



Buena Park School District

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN (ELO-P)



Buena Park School District

6885 Orangethorpe Avenue, Buena Park, California 90620

Dr. Julianne Lee, Superintendent

Buena Park School District SOARS Program Sites

Arthur F. Corey Elementary (ELO-P, ASES)

7351 Holder Street, Buena Park, CA 90620

Charles G. Emery Elementary (ELO-P, ASES)

8600 Somerset Street, Buena Park, 90621

Carl E. Gilbert Elementary (ELO-P, ASES)

7255 8th Street, Buena Park, CA 90621

Mabel L. Pendleton Elementary (ELO-P, ASES)

7101 Stanton Avenue, Buena Park, CA 90621

James A. Whitaker Elementary (ELO-P, ASES)

8401 Montana Avenue, Buena Park, CA 90621

Beatty Middle School (ASES)

8201 Country Club Drive, Buena Park, CA 90621

Buena Park Middle School (ASES)

6931 Orangethorpe Avenue, Buena Park, CA 90620

Contact

Dr. Sandra Song, Director of Educational Programs
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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 Buena Park School District (BPSD) Expanded Learning Opportunity Program (ELO-P) is called S.O.A.R.S. SOARS stands for Student Opportunities for Achievement and Reaching Success, and will be provided after school at all seven BPSD campuses. SOARS will include academic support, enrichment activities, and health and wellness activities. We will partner with various community agencies, such as the Boys & Girls Club of Buena Park, California State University Fullerton After School Program, ASEP SoCal, CamEDU, and Advantage Communications to provide after-school SOARS programs to our students. The Boys and Girls Club, CSUF Titans, and Kid Connection (fee-based ELO-P run by BPSD) are the three primary ELO-P providers. CSUF Titans utilize ASES funding to provide ELO-P for grades 3-5 at Gilbert, Pendleton, Whitaker, and Corey Schools, as well as 6th-8th at Beatty and Buena Park Middle Schools. CSUF Titans also utilize ELO-P funding to provide the afterschool program for grades TK-2 at Gilbert, Pendleton, Whitaker, and Corey Schools. Boys and Girls Club of Buena Park utilizes ELO-P funding to provide the afterschool program for TK-5 at Emery School.

BPSD will utilize various digital platforms, such as 6Crickets, AERIES, and CitySpan, for tracking student enrollment and attendance. In addition, BPSD has set up procedures to ensure that all students in SOARS are always accounted for. Attendance will be taken at the start of the program each day and students must be signed out to a parent/guardian or authorized adult over the age of 18 on their registration form in order to be dismissed from the program. During the first two weeks of the year, each TK/K student will wear a nametag for additional identification.

Safety procedures and protocols placed during the school day will be followed during SOARS. Safety drills, including earthquake, fire, and lockdown drills, will be conducted monthly during the SOARS program hours. A member of the SOARS staff also participates in the district Safety Committee. All BPSD campuses are closed campuses therefore visitors will need to go through the Raptor System to enter the campus. Current lists of emergency contacts for students will be maintained. A SOARS nurse provides health support during program hours in the event of a health emergency or injury. A current list of health concerns and needs for students is maintained by the SOARS staff and made available to the after-school instructors during program time. The Academic Program Supervisor (APS) coordinates all safety drills between the various program providers on a site. The APS also has access to student emergency information.

Site coordinators complete confidential incident reports when behavior concerns need to be communicated to relevant staff. Parents receive in-person communication regarding the incident when students are picked up. Site Principals, Academic Program Supervisors, and relevant district staff are emailed a copy of the confidential incident report.

All program staff will be clearly recognizable and wear designated, easily identifiable staff uniforms with the program logo as well as their program identification badges at all times. Providers will be required to be live-scanned, complete TB testing, and complete required safety training to work with students.

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 provides 45-60 minutes of academic support on a daily basis to enhance the core subject matter taught during the instructional day. Curriculum, such as iReady Reading and Math lessons will also be utilized for academic support. Students will have a dedicated space and time to complete homework assignments and tutoring help. Classes maintain a 20:1 staff ratio in grades 1-8 and a 10:1 staff ratio in grades TK and K.

