

**Expanded Learning Opportunities  
Program Plan Guide**

**FUESD EXPANDED LEARNING  
OPPORTUNITIES PROGRAM PLAN**

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**Fallbrook Union Elementary School District**  
321 Iowa Street  
Fallbrook CA 92028



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

# Expanded Learning Opportunities Program Plan Guide

## Fallbrook Union Elementary School District and Expanded Learning Opportunities Program Site(s)

**Local Educational Agency (LEA) Name:** Fallbrook Union Elementary School District

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1. Maie Ellis Elementary
2. Fallbrook STEM Academy
3. William H Frazier Elementary
4. Live Oak Elementary
5. La Paloma Elementary
6. Mary Fay Pendleton
7. San Onofre School
8. Potter Junior High
9. Fallbrook Home School/Fallbrook Virtual Academy

### **Purpose**

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

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## Definitions

“Expanded learning” means before-school, after-school, summer, or intersession learning programs that focus on developing pupils' academic, social, emotional, and physical needs and interests through hands-on learning.

The Legislature intends 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 community's needs and updates in the law and to provide continuous improvement in developing an effective ELO-P.

The LEA creates, reviews, and updates the program plan every three years per *EC* Section 8482.3(g)(1). LEAs are encouraged to collaborate with partners and staff to develop and review the program plan. The LEA should include 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). In addition, it introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description responding 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, tables, charts, or other visual representations that contribute to understanding the ELO-P may be useful. LEAs are encouraged to download and reference the Quality Standards to provide ongoing improvements to the program. The Quality Standards are on the California Department of Education's (CDE) Quality Standards and CQI web page at [Quality Standards and CQI - Expanded Learning \(CA Dept of Education\)](#).

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- 1. Safe and Supportive Environment Describe how the program will provide opportunities for students to experience a safe and supportive environment. For example, 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 Fallbrook Union Elementary School District actively engaged stakeholders to contribute to developing the Expanded Learning Opportunities Plan. Site-based meetings and community forums were held with staff, parents, and the Governing Board members, as well as meetings with community partners (e.g., Boys and Girls Club, BASE Program, Fallbrook Regional Health District) who will support the plan.

Fallbrook Union Elementary School District has been part of the SDCOE ASES Consortium for several years. It has successfully operated afterschool programs, providing safe and supportive learning environments for our students. The after-school site locations follow the current district policies and procedures that guide our extended education practices for student access and safety during non-school day hours. The Expanded Learning Programs exist at FUESD primarily to provide a safe and secure environment for students who might not otherwise have a safe place to be after school. These after-school programs operate on all school sites listed in this plan and adhere to district-wide safety protocols. The programs formerly known as “ASES” are now under one comprehensive program rebranded as the “FUESD After School,” which includes schools funded by ASES grants and Expanded Learning Opportunities funding.

Safety procedures will include training in mandated reporting, the suicide risk assessment process, threat assessment, and other safety drills as needed. Additionally, the district administration is available to support the after-school programs and can be called upon for assistance or guidance. Expanded Learning has hired a school counselor to support the after-school program and collaborate with site social workers. In the 22-23 school year, the FUESD After School safety sub-committee developed a Crisis Response Tree to support all the schools in the “after hours.”

All program staff will be clearly recognizable and wear the designated, easily identifiable badges. Staff will secure each school site during program hours with established single entry/exit access points. Boys & Girls Clubs of North County, BASE Program, and FUESD afterschool staff, including our Bilingual Community Support Liaisons/3.9-hour clerks, and all educational partners must undergo a thorough background check before working with students.

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Beginning in the 24-25 school year, all FUESD employees and visitors will use the Raptor system when they arrive, ensuring all visitors have been screened and approved to be on campus. The Raptor system will also ensure that we have an accurate count of all the after-school staff in case of an emergency. This system ensures that visitors/vendors and staff are adequately screened. The screening aims to have a staff roster in “real-time,” including substitute personnel, and prevent assigning personnel who threaten our students' safety and welfare.

Students will be signed in at the start of their program each day they attend using City Span, the county attendance system. To be dismissed from the program, all students must be signed out to a parent/guardian or approved adult over 18 on their enrollment form. The after-school program schedule will include times and locations with assigned staff and will be referenced with classroom rosters so that staff has an exact location for every child while on campus. Staff will continuously monitor classroom rosters, conducting headcounts before and after each transition.

FUESD afterschool program will continue to use City Span's Web-based attendance tracking system for daily program attendance. The district shall utilize the “Automated Card Scanning” capability to ensure students comply with their Early Release and Late Arrival times on file per the ASES program. In addition, each provider will track student attendance using site attendance procedures. The three schools that will have after-school programs currently not supported by the ASES grant funding are Maie Ellis Elementary, Mary Fay Pendleton, and San Onofre School. These sites and their providers will use “City Span Lite” to collect and monitor attendance. The ELO Clerk will upload reports every week and visit school sites to ensure attendance records are kept orderly and accurate. All staff working with the City Span program will attend City Span training at SDCOE.

