning.
- Participate in group work, are engaged, cooperate in the group's accomplishments, and are accountable to one another.

3—Skill Building

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

Our ELO-P subcontractors are expected to provide programs that maintain high expectations for all students, intentionally link program goals and curricula with 21st-century skills and provide activities to help students achieve mastery. For example, students have opportunities to receive support in current learning with completion of work time, fitness opportunities, and extension activities in reading and math. We collaborate with our subcontractors to ensure programs include opportunities for students to participate in science and engineering activities to support the mission of the Academy and be involved in extension activities that require inquiry for science experiments, gardening, and athleticism, and social emotional learning.

Programmatic Level

The Academy partners with subcontractors that implement procedures for staff to:

- Support projects and activities in which students demonstrate mastery by working toward a final product or presentation.
- Support activities in which students develop and demonstrate 21st century skills.

Staff Level

The Academy partners with subcontractors that implement procedures for staff to:

- Select or create projects that relate to young people's lives.
- Develop learning goals for each activity and communicate these goals to youth.
- Facilitate activities and conversations that increase students' 21st century skills, sense of personal and social responsibility, and understanding of life and career options.
- Use practices that support mastery such as:

- Providing youth with opportunities to practice skills
- Sequencing activities to allow students to build on previously learned skills.
- Facilitating youth reflections and offering constructive feedback to help youth learn from their experiences of successes, mistakes, and failures
- Helping youth make links between the activity and their lives outside of the program

Student Level

The Academy partners with subcontractors that engage students to:

- Work in groups where they practice skills such as team building, collaboration, and use of effective communication.
- Be involved in projects, activities, and events that increase their understanding and use of 21st century skills (e.g., creativity, critical thinking, and information and communications technology).

4—Youth Voice and Leadership

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

Our ELO-P subcontractors are expected to provide programs that include and support intentional opportunities for students to play a meaningful role in program design and implementation, and provide ongoing access to authentic leadership roles. For example, parents, families, and students provide input regarding enrichment opportunities of preference. Through lessons, team sports, competitions, and clubs, students also have the opportunity to learn and practice leadership skills.

Programmatic Level

The Academy partners with subcontractors that:

- Provide students with opportunities and space to share their viewpoints, concerns, or interests in order to impact program practices or policies. This includes opportunities that are led by youth.
- Provide opportunities for students to actively exercise their leadership skills and address real world problems that they identify in their communities. These are activities that require critical thinking, debate, and action planning.
- Train staff to facilitate youth voice and leadership in ways that promote positive relationships within the program and empower students to have a positive impact on other individuals and institutions.

Staff Level

The Academy partners with subcontractors that implement procedures for staff to:

- Encourage and engage students on a regular basis to share their perspectives regarding program design, what they want to learn and the quality of their experience in the program.
- Work to recognize the leadership potential in all young people, regardless of their age, and provide opportunities for them to develop their leadership skills by providing authentic leadership roles within their after school program.

Student Level

The Academy partners with subcontractors that engage students in:

- Authentic and meaningful leadership roles that are supported by staff and celebrated by the program.
- Share ownership in the design of program activities.
- Take responsibility for completing projects.
- Express their opinions and feedback in surveys or group discussions regarding what they want to learn about, what they want to be able to do, and the development of program offerings that respond to their interests.
- Reflect on learning experiences (formal and informal) and give their opinion about future learning opportunities.

5—Healthy Choices and Behaviors

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

Our ELO-P subcontractors are expected to promote student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle. For example, play time and sports activities are an intentional component of the program. Healthy snacks and meals are provided during every session. And learning activities related to making healthy choices are included in the academic and enrichment sessions.

Programmatic Level

The Academy partners with subcontractors that:

- Create and maintain a healthy culture and environment that is positively influenced by a collaborative and coordinated effort of families, school, and community
- Identify healthy practices and develop priorities that contribute to wellness practices.
- Help staff promote healthy lifestyles by providing professional development and

access to age-appropriate curricula and resources.