Purposeful movement and enrichment activities will reflect students' high-level interests. SOARS staff, including PE coaches, engage students in physical activities through interactive games. SOARS staff create a variety of different enrichment clubs that are offered on a daily basis in increments of 30-45 minutes and incorporate arts, crafts, dance, sports, leadership skills, healthy choices through cooking clubs, social awareness, and diversity through leadership clubs. The enrichment clubs are developed by program staff to reflect student needs and interests at their particular sites. These enrichment opportunities change on a monthly basis to help avoid stagnation and keep student interest high.

Skill Building

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

Thursdays are the minimum days in the Buena Park School District. The Thursday enrichment activities will provide 3rd-5th students opportunities to build skills in STEAM, chess, robotics, Rubik's cube, illustrating and storytelling through comics, and more. The following examples of enrichment classes are provided by ASEP SoCal for both SOARS and non-SOARS students:

In Chess Masters, students build critical thinking and analytic skills through playing the game of chess. During the first day, students are put into groups based on prior chess knowledge, making this program perfect for students of all ages and skill levels. Once in groups, students work in pairs competing and discovering together the best moves and strategies. Each class includes lessons taught by trained chess instructors. The lessons range from basic piece movement and rules of the game to higher-level strategy and chess theory.

In Brain Fuel, students are introduced to the important STEM principles of research and development/trial and error. This class includes hands-on creative building projects where students build various engineering apparatus. Exact builds vary depending on facilities, group sizes and student ages, but examples include but are not limited to straw rockets, boats, catapults, tables, and airplanes. Students build, test, rebuild, and compete with their creations. Also included in the class are brain teasers and riddles to warm up students' analytical brains. Activities are completed in both individual and group formats. Instructors guide students through the engineering and creation process. Instructors are knowledgeable about the physics and engineering principles associated with the daily activity, but the class does not place heavy emphasis on direct instruction. Instead through an open question format, instructors ask students to develop hypotheses as to why things happen the way they do. This program is a great introduction or supplement to the scientific method.

In STEMbots teams of students are challenged to build the best robot, using the highly rated VEX IQ system. Each week our trained instructors teach students important engineering principles that will influence the designs and building process of the robots. During the first day, students will be given a task for their robot to complete. Over the weeks students will then work together to find the best solution for the challenge. In the final week, teams compete to see which robots are most successful in completing the challenge.

In Comic Creators students discover they have everything it takes to create a short-illustrated story. Overseen and supported by an instructor, each student works independently, creating a comic book. Each class includes writing and drawing activities that focus on each student's individual story. In the final weeks of the program, students transfer the writing and sketches from their rough draft workbooks into a final 5-page comic book. On the last day, students are given the opportunity to share their stories with each other. This program is designed with students of all levels in mind. The workbook and final comic books are designed to challenge experienced writers and artists but also support the needs of aspiring storytellers.

In Cube Club, students learn to solve a Rubik's cube. Learning to solve a Rubik's Cube improves spatial reasoning, memorization, and hand-eye-coordination. Additionally,

students will work in teams to make cube-art mosaics of popular images from books, video games, and other media! Once students learn to solve the cube, the fun doesn't stop because the challenge becomes to race against your own personal best times or design your own personal mosaics to make!

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 the student's strengths and interests. Activities related to the BPSD passion programs will also be provided.

Partnerships with other enrichment organizations provide specialized skill-building for students:

Advantage Communications provides students with skill-building and competition opportunities for speech and debate at the school, district, and state levels. Students practice once a week to improve public speaking, writing, reading and teamwork skills. Teams train with designated school coaches and professional coaches from Advantage Communications.

CamEDU offers students at the middle school levels eSports gaming opportunities. This course will investigate the eSports industry by 1) playing, strategizing, and analyzing video games, 2) researching how competitions are organized and run at the professional level, 3) learning about this unique sport and the history of gaming, and 4) creating content to contribute to the video game community.

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, eSports, chess, arts, speech and debate, and STEAM Activities and compete in tournaments individually and as teams.

Students have the opportunity to participate in leadership opportunities, such as the Leadership Academy, which promotes key competencies involving communication, decision-making, and agency. At the Leadership Academy, students learn about social awareness and civic engagement by picking projects that can benefit their community or school in a positive way.