The safety procedures during the school day will be strictly adhered to in the After School program. The After-school programs will be included in each school's safety plan, and staff will be trained on safety protocols before starting the school year. The after-school program will use a positive discipline model aligned with the district’s research-based Multi-Tiered System of Support (MTSS). Each school's MTSS model includes interventions such as counseling, socio-emotional learning, and restorative practices. The site's after-school program will integrate FUESD’s multi-tiered support systems. This alignment will ensure high levels of student social-emotional learning services that support a safe and nurturing environment.

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Comprehensive staff training in practices and procedures that align with the site Safety Plan will occur before the school year starts. The ELO Department will provide one professional development day before the school year starts and one department-wide PD day. ELO will also provide one site-level professional development during the program in the daytime, which site leads will be released to attend. Please see the August 2024 calendar for training dates.

The sites will host monthly meetings to discuss site-specific protocols and revisit safety procedures as needed. The Assistant Principal will support the after-school program twice a month, facilitate safety drills, and train the after-school staff. In addition, all professional development days and staff meetings will dedicate a portion of the schedule to discussing a safe and supportive environment, including safety protocols. MTSS practices are designed to produce effective systems that foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social-emotional practices. The School Safety plans, drills, and other pertinent information is attached to the ELO Playbook. [☰ School Safety and Emergency Drills](#)

In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social-emotional practices. Site administrators will include pertinent after-school staff on their PBIS team to reinforce continuity and alignment. The staff will use the FUESD PBIS Discipline Plan matrix to generate a culture where students model exceptional behavior ( [☰ FUESD PBIS Discipline Plan](#) ). Staff will communicate the published matrix and behavioral expectations to students individually or through large/small group assemblies. Our “Areas of Focus and Program Highlights tool” will also be used when program administrators walk through program sites to support technical assistance, coaching, and feedback. All staff will be trained in Positive Relationship Building and how to develop positive mentoring relationships with students.

We have identified the training that all Site Lead Teachers will complete throughout the year to provide school safety during the After School hours. The training includes a review of the Safe Schools Plan, Threat Assessment, PBIS Systems for After School, and Crisis Response Training. Please see the Safety Training provided in the 24-25 school year and the tentative schedule attached

[☰ Draft 24-25 Leadership Training Dates](#)

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## Counseling Goals for 24-25

The ELO Counselors are committed to supporting our students' mental health and well-being. To this end, they use the multi-tiered system of support model (MTSS) to continue supporting the social-emotional development of our students in the after-school program. The goals below were developed by our ELO Leadership Team in conjunction with the counselor. We will collect data throughout the school year to determine growth and areas of need.

### **Goal #1- Attendance**

The ELO Counselors will foster a positive, safe, and supportive culture in the after-school program and aim to improve student attendance rates through targeted counseling interventions and support systems.

### **Goal #2- TK/Kindergarten**

The ELO Counselors will collaborate closely with the TK/K staff in the after-school program to empower and equip them with the tools necessary to provide Skills Streaming lessons for our students in TK and Kindergarten to promote prosocial behaviors.

This year, our Expanded Learning Opportunities Counselor started the 23-24 school year by supporting four school sites, including Potter Junior High (PJH), Fallbrook STEM Academy (FSA), Maie Ellis Elementary (MEE), and Live Oak Elementary (LOE). As the school year progressed, a few sites demonstrated a higher need for the after-school program. Therefore, the counseling support was shifted to different school sites. During the after-school program, the FUESD ELO Counselor will divide their support among the eight schools.


To support the social-emotional development of students, the services that the ELO Counselor has provided have included classroom counseling lessons on gratitude, empathy, kindness, and perseverance; conducting minute meetings with 5th-grade students in the after-school program to see which students may benefit from additional support; assisting with PBIS Expectations presentations at PJH; crisis intervention support; individual student check-ins on an as-needed basis to address topics such as emotional regulation, coping strategies, feeling identification, and conflict resolution; and ongoing collaboration with the site's school counselor, school social worker, administrators, parents/guardians, teachers, and Boys & Girls Club staff. In addition, after reviewing student data from the Panorama survey, the ELO Counselor worked closely with the lead counselor and school social worker to identify students in the after-school program who would benefit from small group counseling lessons to address their Social-emotional needs. Character Strong is The curriculum utilized to provide classroom and small group counseling lessons.

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## 2—Active and Engaged Learning

**Describe how the program will provide opportunities for students to experience active and engaged learning that supports and supplements but does not duplicate the instructional day.**

### Educational Literacy

Project-based learning will allow teachers to provide reading, writing, and math skills through a creative portal. Certificated teachers at each site will support the “Power Hour” time provided by the provider. Teachers will have access to grade-level novel sets, with project-based lessons designed to support students’ educational literacy. The District Instructional Coaches have worked with the ELO Director to create Novel Engineering Lessons for each grade level, as attached here;  Novel Engineering- ELOP Session 1

For the 24-25 school year, the ELO department will seek support from district Instructional Coaches who will design and plan the curriculum for TK-6th grade intervention, intersession curriculum, and curriculum for the TK/K classrooms. The Instructional coaches will also support the students by providing developmentally appropriate materials for our TK/Kindergarten students and help create a K-2 Library with leveled readers for each After School Program.