- Incorporate nutrition and physical activity into all facets of program design and operating procedures (e.g., fundraising, meals/snacks, policies, curricula, incentives, etc.).

Staff Level

The Academy partners with subcontractors that implement procedures for staff to:

- Provide daily opportunities for students to engage in developmentally appropriate, research-based nutrition and physical activities that support program goals.
- Understand how knowledge, skills, and behaviors around health contribute to academic performance and a positive socio-emotional lifestyle.
- Model good nutrition and participation in physical activity during the program.

Student Level

The Academy partners with subcontractors that engage students to:

- Have voice and choice in creating and maintaining a healthy culture and environment within their program.
- Apply their knowledge and experience around nutrition, healthy lifestyles, and physical activity, in order to influence their families, peers, program, and community

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.

Our ELO-P subcontractors are expected to create an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. For example, holiday and monthly diversity celebrations are discussed and included in the development of academic and enrichment activities.

Programmatic Level

The Academy's partners with subcontractors that:

- Actively recruit and hire staff that reflects the community of the students served.
- States their explicit commitment to diversity and equity in its outreach materials and/or policies.

- Are aware of and seek information and strategies to support all student needs.
- Create a welcoming environment by representing the diversity of the students through program materials, displays, etc.
- Implement a plan that outreaches to all students at the school site.
- Celebrate diversity related to students' race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.

Staff Level

The Academy partners with subcontractors that implement procedures for staff to:

- Participate in on-going diversity and sensitivity training.
- Adapt activities to accommodate the physical and developmental abilities of all students and actively encourage their participation in the program.

Student Level

The Academy partners with subcontractors that:

- Engage students and staff in comfortably sharing, and are given opportunities to share, from their diverse experiences and backgrounds

7—Quality Staff

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

Our ELO-P subcontractors are expected to recruit and retain high-quality staff and volunteers who are focused on creating a positive learning environment, and provide ongoing professional development based on assessed staff needs. For example instructors include college students, instructional aides, and credentialed teachers, and other members of our community.

Programmatic Level

The Academy partners with subcontractors that:

- Engage in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.
- Provide staff and volunteers with:

- Clear titles and job descriptions

- Continuous training and professional development
 - Resources and materials to deliver activities
 - On-the-job coaching
- Support staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program.
 - Support staff with competitive pay.
 - Create opportunities for students and other stakeholders to provide feedback on staff and volunteer quality.

Staff Level

The Academy partners with subcontractors that implement procedures for staff to demonstrate:

- Ability to:
 - Deliver a program that meets grant requirements
 - Facilitate and incorporate district and program curricula, research-based youth development principles and best practices in program planning and activities
 - Facilitate activities that engage students in active and meaningful experiences that build mastery and expand horizons
 - Welcome and engage volunteers in roles that meaningfully and effectively support student learning
- Exhibit:
 - Integrity, professionalism, caring, and competency as a positive role model
 - Commitment to building positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents

Student Level

The Academy partners with subcontractors that:

- When age-appropriate, engage students in the staff selection process.
- Prioritize students to have trusting and positive relationships with staff.

Staffing requirements:

- 1 Program Manager

- 1 Site Coordinator per 100 students
- 1 Parent Liaison/Assistant Site Coordinator per 100 students
- 20-1 student-staff ratio in the classroom - Grades 1st - 6th
- 10-1 student/staff ratio in the classroom - Grades K and TK

8—Clear Vision, Mission, and Purpose

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

Our ELO-P subcontractors are expected to have a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement.