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

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.

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. The district Wellness Teacher provides lessons, resources, and additional opportunities for students to engage in healthy choices for healthy lifestyles.

A physical fitness component will be included to promote healthy physical exercise. During this time, students will improve muscle strength, cardiovascular health, and endurance. A certificated PE teacher will provide specialized instruction for physical fitness. Elementary students will also have an opportunity to participate in district-wide sports tournaments such as the annual Superintendent's Cup (soccer), Track and Field, and Basketball. Intramural sports will be established on school sites, and students will be able to play against other peers. District-wide tournaments provide an opportunity to play other schools and participate in league-style championships.

SOARS student support plans are created in collaboration with the SOARS behavior team, parents/guardians, and site staff to address any additional needs for prosocial behaviors and success in the program. The Wellness Teacher acts as the lead in arranging support services for students with additional needs, including Individualized Education Plans (IEPs) and accommodations. The Wellness Teacher also collaborates with Special Education staff and outside agencies to provide support for students' well-being and academic success.

Fun Fridays involve a variety of recreational activities. A rewards and incentive program is used to motivate students to participate in special activities on particular days. Fun Fridays also provide an opportunity for site staff to recognize student achievements throughout the week via a weekly Student Recognition mini ceremony, honoring those students who have demonstrated positive behaviors, improved activity performance, or engaged in prosocial activities.

In support of social-emotional learning, mental health resources will be offered daily to ensure the wellbeing of our students from our SOARS counselor and Wellness Teacher.

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 SOARS 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. SOARS uses ParentSquare as the primary vehicle for communication. 6Cricket is the online digital platform for registration. Both digital programs offer automatic translation into multiple languages.

Quality Staff

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

BPSD's community partners will follow their agency's 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 populations including intervention strategies, social-emotional learning, and inspiring students to pursue their interests and passion. Site supervisors are also trained in CPR and EpiPen usage, as well as emergency procedures.

Evaluations of staff take place mid-year and end-of-year.

Weekly meetings with district personnel help align the site programs with district goals. Site coordinators and BPSD Academic Program Supervisors also meet weekly to discuss site-specific needs and updates. Monthly meetings with site coordinators, BPSD Academic Program Supervisors, and Site Principals help align the site program with school initiatives, expectations of their students, and open communication lines between the core school day and ELO-P.

Clear Vision, Mission, and Purpose

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

The mission and vision for SOARS will be aligned with 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

BPSD LCAP Goals 2024-2027:

1. Develop critical competencies in ELA, math, and language proficiency using evidence-based instruction tailored to increase cognitive engagement for all students while diminishing disparities among subgroups, such as multilingual and multicultural learners, low-income students, students with disabilities, and foster youth.
2. Highly qualified staff will deliver standards-based instruction and support district systems designed to increase cognitive engagement for all students, especially those with unique needs, within clean, well-maintained school facilities that foster a positive learning environment.
3. Increase student outcomes through impactful instruction of core subjects and expand college and career pathway programs.
4. Promote emotional engagement and connectedness among students, families, and staff by fostering safe and culturally responsive learning environments.

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 outside agencies, such as California State University, Fullerton, Boys and Girls Club of

Buena Park, and ASEP SoCal to offer direct services to BPSD students during the Expanded Learning Opportunities Program. Partnerships with vendors, such as Advantage Communications, provide students with skill-building and competition opportunities for speech and debate at the school, district, and state levels. CamEDU offers students at the middle school level eSports gaming opportunities.

SOARS seeks community providers enrichment programs through a Request for Proposal (RFP) process. Providers selected through the RFP process will be awarded contracts. The RFP will require community providers to address the following in their proposals:

- Program design and implementation, including Expanding Learning Quality Standards
- Program evaluation, including Expanded Learning Quality Assessment Tool
- Organizational Operations, including quality staff, professional development, etc.
- Budget

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.

BPSD certificated and classified staff are valued partners. SOARS has established a process and budget for staff to submit after-school enrichment proposals. The proposal includes a description of the enrichment class/program, duration, number of students, budget, etc.