In addition, the district Math Coaches will also support math by providing Mathematical Real World Examples, using the Mathematical Framework “Big Ideas” to support the after-school Power Hour. The Instructional coach will train our after-school staff to reinforce math grade-level skills through games and You-cubed math. In 23-24, we began using “My Math Academy” and “Struggly” digital games that engage students and review grade-level math standards. Students will practice 15 minutes at least three times a week. Students will have access to technology during the educational literacy component to help with After School Power Hour and accelerate digital learning. The District Math TOSAs have also created the summer school and intersession curriculum to complement the grade-level math curriculum taught during the day. Data will be collected and evaluated to determine the success of the math programs.

The Expanded Learning Opportunities department has also purchased 30 iPads for each TK/K classroom and 45 Chromebooks with carts for the upper grades. These technology-based programs will enhance students’ digital literacy competencies and improve skills for the 21st CCLC learner. Planning educational enrichment activities will involve collecting student and site data and feedback from the site LCAP parent forums to drive the selection of academic enrichment activities.



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Student data will be collected through site surveys, 5-minute surveys, and focus groups where students can select a student interest club or activity. These focus groups will consist of a series of questions focused on enrichment interests and suggested clubs.

**Educational Enrichment Activities:** Site lead teachers will collect student data through previously mentioned focus groups and student Google surveys. These surveys will consist of questions focused on enrichment interests and suggested clubs. The surveys will be administered at the beginning of each session and will support planning to identify the site's educational enrichment focuses for the school year. The enrichment sessions will all contain an instructional focus to enhance all students' vocabulary and critical thinking skills. The Instructional Coaches will do this work at each site, and PBL lessons will be developed to reinforce grade-level standards.

The students will be surveyed every semester, and new Academic Enrichment classes will be offered. The recruitment and enrollment phase will ensure that all students and parents are informed about programs being offered on-site and will give an equal opportunity for all students to be able to self-select and participate in this enrollment process. If students cannot participate due to capacity, a waitlist will be established to ensure students are given a chance to enroll in an alternative program when available. Each school site offers a variety of Enrichment opportunities for their students. The Enrichment classes designed for the 24-25 school year will all have an academic focus.

The programs chosen for the ELO After School program complement activities provided during the school day. The program activities are based on the school and community needs and, most importantly, student choices. Students can choose or design a program of interest through surveys and focus groups. The intersession camps and summer programs are meant to give our students unique opportunities unavailable through other avenues. For example, the Spring Camp has a STEAM Sports theme; students will learn about athletes in their ELA block, and the sports theme will be integrated into their academic time. See the curriculum example for 3rd grade STEAM class and novel studies based on Jackie Robinson; [📄 Jackie Robinson Baseball STEM](#)

### **3—Skill Building**

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

The Afterschool Programs will offer rotations that reinforce literacy during Genius Hours and through other project-based lessons provided at each site. For the 24-25 school year, the afterschool program will focus more on K-3 reading skills. The site lead teacher will work with the Instructional Coaches at their school site to seek support in training the after-school staff on K-3 skill-based activities, such as reading sight words, practicing vocabulary words, etc.

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Throughout the 24-25 school year, the TK classroom assistants will receive specialized training in phonemic awareness, phonics, and number sense that is developmentally appropriate. The TK classroom assistants will work longer hours to ensure they are appropriately trained and prepared for students' needs. Other skills needed for the TK students include social and behavioral skills; the counselor will work with TK staff to provide Skills Streaming lessons for our TK/k students.

In addition to educational literacy reinforcement, STEAM (Science, Technology, Engineering, Art, and Mathematics) enrichment activities will be offered weekly to improve academic achievement and overall student success. The 24-25 school year will be our second year of E-sports participation. Esports officially stands for electronic sports, not to be confused with video games. Esports takes video gaming to another level with organized competitive gameplay between two teams governed by strict rules and guidelines. Like traditional sports, e-sports requires teamwork, communication, critical and strategic thinking, creativity, sportsmanship, and leadership.

The goal of E-sports in our after-school program is to give students opportunities to compete in tournaments while acquiring life skills and exposing them to opportunities in the STEAM field. Esports Embody ISTE Standards • Empowered Learner • Digital Citizen • Knowledge Constructor • Innovative Designer • Computational Thinker • Creative Communicator • Global Collaborator. We hope to have our second annual E-sports tournament and add three more schools to the FUESD E-sports League.

#### **4—Youth Voice and Leadership**

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

The Site Lead teachers surveyed our students through ongoing “Focus groups,” student surveys, Panorama Data, and student forums. They sought student feedback regarding which enrichment opportunities they were interested in and which clubs they wanted to design. Attached is a copy of the choices students had at Fallbrook STEM Academy. [FUESD After-clubs/classes for Session 3](#)

The community partners will collaborate with FUESD site staff to develop student-sought-out clubs and enrichment opportunities. Site lead teachers will develop enrichment cycles where all students can choose which enrichment activities they would like to participate in. The staff will develop clubs based on the feedback gathered by the students within each grade level span. The clubs and opportunities highlighted in those mentioned above demonstrate how we have given our students choices starting in TK.

