

**The Accelerated Schools  
Expanded Learning Opportunities Program (ELOP) Plan  
2021-22, 2022-23 and 2023-24**

**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 sites or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.*

The Expanded Learning Opportunities Program will provide a safe environment that supports the academic, physical and social-emotional needs of students. ELOP will be held on site and off campus enrichment activities before and after school and for additional days.

For on-site ELOP, the staff will oversee the attendance sign-in and parent/guardian sign-out process. All staff are trained in safety and are first aid certified. The safety procedures for the ELOP are aligned to the school day procedures. In collaboration with site administration, each program will participate in safety drills. All staff wear staff identification badges, so they are easily identifiable. A daily schedule is posted in the classroom with the indoor and outdoor activities. An additional safety bin will also be purchased to house all safety equipment and supplies to ensure safe access. Staff will have clipboards with groups and student names to ensure supervision where students are located.

For off-site ELOP, transportation has been arranged from school to the off-site location. This location is in their school community or can be designated spaces outside of school for learning field trips that support enrichment field trips. Students are checked in upon arrival and parents are contacted if a child is not there that should be present.

In addition, teachers and approved vendors will supplement the ELOP program by offering enrichment sessions on site. Teachers and vendors will work with the onsite programs to ensure student safety.

**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.*

ELOP programs are developed with consideration for the individual and developmental needs of students. The ELOP will engage student participants in academic, socio emotional and physical activities that promote collaboration and introduce students to a variety of experiences. Enrichment opportunities will include hands-on activities that

promote social emotional learning, literacy, and communication, collaboration, critical thinking, and creativity. Enrichment activities such as organized sports, dance, theater, chess, science, yoga, etc. may be offered by contracting out staff that specialize in these fields. In addition, teachers will assist with homework Monday-Thursday.

A significant part of active and engaged learning is providing experiences with parents to develop the family-student relationship connection. Parent & Student workshops will allow parents to be involved through ELOP funding that enable our students to find connections of engaged learning through family partnerships.

The ELOP will provide fun, enriching activities aimed towards increasing a child's intellectual, social, and physical fitness needs. The programs will have a welcoming atmosphere aimed at encouraging each child's self-confidence while working to stimulate the child's creativity and critical thinking skills under the leadership of caring, competent and trustworthy staff members.

### **3—Skill Building**

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

The goals of the ELOP align with the 4 Cs-Communication, Collaboration, Critical Thinking, and Creativity- as well as social emotional learning (SEL). These 4Cs will be promoted by enrichment activities that promote active and engaged learning. These activities will intentionally link goals and curricula with 21st century skills helping students achieve mastery in content areas. The skill building activities will be led by an administrator overseeing the afterschool and non-school days, he/she will work with content leaders (science, math, reading, ELD, & physical education) hired to support skills development. Contracted tutoring services may be a large part of supporting students academic needs and also provide enrichment field trips (i.e. Wilderness Science Field Trips, Catalina Field Trips, etc.) will be a part of experiencing learning visually through experiential outings.

Students will develop SEL skills through participation in team building activities that build trust and communication, mindfulness practices to identify and regulate emotions, and restorative justice practices that invite students to repair harm. Students will also have optional access to counselors after school. Students will also have multiple opportunities to participate in athletics through after school staff and coaches, physical fitness activities and dance, which will promote healthy lifestyles and support gross motor skill development.

Students will also have access to after school classes led by professionals to support students who are struggling academically and need additional support. Our school will focus on providing tutoring support to students and bringing in content area professionals to individuals and groups of students to support them throughout the year.

ELOP funds will enable our after school and non-school day programs to purchase material to support such skill building which include physical education equipment, technology, teacher tools and general enrichment and academic content material, PBIS incentives and general school supplies (paper, pencils, staplers, etc.).

#### **4—Youth Voice and Leadership**

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

The ELOP will provide and support intentional opportunities for students to play a meaningful role in program design and implementation, and provide ongoing access to authentic leadership roles. The ELOP curriculum is flexible and highly adaptable to the skill levels of the students and will constantly challenge students to help guide the subjects being taught in class.

Students in the ELOP will also have opportunities to participate in service learning projects & community service experiences. Students will work alongside after school leadership to develop opportunities for struggling students to have additional opportunities to contribute to the school and have community service experiences. These projects will be co-developed by the students and the staff. During monthly staff meetings, students' ideas are heard and considered for implementation.

Considering the distinct culture of each school community as well as the diverse needs of the students themselves, students will have the freedom to choose how they spend a portion of their time based on their needs. This will be most notable through our focus on clubs and union groups that can be co-developed with staff, additional after school staff support may be necessary to hire to meet the diverse needs of the student body.

#### **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.*

ELOP will support student well-being and healthy lifestyles through physical activity, nutrition education, healthy meals, and outdoor education. Children in the TK and kindergarten program will participate in age-appropriate movement and play opportunities. Students in grades Tk-6 will have options to participate in various organized and developmental sports activities.

