

Expanded Learning Opportunities Program Plan Guide

Years 2025–26 through 2027–28 Plan

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

Local Educational Agency (LEA) Name: The Accelerated Schools

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

- Accelerated Charter Elementary School (TK–6)

- The Accelerated School (TK–8)

1—Safe and Supportive Environment

The Expanded Learning Opportunities Program provides a safe environment that supports the academic, physical, and social-emotional needs of all students. The ELOP operates on-site and includes off-campus enrichment activities before and after school and during the additional 30-day extended learning program.

ELOP staff oversee attendance sign-in and parent/guardian sign-out processes, are trained in safety, and are CPR and first aid certified. Safety procedures align with regular school-day protocols, including safety drills conducted with site administration. Staff wear identification shirts/badges and maintain visible schedules of daily indoor and outdoor activities. A designated safety bin with emergency supplies is maintained, and staff utilize clipboards to account for students during transitions.

Off-site ELOP activities and field trips are supported by transportation arranged by TAS. Students are checked in upon arrival and verified for attendance, and parents are contacted for any unverified absences. Teachers and approved vendors support enrichment sessions both on- and off-site. ELOP funds also support safety and supervision through additional nursing, supervision, and technology support personnel dedicated to before or after-school hours.

2—Active and Engaged Learning

The ELOP engages students through academic, socio-emotional, and physical activities that promote collaboration and creativity. Beginning in 2025–26, TAS directly operates its own 30-day ELOP program and supports after-school services in partnership with ARC. TAS runs its own tutoring, enrichment classes, and vendor-supported programs such as art, dance, music, sports, science, coding, etc.

Students participate in hands-on learning experiences aligned with the 4 Cs: Communication, Collaboration, Critical Thinking, and Creativity. Homework assistance is provided Monday through Thursday. Family engagement is a core element—ELOP offers parent-student workshops and family learning opportunities to strengthen connections between home and school.

ELOP provides inclusive enrichment experiences that increase intellectual, social, and physical fitness while fostering self-confidence and creativity under caring, qualified staff.

3—Skill Building

Skill development under ELOP aligns with the 4 Cs and SEL principles. The program promotes mastery through tutoring, enrichment, and experiential field trips. TAS employs an ELOP Coordinator and instructional support staff who collaborate with teachers and vendors to deliver targeted tutoring and enrichment.

ELOP funding supports tutoring services, field trips (e.g., Catalina, Wilderness Science, etc.), and skill-building materials such as physical education equipment, technology, instructional tools, and PBIS incentives. Students build SEL and teamwork skills through structured sports, mindfulness, and restorative practices. Additional counselors, supervisors, coaches, and enrichment leaders help ensure equitable opportunities for all students.

4—Youth Voice and Leadership

Students are active participants in program design and implementation. They engage in leadership and service projects co-developed with staff, such as community improvement and peer support initiatives. Student surveys guide programming throughout the year.

Students help design clubs, propose enrichment topics, and lead service activities that build civic responsibility and self-efficacy. These opportunities are integrated into both before or after-school and the 30-day ELOP sessions.

5—Healthy Choices and Behaviors

ELOP emphasizes physical activity, nutrition, and wellness through organized sports and health-focused learning. Students receive nutritious snacks daily and balanced meals on non-instructional days following CA Nutrition Guidelines. Health education includes lessons on healthy eating, exercise, and portion control through sports programming.

PBIS practices continue to promote positive behavior, with students earning incentives and recognition for responsibility, teamwork, and kindness. ELOP also funds sports programs, coaches, and equipment to ensure inclusive athletic participation for all students.

6—Diversity, Access, and Equity

TAS's ELOP is culturally responsive and inclusive. Activities celebrate the diverse backgrounds of students and families while providing equitable access to all programs, including students with disabilities. Staff receive training in culturally responsive practices, and bilingual support is available through the ELOP clerk.

Technology access is a central equity focus. ELOP funds provide Chromebooks, Smart Boards, headphones, chargers, and other instructional tools to ensure all students can participate in learning opportunities. Staff reflect the student community, and all program materials and communications are available in English and Spanish.

7—Quality Staff

The ELOP employs qualified staff meeting all state and program standards. TAS has hired a dedicated ELOP Coordinator and ELOP Clerk to oversee operations, coordination, and communication. Additional site staff are contracted for tutoring, enrichment, and supervision. Nurses, technology staff, coaches, assistant coaches, tech, and safety personnel are also hired also support the before and after-school program.

All staff undergo interviews, reference checks, DOJ background clearance, and training in first aid, CPR, mandated reporting, and behavior management. Professional development focuses on English Learner strategies, inclusive practices, and student safety.

8—Clear Vision, Mission, and Purpose

The ELOP mission aligns with The Accelerated Schools' vision: to ensure all students are college and career ready. The program supports academic, social-emotional, and behavioral development by providing structured learning and enrichment that bridges the school day with extended learning opportunities.

TAS's ELOP offers safe, meaningful transitions between school and after-school time—helping students grow academically and socially through tutoring, enrichment, and field-based learning.

9—Collaborative Partnerships

TAS maintains partnerships with agencies like ARC to enhance student access to enrichment, while TAS now leads and manages all ELOP operations. ELOP also collaborates with contracted vendors for specialized enrichment programs and field trips.

Monthly coordination meetings include site leaders, ELOP administration, and partners to ensure alignment, training, and continuous improvement. Parent surveys and feedback cycles are used to evaluate program effectiveness and inform decisions.

ELOP funds are also used to expand partnerships that support family learning initiatives (e.g., PIQE or Family Classes) and community engagement.

10—Continuous Quality Improvement (CQI)

ELOP implements a CQI process that gathers feedback from staff, students, parents, and partners. The ELOP Coordinator and administrators analyze data to identify strengths and areas for growth.

Data from surveys, attendance, and participation reports guide improvements in staffing, enrichment selection, and student support services. Adjustments are made annually based on stakeholder feedback.

11—Program Management

ELOP management is led by The Accelerated Schools' Director of Operations, Chief Financial Officer, ELOP Coordinator, and site administrators. Together, they ensure program compliance, oversee staff, coordinate with vendors, and manage fiscal reporting.

Daily operations are conducted by TAS site staff and ARC in collaboration with the TAS ELOP office. Responsibilities include attendance, family communication, material orders, staff meetings, and safety compliance. Oversight includes monthly coordination meetings, compliance tracking, and program documentation.

General Questions

Existing After School Education and Safety (ASES) and 21st Century 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.

The District receives funding to operate the After School Education and Safety (ASES) program at one elementary school and one K–8 school and leverages 21st Century grant funds. ELOP funds allow 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 pay for program staff, materials, and transportation to increase the number of students served.

The ELOP will be modeled after applicable ASES program policies and procedures and will be revised as needed once the ELOP audit guide is published. ELOP funds also provide enrichment programs such as dance, drama, chess, and origami. Expanded Learning Programs in the District become a comprehensive program with coordinated ASES, 21st Century, and ELOP funding streams into an articulated TK–6 program.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils maintain a pupil-to-staff member ratio of no more than 10 to 1 (EC Section 46120[b][2][D]). The TK/Kindergarten program provides a balanced approach of play and academics. Staff use child-guided inspiration to support learning, expanding activities and projects from student interests.

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-staff ratios remain 10:1. Staff collaborate with TK/K teachers to align goals and complement school day learning. Professional development covers developmentally appropriate programming, positive relationships, health and safety, and problem-solving.

Sample TK–K–8 Schedule (30 Additional Non-School Days) — unchanged from prior version.

Prepared by:

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The Accelerated Schools

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