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We have incorporated Service Learning Projects by identifying community events where our students can volunteer and learn to be productive citizens. The students in the after-school program have the opportunity to volunteer in "Fallbrook a Leer," a service learning project geared to build literacy skills in the community, and "Arts in the Park," an event co-sponsored by FUESD, where students can volunteer to run an art, crafts or STEM activity.

As a culminating activity, at the end of each enrichment session and Super Summer Camp, students will host an "Invention Convention" and invite parents to come on campus to see the STEAM projects or clubs they have helped develop. This will foster stronger family/school connections and help build our students' leadership skills as they share their projects or activities with their families.

### **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 or snacks during the ELO-P hours of programming.**


The program will align its wellness initiative with the FUESD's health and wellness policies. Additionally, it will ensure that all students are engaged in regular physical activity. We will also ensure that healthy food choices are served and that prosocial behavior is fostered and practiced. One-third of the program schedule will support health and wellness through physical activity, nutrition, self-care, and social-emotional learning. We will provide all students with a healthy snack at no cost to program participants. To establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions.

In addition to offering healthy choices, the After School sites will provide healthy cooking classes. For example, the FUESD ELO department trained 20 employees/parents through an organization called "Kitchenistas," comprising registered nutritionists and culinary experts. The FUESD employees participated in a course called "Cooking for Salud," which taught healthy habits and how to teach students healthy choices and nutritional food values. The FUESD employees who were trained also received a Food Handlers Permit.

In 23-24, Kitchenista classes were taught at every school in town, and students of all ages participated in the classes. In addition, ELO offered a parent Kitchenista class in the evenings. Parents went through a series of lessons and engaged in hands-on cooking activities during the course. Parents were encouraged to share recipes and participate in the classes. We had excellent attendance for each class and would like to offer more Kitchenista training for the 24-25 school year. 🟡 Kitchenista Planning Meeting 8/31/23

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In addition, the ELO department is working closely with the Child Nutrition Department to share monthly information on wellness and healthy recipes for our students.

 Wellness in the Works FUESD.Eng/Span.pptx The CNS and ELO directors share presentations with site administration on nutrition education, physical fitness activities, and family nutrition classes. Families can attend classes for free with a licensed nutritionist and receive free produce and groceries.

Intersession camps and summer programs offer opportunities for physical education every after-school day. In the 23-24 school year, ELO sponsored training at Playworks, where our vendors and playground assistants were trained. Playworks provided us with on-site training, consultative support, professional development, free resources, and a digital library of activities.

## **Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines served in your after-school program.**

Each meal contains a minimum of 2 oz protein, 1 oz grain, 1/2 cup veggie, 1/4 cup fruit, and 8 oz milk. A Sample Super Snack email is below. The FUESD Child and Nutrition Food Director and the ELO Director will also work together to plan meals for non-school days. We even created Space-Themed “snacks” for our students to make and enjoy during our camps. We had fruit rocket ships and “trail mix” instead of our robot's nuts and bolts.

## **Mental Health and SEL examples for the afterschool program in the 24-25**

For the 24-25 school year, the FUESD ELO Counselor will have a home base at Fallbrook STEM Academy, which is the school that has demonstrated the highest need in the afterschool program this year, while providing counseling support to LAP and LOE on an as-needed basis. The FUESD ELO Counselor will continue to work closely with the lead school counselor at FSA to identify students that need Tier 2 and Tier 3 support, such as small counseling groups for emotional regulation, coping skills, friendship skills, social skills, and/or individual counseling support for students.

The FUESD ELO Counselor will also focus on Tier 1 interventions by implementing counseling lessons during the afterschool program to complement the lessons students receive during the core day. Further, the Expanded Learning Director will work with the FUESD ELO Counselor to develop a calendar of mental health campaigns that the Afterschool Program can support. Mental Health Campaigns (e.g., Start with Hello Week, Unity Day, Red Ribbon Week, Great Kindness Challenge Week, self-care, and mindfulness) will continue to be the focus of our ongoing support. These campaigns will target recognizing the signs of mental health concerns, identifying when to ask for help, highlighting students who advocate for their peers, and creating safer and kinder school environments.

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

**Describe how the program addresses cultural and linguistic diversity and provides 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 program will expose students to cultures and heritages different from their own while promoting diversity. Field trips to museums, science centers, and college campuses for all grade levels will broaden and enrich the student's appreciation of the diverse world in which they live. In 23-24, our students visited four different museums at Balboa Park, spoke to docents, and made origami art at the Japanese Friendship Garden.

In addition to field trips, the program will highlight cultural events such as Black History Month, Women's History Month, Hispanic Heritage Month, etc. Programming and activities build student awareness and appreciation of the history, backgrounds, and cultures celebrated in these month-long highlights. Each month, the program will explore different cultures from around the world. The curriculum will highlight a day in the life of a child from another country, along with words and phrases they use, the food they eat, and an art activity that will be displayed for families.

A significant group of Unduplicated children is part of the Migrant population in FUESD. The ELO Director and Director of the Migrant Program are working collaboratively to provide layered enrichment experiences for our students, such as university visits, art and cultural experiences, and events. This past year, our Migrant students had priority at our intersession camps and field trips. We will continue to partner with the Migrant program to offer our students the best of both programs.