Programmatic Level

The Academy partners with subcontractors that:

- Have a mission, vision, goals, and outcomes, that align with the needs of our community partners including:
 - Youth
 - Families
 - Program staff
 - School site partners
 - Community partners
- Have a vision and mission that complement each other and are reflected in program goals and outcomes.
- Monitor progress toward its goals and outcomes.
- Based on their vision and mission, intentionally aligns goals and outcomes with:
 - Policies and procedures
 - Program plan
 - Budget
 - Staff development
 - Communications and marketing material
- Inform students, families, staff, and partners about their roles and responsibilities in advancing the mission, vision, and goals of the program.
- Regularly communicate, review, and make appropriate changes to goals and outcomes in collaboration with all stakeholders.

Staff Level

The Academy partners with subcontractors that implement procedures for staff to:

- Share the program's mission, vision, goals, outcomes, and planned activities with families through a variety of strategies (e.g., new family orientations, parent nights, etc.).

- Design activities to make progress toward the program's goals and outcomes.

Student Level

The Academy's partners with subcontractors that:

- Teach students the goals and outcomes of the program.
- Engage student voices to impact the program's vision, mission, goals, and outcomes.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Our ELO-P subcontractors are expected to intentionally build and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals

Programmatic Level

The Academy partners with subcontractors that:

- Develop collaborative partnerships that are formalized and clearly articulated through written agreements and are maintained through on-going meetings and other systems of communication.
- Coordinate a seamless and integrated partnership between the instructional day and expanded learning program.
- Actively outreach and engage potential partners (public and private) in order to sustain program services.
- Use culturally and linguistically appropriate strategies to engage families as advocates for their children's education and healthy development.
- Train staff to work collaboratively with internal and external stakeholders in order to achieve program goals.
- Decision-making, as part of a process of continuous improvement, is informed by stakeholders such as:
 - Parents
 - Community partners
 - District leadership
 - County Offices of Education
 - Non-profit organizations
 - Public officials
 - Local businesses
 - Youth
- Seek to collaborate with the appropriate school, community, regional, statewide,

and national stakeholders in order to leverage resources. Rural and frontier programs may have the necessity to seek resources outside of their community.

Staff Level

The Academy's partners with subcontractors that implement procedures for staff to:

- Engage, communicate, and connect parents to information and services available to them within their community and school.
- Meet regularly, both formally and informally, with partners to discuss data and agree upon program goals and design.
- Hold collaborative meetings with both internal and external partners to discuss impact, highlights, and areas of growth.

Student Level

The Academy partners with subcontractors that:

- Engage students in sharing their experiences and feedback about the program to inform program design

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Our ELO-P subcontractors are expected to use data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact.

Programmatic Level

The Academy partners with subcontractors that:

- Establish a clearly defined continuous quality improvement process that:
 - Outlines improvement goals and action steps
 - Includes a timeline with dates for action steps and quality improvement discussions
 - Incorporates feedback from staff, youth, parents, and K-12 partners
 - Describes the information or data needed to assess quality
 - Clearly describes the responsibilities and roles for each person on the improvement team
- Develop a set of guiding questions that are related to the program design, desired program outcomes, and impact.
- Create a plan for how to gather information from multiple sources that will answer the guiding questions and includes:
 - The type of information for each guiding question

- Whom to collect information from
- A timeline for collection

- Establish a clear procedure for getting consent to collect information from stakeholders that addresses the purpose of the information and how it will be used.
- Record and keep track of the information it collects in a manner that protects the confidentiality of stakeholders.
- Share lessons learned and key outcomes from the quality improvement process with stakeholders and request their feedback.

Staff Level

The Academy partners with subcontractors that implement procedures for staff to:

- Demonstrate their commitment to continuous improvement on a daily basis through regular self-assessment of individual performance as well as attending professional development and training opportunities that expand their capacity.
- Collect data and are supported in using this data to understand strengths and weaknesses in programming.
- Regularly solicit their feedback about program activities.
- Share data about the program strengths and challenges with students and involve them in program planning and goal setting sessions.
- Use outcomes to prioritize future work around program design, professional development, and program practices.

Student Level

The Academy partners with subcontractors that:

- As age-appropriate, students are actively engaged in assessing strengths and weaknesses and provide input for improvement based on quality standards.