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 engagement and participation.

Regular meetings will be held with community partners, such as 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.

Staff qualifications meet ELO-P requirements, including mandated child abuse reporting, staff training, and participation in safety drills. Records of attendance will be taken daily and maintained according to the retention of records.

The twelve Quality Standards for Expanded Learning in California are important to provide an outstanding program. BPSD SOARS will specifically focus on two standards each year.

These focus standards do not discount the importance of the other standards, as all the standards must be continually evaluated, but rather focus the work to measure effectiveness and guide program improvement.

Student attendance is taken daily in SOARS. Daily attendance sheets are used to count total attendance for the day. Education Code Section 8484(a)(2) requires all state and federally-funded expanded learning programs serving elementary and middle schools in California to submit evidence of data-driven, program quality improvement processes. The annual evaluations and CQI are submitted to CDE in the Fall on their reporting website.

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. The Director of Educational Programs oversees the SOARS program in BPSD and works closely with the Chief Academic Officer to ensure program alignment with the District's vision and mission. Each elementary and middle school has a designated Academic Program Supervisor (APS). Under the direction of the Director of Educational Programs, APS are responsible for the operation of the ELO-P and supervises the activities on site. Regular meetings with the director review site-specific and district-wide topics including enrollment, site needs, classroom spaces, and upcoming events.

At the district level, the ELO-P includes the Director of Educational Programs, 5 Academic Program Supervisors, SOARS Counselor, SOARS Nurse, Wellness Teacher, 5 PE teachers, Secretary, Program Directors, Lead Program Coordinators, and Program Assistants from each partnering agency.

At the site level, the ELO-P includes a Site Supervisor from either the Boys and Girls Club or CSUF Titans, and program staff instructors who maintain the appropriate ratios (20:1 ratio in grades 1-8; 10:1 ratio in grades TK/K).

For special enrichment programs, additional staff from partnering agencies provide staffing to support those programs.

BPSD has awarded contracts to qualified after-school partners, such as California State University, Fullerton, Boys and Girls Club, ASEP SoCal, Advantage Communications, and CamEDU 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, Brain Fuel.
4. Speech and Debate
5. Health and Wellness (Sports and SEL)
6. eSports

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.

The TK/K students will have a modified period of 20 minutes for focused academic support. Play-based activities are especially important for this age group and will be a top consideration in curriculum design.

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

8:00 am TK-5th School Start Time

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

11:00 am-11:40 am Lunch (Times may vary by grade level and school site.)

2:35 pm (M,T,W,F) / 12:30 pm (TH) TK-5th School Dismissal

2:35 pm Dismissal-6:00 pm SOARS Total Hours: 10 hours

BPSD School Year Sample Schedule: Middle Schools

Schedule Activities

8:30 am 6th School Start Time

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

1:09 pm-1:49 pm Lunch (Times may vary by grade level and school site.)

3:17 pm (M,T,W,F) / 1:20 pm (TH) 6th School Dismissal

Dismissal -6:20pm S.O.A.R.S

Non-instructional day programming consists of enrichment activities. Programming includes a rotating curriculum over the course of a nine-hour day which includes physical activity, arts and crafts, as well as STEAM and academic support from our qualified staff. Classrooms are always kept in ratio, and meals and snacks are provided as well.

BPSD Intersession Sample Schedule: TK-5th

Schedule Activities

7:30 am Breakfast/Check-in

8:00 am Bathroom Break/Review Rules

8:15 am Rotation (ART I, ART II, FITS I, FITS II) broken down by grade spans

9:00 am Designated outside time: Playground

9:50 am Numbers, Rules, Announcements

10:00 am Rotation (ART I, ART II, FITS I, FITS II) broken down by grade spans

11:00 am Lunch

11:30 am Movie

12:00 pm Playground/Sports

12:45 pm Water break, bathroom, numbers

1:05 pm Rotation (ART I, ART II, FITS I, FITS II) broken down by grade spans

2:00 pm Snack Time

2:35 pm Carnival

3:40 pm Numbers

3:45 pm Game time

4:20 pm Main Room/Prepare for dismissal

4:30 pm Dismissal