Due to our high numbers of low-income families, we have partnered with the Cesar Chavez Foundation to support the "Fallbrook a Leer" event hosted annually at our local schools. Students from every school in the district (we will prioritize UPP students) will be invited to this annual event, which supports Literacy in the community. Parents are also welcome to attend. They partake in literacy workshops, and students go to different stations to read with guest readers. The event culminates with an Arts and Crafts booth, and each student receives a backpack with books to take home.

Access to After-School Programs is essential to meet the needs of students, especially those with disabilities, English language learners, or students with barriers that could potentially limit their participation. For students with disabilities, the After-school Programs will provide support staff who have training in working with special education students. The ELO Department will collaborate with the Special Education Department to develop professional development and build the knowledge and skills of staff needed to work effectively with students with identified behavioral, academic, and social/emotional needs.

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Lastly, our behavior specialists have worked closely with our lead teachers to help develop student success plans for students with needs. Our Behavior specialists have helped us create accommodations for students who require additional support in the after-school program. The ELO program works directly with each school site to determine which staff can support each student.

## 7—Quality Staff

**Describes how the program will provide opportunities for students to engage with quality staff.** The ELO Director will work with all site principals, FUESD directors, and the ELO Action Team, composed of afterschool staff, administrators, parents, vendors, and classified/certified staff. The new positions for ELO include the addition of five classroom assistants who will support the TK classroom. The continuing ELO Staff, such as the Site Lead Teachers, Bilingual Community Support Liaison, and other staff, will support in the following areas:

- The ELO Action Team will ensure that all key site personnel understand the priorities of the ELO-P Plan while creating a unified vision for the Expanded Learning Program.
- The site lead teacher will coordinate with afterschool staff, bilingual community support liaison/school clerk, Instructional Coach, outside vendors, and school administration to create schedules for each session.
- The bilingual community liaison will continue translating and assisting parents of second-language learners.
- All staff hired will meet the minimum requirements of an instructional aide and complete all required training.
- Every Spring, the ELO Director, including vendors, will create professional development for the FUESD After School Program staff. The topics for training include but are not limited to the following:
  - Procedures and Routines for After-School Time
  - Making the most of Genius Hour
  - Safety Procedures
  - Crisis Response procedures
  - Behavioral Strategies for Students
  - In addition to these trainings, the Instructional coach will plan monthly PD for our Tk/K aides on development strategies and academic enrichment experiences.

Students will be surveyed each session to determine interests in enrichment, along with the data collected from Parent Surveys, LCAP Community Input meetings, and Needs Assessments. The site leads will also hold “student focus” groups to determine student interest. The following classes will be held after school throughout each session. We also partner with two local organizations, the Cesar Chavez Foundation and Rally for Children. These events are held on weekends and focus on Literacy and Arts in our community.

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## 8- Clear Vision, Mission, and Purpose

The FUESD LCAP Forums held at each site collected data from all the school sites. All nine schools had designated nights led by directors and site administrators to gather feedback from community members and parents. Other school committees such as ELAC, DELAC, PTA, and School Site Council participated in these parent forums. Listed below are the common areas of interest from parents and community members.

### Academic Intervention and Enrichment:

- Continue Math, Reading, and Writing Intervention for students struggling
- ELD after-school class with a targeted focus on helping students reclassify
- Expand Tutoring and Homework support school sites
- Increase Art, Music, and Drama enrichment programs
- Increase Robotics and STEM opportunities
- Increase after-school clubs and outdoor activities

### Social Emotional Opportunities:

- Continue counseling services at after-school programs
- Continue training opportunities for staff working with students
- Connect community resources to school sites

### Parent and Community Engagement:

- Create a central community hub for parent meetings; utilize the Fallbrook Library for meetings so the in-town parents can attend classes
- Offer technology literacy classes for parents with basic computer skills
- Offer hybrid parent meetings so that those who prefer face-to-face can do so, but those who do not have transportation can log in virtually.
- Continue offering translators for parents when needed

To ensure that the district optimizes all resources and to meet the needs of students, parents, and the community, program goals will also align with the District LCAP goals, which are the following:

**Strategic Goal I - LCAP Goal #1** Provide access to relevant, coherent, and rigorous standards-based instructional programs to improve student learning and increase student achievement.

**Strategic Goal II - LCAP Goal #2** Ensure and nurture a safe climate that promotes students' social, emotional, and physical well-being

**Strategic Goal III - LCAP Goal #3** - Enhance strong family and community relationships that promote engagement, collaboration, and authentic partnerships to increase student outcomes.



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Therefore, to align the program with the District's overarching LCAP priorities, the following program goals were developed incorporating the Quality Standards for Expanded Learning Programs into the **ELO Program Goals 24-25**:

**Goal 1:** We aim to create a vibrant academic learning environment incorporating relevant content and practical, hands-on, project-based learning that caters to our students' needs and interests. (This goal is aligned with QS 2, 3, and 6)

**Goal 2:** We are committed to promoting the overall well-being of our students by encouraging healthy choices that encompass balanced nutrition, physical fitness, athletics, and mental health. (This goal is aligned with QS 1, 2, 3, and 5)

**Goal 3:** We firmly believe in providing opportunities for our students to participate in youth voice and leadership initiatives. To achieve this, we work closely with the community and foster partnerships critical to our students' success. (This goal is aligned with QS 3 and 4)

The program will engage all educational partners, including: (students, parents, staff, and the community) by ensuring that its vision and mission go hand in hand and are reflected in the program goals, aligned with the LCAP. The Director of ELO will share the program's mission, vision, and goals at board meetings, DELAC, and other community meetings. The ELO-P committee will meet six times a year to review data using the Quality Performance Measures and relevant data to the goals. Interested parties such as site principals, teachers, program staff, community members, and community partners will continue to solicit feedback.

