

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



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

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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

Name of Local Educational Agency or Equivalent:	Buena Park Elementary School District
Contact Name:	Seri Hwang
Contact Email:	shwang@bpsd.us
Contact Phone:	714-994-9222

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

1. Arthur F. Corey Elementary
2. Charles G. Emery Elementary
3. Carl E. Gilbert Elementary
4. Mabel L. Pendleton Elementary
5. James A. Whitaker Elementary
6. Beatty Middle School
7. Buena Park Middle School

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])

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 <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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

BPSD's ELO-P, S.O.A.R.S (Student Opportunities for Achievement and Reaching Success) will be provided after school at all 7 BPSD campuses. SOARS will include academic support, enrichment activities, and health and wellness activities. We have partnered with community agencies, Buena Park Boys and Girls Club, California State University Fullerton for ASES, and ASEP SoCal to provide after school SOARS program to our students.

Safety procedures and protocols placed during the school day will be followed during SOARS. Safety drills will be conducted monthly during the SOARS program hours. All BPSD campuses are closed campuses therefore visitors will need go through the Raptor System to enter the campus.

Attendance will be taken at the start of the program each day and students must be signed out to a parent/guardian or approved adult on their registration form in order to be dismissed from the program.

The SOARS program will be aligned with the District's research-based Positive Behavior Intervention and Supports (PBIS). The school's PBIS behavior expectations and matrix will be followed during the SOARS program.

Ongoing training and meetings will be held to discuss and review safety procedures, health and wellness, and PBIS.

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.

SOARS will provide academic support to enhance the core subject matter taught during the instructional day. Paper tutoring, an online on demand tutoring platform, will be available to students in addition to SOARS staff to support specific academic intervention needs. iReady Reading and Math lessons will also be utilized for academic support.

Purposeful movement and enrichment activities will reflect students' high level interests.

3—Skill Building

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

The Thursday enrichment activities will provide students opportunities to build skills in STEAM, chess, Rubik's cube, illustrating, and more. SOARS will promote project based learning for students to practice their skills in communication, creativity, collaboration, and critical thinking.

College and Career Readiness lessons will be provided based on student's strengths and interest.

4—Youth Voice and Leadership

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

At BPSD, student Voice and Choice have been a focus to build students to become more confident in expressing their learning needs and goals in addition to building student leadership. Enrichment activities will include opportunities for students to work in teams to collaborate to develop a stronger youth voice and leadership. Students will also have an opportunity to engage in an array of enrichment activities such as robotics, chess, arts, and STEAM Activities and compete in tournaments individually and as teams.

Student input and feedback will be gathered through surveys to determine future enrichment activities.

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 programing.

BPSD SOARS will adhere to the District's health and wellness policies. Snacks will be provided by BPSD's Child Nutrition Department and will meet the Federal Free and Reduced Lunch guidelines. Health and wellness will be promoted during the SOARS program.

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.

BPSD SOAR will promote diversity and celebrate the students' cultural and unique backgrounds by providing opportunities for students to highlight their cultural and unique backgrounds.

Training will be provided for staff on equity and diversity to ensure that the SOARS program promotes and celebrates diversity.

Unduplicated pupils including English learners and students with disabilities will have priority enrolling in BPSD's ELOP SOARS program. SOARS information is available in English, Spanish, and Korean and is shared with all families.

7—Quality Staff

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

BPSD's community partners will follow their agencies hiring process to screen applicants to meet the minimum requirements to deliver instruction to students. Staff will be provided with training opportunities to be equipped to meet the needs of diverse student population including intervention strategies, social-emotional learning and inspiring students to to pursue their interest and passion.

8—Clear Vision, Mission, and Purpose

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

The mission and vision for SOARS will be aligned to our district's mission and vision.

BPSD Mission:

Buena Park School District inspires and ignites all students to pursue high achievement; empowering them to follow their passions.

BPSD Vision:

We ignite the passion for learning by:

- Ensuring we have highly-trained, talented and dedicated educators/staff
- Providing ambitious and innovative curriculum and instruction
- Establishing cutting-edge technology and facilities
- Cultivating nurturing and safe environments
- Valuing the strength of our cultural diversity
- Partnering with our families and community
- Guiding students to lead and impact the world

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.

As community providers are recommended for ELOP implementation, BPSD has partnered with California State University, Fullerton, Boys and Girls Club, and ASEP SoCAL to offer direct services to BPSD students during the Expanded Learning Opportunities Program. In addition to awarded contracts, the district's SOARS administrators will collaborate with educational partners to provide input and feedback on program design, goals, impact and areas of growth based on program evaluation.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

There will be on-going formal and informal monitoring of the program for continuous quality improvement. The quality and effectiveness of the program will be measured by student academic achievement in the state and local assessments. Classroom observations will be conducted to gauge student engaging and participation. Regular meetings will be held with community partners, Boys and Girls Club, CSUF, and ASEP SoCAL to review the program's effectiveness and results of the outcome measures. Parent surveys will also be conducted for continuous quality improvement.

11—Program Management

Describe the plan for program management.

BPSD SOARS is overseen by the Educational Services Department and has been systematically organized to provide support, direct services, and quality program assurance to students.

BPSD has awarded contracts to qualified after-school partners, California State University, Fullerton, Boys and Girls Club, and ASEP SoCAL to offer direct services to BPSD students during the Expanded Learning Opportunities Program. Through our partnerships, the following enrichment activities will also be offered to students:

1. Arts and Culture (Fine Arts)
2. Science, Technology, Engineering, Art, and Math (STEAM)
3. Chess, Rubik's Cube, Comic Creators
5. Health and Wellness (Sports and SEL)

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.

BPSD currently has ASES programs at 6 of our sites operated by California State University, Fullerton staff. ELO-P funding will be used in conjunction with all other funding sources such as the ASES Grant to create a comprehensive Expanded Learning Program. The after-school plan funded through ELO-P will support students with further academic, SEL, health and wellness, and enrichment opportunities.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

At BPSD, Transitional Kindergarten and Kindergarten classes are full day programs and students have the same start and dismissal time as 1st-5th grade. Therefore, TK and K students will be provided the same ELOP opportunities as students in grades 1st-5th but with student to staff ratio being 10:1.

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.

BPSD School Year Sample Schedule: TK-5th

Schedule Activities

8:00am	TK-5th School Start Time
10:00am-10:15am	Recess (Times may vary by grade level and school site.)
11:00am-11:40am	Lunch (Times may vary by grade level and school site.)
2:35pm (M,T,W,F) / 12:30pm (TH)	TK-5th School Dismissal
2:35pm -6:00pm	S.O.A.R.S. (BPSD ELOP)
Total Hours: 10 hours	

BPSD School Year Sample Schedule: Middle Schools

Schedule Activities

8:30am	6th School Start Time
10:00am-10:10am	Recess (Times may vary by grade level and school site.)
1:09pm-1:49pm	Lunch (Times may vary by grade level and school site.)

3:21pm (M,T,W,F) / 1:57pm (TH) 6th School Dismissal
2:35pm -6:00pm S.O.A.R.S. (BPSD ELOP)
Total Hours: 10 hours

BPSD Intersession Sample Schedule

Schedule Activities

8:00am SOARS Start Time

8:00am-10:00am Program Activities

10:00am-10:15am Recess (Times may vary by grade level and school site.)

10:15am-12:00pm Program Activities

12:00pm-12:40pm Lunch (Times may vary by grade level and school site.)

12:40pm -5:00pm S.O.A.R.S. (BPSD ELOP)

Total Hours: 9 hours

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 nonschooldays, 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 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 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.