All staff and students follow State and County health and safety guidelines. Part of ELOP curriculum focuses on eating healthy snacks, proper serving sizes, and why it is important to eat healthy. Nutritious snacks are served daily and all meals served during the additional 30 non-instructional days follow CA Nutritional Guidelines. Examples of

snacks include grain cereal, carrots, Triscuits, Greek yogurt with fruit, cheese and apples, and string cheese.

Another part of the wellness plan is to encourage the development of positive character through the PBIS model. The positive behavior intervention and support focus on developing positive support and offering incentives for students who demonstrate behaviors that will lead to success. ELOP staff use this PBIS model to acknowledge students' actions. For example, "Thank you for picking up your trash. That was very responsible of you." Students also receive school dollars that they can use to trade for incentives purchased through ELOP dollars. They also have "Student Awards" that focus on behaviors that merit receiving a certificate that acknowledges growth and achievement.

## **6—Diversity, Access, and Equity**

*Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.*

The ELOP environment values and embraces diversity and equity for all students. Through a variety of activities, students develop a better understanding and appreciation of diverse cultures and their values. Staff will work to link activities to students' backgrounds, experiences, and knowledge. Program planning is also done through a culturally responsive lens. Activities and learning experiences that celebrate the cultural diversity among our students will be planned and funding will be made available for students to assist staff and students to realize activities and events at the school sites.. There is special attention to ensuring activities are inclusive of all students' and staff members. Our students and staff will be given opportunities to share, from their diverse experiences and backgrounds. Purchased Reading materials selected for activities will represent the diversity of student participants. We also value accessibility to technology so that students can be prepared to participate in 21st Century learning, to that end the ELOP funding will be made available to purchase laptops, chromebooks, headphones, chargers, hot spots, etc. so that students can have access to the online curriculum resources after school.

The program will actively recruit staff who reflect the community of the students served. Help completing forms and applications will be available from bilingual staff and program information will be available in English and Spanish. A part time bilingual clerk will support translation and parent communication. Translation and interpretation services are provided to support parents with access to information and to create a welcoming and inclusive environment. ELOP staff also work with teachers and principals to implement strategies to support students (tailored to each individual student) based on what is successful during the regular day program.

Other school staff (principals, counselors, teachers, and office staff) will communicate physical and developmental needs of individual students to site coordinators, instructional leaders, counselors and the ELOP administrator including students with disabilities.

## **7—Quality Staff**

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

The program will recruit and retain high quality staff and through contracting site staff for additional hours worked. Although ELOP staff will be hired and employed by contracted agencies & utilize current site staff for work outside the school day, staff directly supporting children in the program will meet the same minimum requirements as Instructional Assistants. ELOP staff members go through an intensive hiring process that includes in person interviews, reference checks and a DOJ livescan background and fingerprint check. Staff members have completed first aid and CPR training.

Instructional day staff will have opportunities to participate in the after school and non-school days that fall under ELOP. This includes teachers, counselors, in-house substitutes and classified staff. Additional staffing will include instructional leaders (science, math, reading, ELD, & physical education), an ELOP main administrator who oversees the grant and program (Director of Elementary Education), additional coaches (basketball, soccer, volleyball, etc.), additional part time SEL personnel (counselor), a part time bilingual clerk and additional contracted services needed to meet the ELOP vision and purpose.

Initial and ongoing training will be provided to support the staff in educational, behavior management, strategies for working with English Learners, and students with disabilities, health and safety, and must complete Mandated Reporting Training annually. The ELOP Staff will participate in professional development as required by the partner agencies based on staff and student needs. Professional development will be offered up the three days of planning and preparing for ELOP activities and programs where directed support of students are not provided.

## **8—Clear Vision, Mission, and Purpose**

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

The mission of the ELOP is aligned to the The Accelerated Schools Mission & Vision. The goal is for all students to be college and career ready and to develop the key attributes in the Vision of a TAS Graduate. In order to achieve this, appropriate interventions and enrichment classes will meet the academic, social-emotional, and behavioral needs of students. The ELOP plan will support the TAS vision by providing an expanded learning program that will give students the opportunity to further develop the skills and information necessary to graduate college and career ready.

The purpose of the ELOP is to offer a cohesive segment of the child's day that fluidly allows them to transition from their daily school routines to their after school activities. The goal is to cultivate a meaningful learning environment that enhances the child's expanded learning experience.

## **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.*

The Accelerated Schools have developed partnerships with outside agencies to provide programs, enrichment activities and staffing for the ELOP. Collaborative partners meet multiple times during the year to engage in professional learning, articulation, and engage in continuous quality improvement. The Expanded Learning Quality Standards are discussed and ideas for best practices are shared. Partners who participate in these meetings include principals, partner agencies, site coordinators, and The Accelerated Schools Office staff. The ELOP will collaborate with school site leaders and lead ELOP administrators to ensure that there is an integrated partnership between the school site and the ELOP. ELOP plan supports collaborative partnerships which include services being provided to students outside the school where accommodations for specific needs may exist such as membership to access weight training, swimming, etc.