## **Program Vision:**

All ELOP participants, students, and staff will have a positive experience and improve their skills and confidence.

## **Expanded Learning Program Mission Statement**

In February 2023, the Site Lead Teachers, Providers' Staff, and administration worked with a "Leadership Coach" to create a unified Mission Statement. Our Mission is to successfully provide a safe, positive environment that will nurture academic achievement and improve school attendance while promoting healthy choices through enrichment and recreational programs for our students. The following is the Mission Statement the Leadership Team of FUESD After School created.

**"FUESD After School Mission is to cultivate caring and responsible life-ready leaders within an Inclusive Community."**



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## **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.**

Many collaborative partnerships have been built over the past years and continue supporting and working collaboratively with the Fallbrook Union School District. In response to the expansion of our Expanded Learning Program, the Fallbrook Union School District Board approved the position of Expanded Learning Program Director in February 2022, Secretary III, and ELO Clerk to support the program's development. Attached is the Organizational Chart created to define each party's roles and responsibilities, with students at the front and center of our program.

The ELO Department will work closely with Boys and Girls Clubs and North County in Fallbrook and BASE (Before and After School Enrichment) Programs to create community partnerships wherever possible. Other outreach for 24-25 will continue with the Fallbrook Sports teams, Fallbrook Girls Softball and Fallbrook Baseball, seeking scholarships for our students. In addition, the ELO Director will be working with the Administration at Fallbrook High School to create a partnership with their E-sports teams and the CTE track exploration.

This year, we offered family nights with a STEM focus at several after-school programs and intersession camps. We provided a range of assemblies to our After School sites at each FUESD school. We partnered with the school administration to extend the after-school event into an evening Family night to which all families were invited. Not only did this allow us to inform families about our new “FUESD After School” program, but we also built home/school connectedness.

ELO hosted various STEAM nights where students and families visited different stations. Every school was given a small budget for Family Nights sponsored by ELO, and the events were a huge success; parents and students used new and exciting STEM technology, and schools had a great turnout. Providing the Family Nights has been integral to building our community relations and supporting our families.

## **10—Continuous Quality Improvement**

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

First and foremost, the ELO Director is a member of the San Diego County ELO Consortium and Advisory Team. The Director collaborates with the county ELO team to meet all program requirements. On 23-24, FUESD participated in a "mock" audit.

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to prepare for the Federal Program Monitoring. Data on every ELO requirement was collected and shared with the county throughout the process. The SDCOE team shared the FUESD Expanded Learning Program had several areas identified, such as Best Practices, which included:

## 1- FUESD After School Organizational Chart

1. The role of **Site Lead Teacher** in the following areas:
  - a. School Safety Drills, Threat Assessments, Suicide Risk Assessments, and Parent Communication
  - b. PBIS Implementation and Behavior Contracts
  - c. Overseeing attendance/registration (new for 24-25 weekly audits)
  - d. Scheduling Intervention and Enrichment classes for every session, working with vendors.
  - e. Supporting and training After School Staff (Boys & Girls Clubs staff)
  - f. Ensuring staffing is 20:1 and 10:1, supervision of all staff
2. Leadership Training for Site Leads and After School Staff
3. ELO Playbook created with Resources [24-25 ELOP Playbook](#)
4. ELO Enrichment opportunities such as Kitchenistas, Baile Folklorico, and E-Sports, and ELO Wheel are being created for 24-25.
5. PBIS practices and Counseling support embedded in the After School Program
6. The TK/K Program is 10:1, a developmentally appropriate schedule/activity. ELO Plan Requires a separate room and schedule for the TK/K students.
  - a. **6-hour aides** will be the assigned “teacher” for each after-school TK/K class.

The ELO Director was asked to share the process she developed with the ELO Action Team. The FUESD Expanded Learning program engaged in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the Quality Standards for Expanded Learning in California, available on the After School Network web page at [The Quality Standards for Expanded Learning in California - AfterSchool Network](#)

The Director and ELO Action Team identified essential quality standards for the year's focus. The ELO Director was asked to share the process she developed with the ELO Action Team. The IT department will provide technical assistance and resources to each school site. The results of ongoing stakeholder surveys and data collected by the ELO Action Team will determine program goal-setting and opportunities for growth. The ELO Director will share program goals with the site administration, parents, staff, and students through meetings, bulletins, and letters.

Key District Administrators, Parents, and Site Leads will assess the CQI tool semi-annually to determine focus areas for implementing the California Quality

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Standards. The ELO Action Team will use the CQI tool to provide ratings on each program's evaluation. The CQI tool will also be used as feedback for each before- and after-school program on how well they implement the California State Quality Standards for Out-of-School Time Programs.