11—Program Management

Describe the plan for program management.

The ELO-P subcontractors are expected to implement sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.

Programmatic Level

The Academy partners with subcontractors that:

- Create and annually updates manuals that:

- Address fiscal management, personnel policies, and program operation
 - Include clearly defined policies, procedures, practices, and staff/partner roles
 - Adhere to federal, state, and local requirements
- Create and distribute user-friendly parent handbooks that describe policies and procedures, and that are available in languages spoken by parents.
 - Have a clear organizational structure, which allows staff to focus on the needs of students, and includes:
 - Staff job descriptions
 - Lines of supervision
 - Information about who to ask for resources
 - The percentage of direct service and administrative costs that is allocated for each position
 - Have a strong fiscal management system that includes:
 - A well-documented budget with line-item expenses and the duration and amount of each revenue source
 - Enough flexibility for managers at the program and site levels to make allocation decisions as needed throughout the year
 - Have the appropriate insurance to protect staff, administrators, volunteers, students, and parents.
 - Maintain written agreements that define roles and responsibilities of all subcontractors and partners.

Staff Level

The Academy partners with subcontractors that implement procedures for staff to:

- Use various well-defined channels of communication, including regular meetings, with all stakeholders.
- Keep up-to-date and accessible records on all students and employees.
- Managers at all levels take advantage of opportunities to develop management and leadership skills, and stay informed about new research, best practices, and innovations in expanded learning programs.

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.

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?

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.

Please See Attached

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, and after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

For at least 30 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.

SAMPLE PROGRAM

AFTER SCHOOL PROGRAMS

Elementary:

School Start: 7:45 AM

School Dismissal: 2:30 PM

ELO-P Dismissal: 5:30 PM

TIME	ACTIVITY
20 Minutes	Snack or meal
50 Minutes	Homework Assistance
25 Minutes	Structured fitness
60 Minutes	Enrichment clubs
20 Minutes	Social-Emotional Learning

Middle/High School

School Start: 8:30 AM

School Dismissal: 3:30 PM

ELO-P Dismissal: 5:30 PM

TIME	ACTIVITY
15 Minutes	Snack or meal
45 Minutes	Homework Assistance
20 Minutes	Structured fitness
20 Minutes	Enrichment clubs
20 Minutes	Social-Emotional Learning

FULL DAY PROGRAM/INTERSESSION

Elementary Program:

Sample Summer/Intersession Schedule

Program Start: 7:30 AM

Program Dismissal: 4:30 PM

7:30	Drop Off
7:30 - 8:00	Breakfast & Morning Meeting
8:00 - 9:00	Academic Support
9:00 - 9:20	Movement & Bathroom Break
9:20 - 9:45	Learning Games and Read Aloud
9:45 - 10:00	Movement & Bathroom Break
10:00 - 11:00	Choice Time
11:00 - 11:40	Lunch & Recess
11:40 - 12:20	Social/Emotional Learning
12:20 - 1:20	Lego Robotics Enrichment
1:20 - 1:40	Movement and Bathroom Break
1:40 - 2:00	Snack & Recess
2:00 - 3:00	Arts Enrichment
3:00 - 4:00	Choice Time
4:00 - 4:30	Bathroom Break/Clean up/Dismissal

Middle/High School–Extending Day

Program Start: 8:00 AM-12:00 PM Summer School Session

Program Dismissal: 12:00 5:00 PM

8:00	Drop Off
8:00 - 10:00	Academic Support (Credit Recovery/Enrichment)
10:00- 10:15	Morning Break
10:15 - 12:00	Academic Support (Credit Recovery/Enrichment)
12:00 - 12:40	Lunch
12:40 - 1:50	Social Emotional Learning
1:50 - 3:05	Choice (Drones, Robotics, Art, Dance, Movement)
3:05 - 3:20	Break
3:20 - 5:00	Choice (Drones, Robotics, Art, Dance, Movement)
5:00	Dismissal