Staff from all agencies will work collaboratively with the guidance and direction of the Director of the Expanded Learning Program. TAS partner agencies' administration will communicate monthly regarding professional development, staffing updates, programs, policies, and improvement.

TAS and site after school & regional manager leaders will work with outside agencies, such as ARC who can provide resources to students. ELOP staff will also conduct parent surveys regularly for program evaluation and continuous improvement. ELOP funding will allow us to access partnerships to further our development of family and school learning (ie. PIQE, etc.)

## **10—Continuous Quality Improvement**

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

ELOP uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. The Continuous Quality Improvement (CQI) process will incorporate feedback from staff, parents, students, teachers, and partners. The feedback will inform program goals and plan.

The ELOP administrator (ie the director of Elementary Education) will collect data from surveys and meetings to help guide program improvement and design. In collaboration with community partners, teachers, program staff, and other administrators, the ELOP

administrator will document goals and actions that will be reviewed and revised annually.

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### **11—Program Management**

*Describe the plan for program management.*

Expanded Learning Program, in collaboration with the director of ELOP programs. site administrators and contracted after school program personnel & leaders will be responsible for overall program oversight.

Management will include guiding the program improvement process, submitting necessary data reports to CDE, facilitating monthly meetings with partner agencies and site coordinators, developing a professional development plan, pursuing community partnerships, and providing program information to the community.

Partner agencies contracted with TAS will implement the daily operations of the program at each school site and off-site locations. Responsibilities include recording attendance, sharing program information with parents, ordering materials, meeting with site administrators, delivering expanded learning services, and conducting staff meetings.

Program staff have a sign-in and sign-out procedure to accurately account for all students. Staff sign students in and parents individually sign students out.

### **General Questions**

#### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

*ASES, 21<sup>st</sup> 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*

The District receives funding to operate the After School Education and Safety (ASES) program at one elementary schools and one K-8 school. ELOP funds will allow the The Accelerated Schools to increase the number of students served in grades TK through 6 for after school, summer and intersession opportunities at no cost to families. ELOP

funds will pay for program staff, materials, and transportation to increase the number of students served.

The ELOP will be modeled after the ASES program policies and procedures and will be revised as needed once the ELOP audit guide is published. ELOP funds will also provide enrichment programs, such as dance, drama, chess, and origami. The Expanded Learning Programs in the District will become a comprehensive program. Staff will coordinate both the ASES and ELOP funding streams to an articulated TK-6 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?*

The TK/Kindergarten program provides a balanced approach of play and academics. Staff use child-guided inspiration to support learning, taking their cues from children's interest and expanding into activities and projects. TK/K ELOP activities enhance early learning in literacy, mathematics, and writing skills, as well as social emotional development and hands-on learning. Student to teacher ratios will be 10:1.

TK/Kindergarten staff meet with teachers and Early Childhood teachers to discuss program goals, strengths, and challenges and build adult guided experiences to complement school day learning. Professional development of TK and Kindergarten program staff includes a new hire orientation that covers basic health and safety and program implementation. Additional professional development topics include problem-solving, developmentally appropriate programming, child assessment, positive relationships, and basic health and safety standards.

### **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 TK & K-8 Schedule (School Day)**

*Monday*

7:00-8:00 am Before School ELOP  
8:00-1:30 pm Regular School Day  
1:30-6:00 pm After School ELOP  
6:00-6:30 pm Dismissal

*Tuesday-Friday*

7:00-8:00 am Before School ELOP  
8:00-3:00 pm Regular School Day  
3:00-6:00 pm After School ELOP  
6:00-6:30 pm Dismissal

**Sample TK & K-8 Schedule (30 Additional Non-School Days)**

Monday-Friday

**First Half of Day**

7:30-8:00 am Before School Starts ELOP  
8:00-10:00 am Session 1 ELOP  
10:00-10:15 am Break/Snack ELOP  
10:15-12:00 pm Session 2 ELOP  
12:00-12:30 pm Lunch ELOP

**Second Half of Day**

12:30--2:10 pm Session 3 ELOP  
2:10-2:25 PM Break/Snack ELOP  
2:25-2:30 pm Session 4 ELOP  
2:30-4:30 pm Session 5 ELOP  
4:30-5:00 pm Dismissal

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

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

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

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

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a

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

(A) The department's guidance. (B) Section 8482.6.

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

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

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

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

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

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

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

[LEAs] shall prioritize services provided pursuant to this section at school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

***EC Section 46120(b)(4):***

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

**EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

**EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020

to determine compliance with subdivision (b).

**EC Section 8482.3(d):**

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

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

**EC Section 8482.6:**

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

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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.