The CQI model was updated this year and required our ELO Action Team to be re-trained; CQI is ongoing, as the ELO plan is a fluid document. As we see a need for improvement and change, we will make recommendations for the organization and each program site. We are always looking at ways to build the capacity of our staff. The ELO Program folder contains the documents the ELO Action team reviewed, recommendations made, and continuing goals. [23-24 ELO Action Team](#)

## **11—Program Management Describe the plan for program management.**

ELOP funding will allow our schools to increase service offerings in academics, wellness, and enrichment and give ALL students and families the flexibility to participate based on their needs and interests. The design will increase access to educational and enrichment services beyond ASES current offerings. Currently, the ASES grant limits the number of students that access the program based on funding level. Increasing access to educational and enrichment services will enhance our department's program vision, mission, and goals of providing a safe environment and various opportunities that enrich the lives of children and youth.

Funding will promote active and engaged learning opportunities for all students. Education partnerships will allow all students to access STEAM, visual and performing arts programs, cultural awareness, and service-learning opportunities. The funds will enable students to enhance their horizons and expose them to continuous learning opportunities.

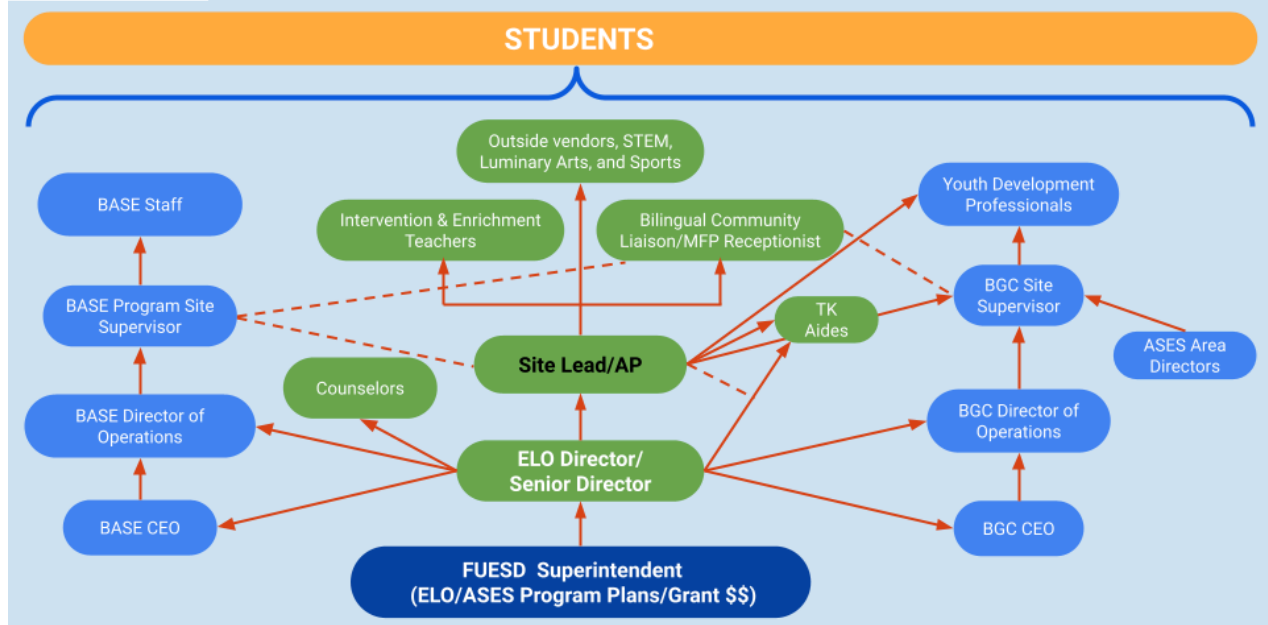
The ELO Director will oversee the program with the support of FUESD Cabinet, School Site Lead Teachers, the Senior Director of Curriculum and Instruction, and the ELO Action Teams guidance. The ELOP Director will meet with the ELO Action Team bi-monthly and monthly with the Site Leads. Each school will have a site lead teacher who will organize schedules for the ASES staff, Intervention, and Enrichment teachers, counselors, and Social workers. Each site will have a Bilingual Community Support Liaison or school clerk to assist the Afterschool program so as not to infringe on the site office staff.

The ELO Director will work extended hours and be available at the school sites until the program closes. The job descriptions and positions are based on the new Expanded Learning Opportunities Program results. Below is the Expanded Learning Opportunities Program 24-25 organizational chart.

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"Cultivate Caring and Responsible Life-Ready Leaders within an Inclusive Community"



The newest position for the 24-25 school year is the TK/K classroom assistant. They will support each TK/K classroom with developmentally appropriate lessons, providing academic and enriching centers and consistent support throughout the year. They will work with a district Instructional TOSA to implement the TK/K curriculum. They will also learn how to help build phonemic awareness and create a language-rich after-school environment.

**Describe the process and time frames for periodic review of the program plan and how the community and other external educational partners were involved.**

**Phase 1:** In May 2024, the Director of ELO met with educational partners to inquire about their educational enrichment programs and services. The ELO Action Team, composed of the site admin, site lead teachers, and community partners, will guide the plan.

- Five Meetings will be held annually with the ELO Action Team to determine program needs.

**Phase 2:** An enrichment survey was shared with staff and students to gain feedback on enrichment program interests.

**Phase 3:** Based on the stakeholders' interests, from staff, parents, and students, the program administration identified key educational partners to meet the need. Student surveys identified current program needs, LCAP Parent Meetings, and FUESD Need Assessments.

**Phase 4:** Program Administration worked closely with the FUESD Cabinet members to develop a comprehensive ELOP Funding Budget Plan. In addition, an RFP process was implemented to ensure equitable opportunity for all educational partners.

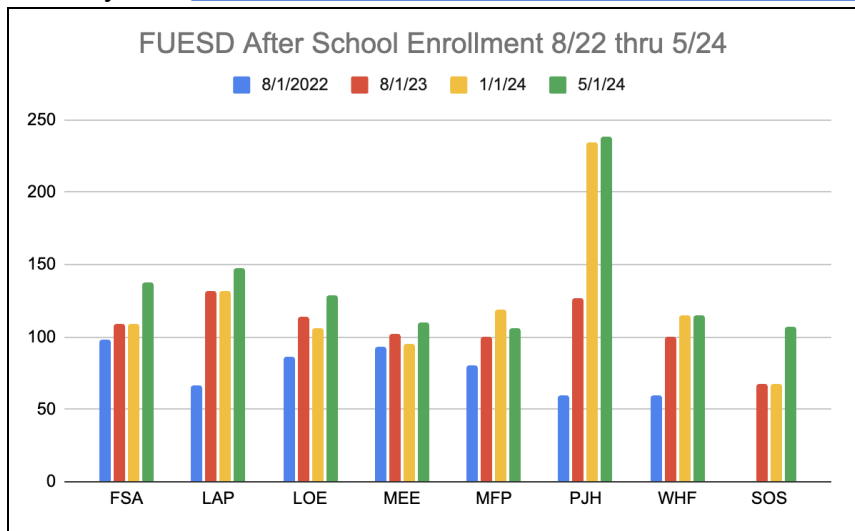
# Expanded Learning Opportunities Program Plan Guide

**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 most stringent requirements will be expected to 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 Fallbrook Union Elementary School District ASES program plan and the Expanded Learning Opportunity plan will be considered a single, comprehensive program. We are moving towards a single program to coordinate all funding streams. The ELO-P funding will create one comprehensive and universal Expanded Learning Program and expand our afterschool programs, including ASES. The ELO-P funding has created After-school programs that do not currently operate under the ASES grant. The ELO-P-only After School programs will occur at Maie Ellis Elementary, Mary Fay Pendleton, and San Onofre School.

The ELO Director will oversee the ASES and ELO programs under one coordinated program called "FUESD After School." FUESD After School staff comprises FUESD employees and vendors. The FUESD After School Program coordinates all Fallbrook programs under one umbrella. The sites with ASES grants and non-ASES sites receive the same services, vendors, and enrichment opportunities.

From May 2022 to May 2024, the ELO program doubled the number of students attending the Before- and after-school program. We currently have over 1,000 students in our eight schools. The department will continue to work on staffing and expanding the after-school program to maximize the number of students in the program for the 24-25 school year. [2022-2024 FUESD After-School Student Numbers](#)



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**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]).**

In May 2022, the district expanded its TK program to add teachers and classroom assistants at each site for the 22-23 school year. Each school site was granted a classroom assistant to support each TK classroom. For the 24-25 school year, we aim to increase the TK aide to a 6-hour position. The additional staff will ensure we maintain the lower pupil-to-staff ratio of 10:1.

The existing curriculum and program have been developmentally appropriate for our TK students. The ELO Department's Instructional TOSA will continue to provide training and professional development, and lessons will be developmentally appropriate for our TKK students. A district Instructional TOSA will coach and train the classified TK Assistants and Site Leads to monitor each TK Classroom's progress.

The TK/K classroom will adhere to a schedule that supports their developmental growth and reinforces their academic skills and competencies. The TK/K classroom assistants will also be trained in Skills Streaming to support the students' social-emotional growth in TK/K after-school classes. The students will engage in centers daily, offering them opportunities for social development while practicing their oral language development. The ELO Director will continue to work with district Instructional Coaches to train the TK Classroom assistants and provide appropriate curriculum for the students. Please see the example of the TK/K curriculum wheel attached: [TK- Centers Presentation](#)

## **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.**

Attached is the sample program schedule that describes how the Expanded Learning Opportunities Program 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 attached are sample schedules for a minimum nine-hour summer or intersession day, the Afterschool Enrichment/Intervention dates, and a daily routine. During the 23-24 After School program, we aligned our Enrichment sessions with the district's trimester calendar while considering "Back to School Nights," "Open House" Parent/Teacher Conferences, and CAASPP testing.



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FUESD After School Trimester Schedule

23-24 School Year

[https://docs.google.com/document/d/19Arp\\_54A\\_ZJW2RC5hrrX53d3tL1VXwyK10\\_bzBaVB3A/edit](https://docs.google.com/document/d/19Arp_54A_ZJW2RC5hrrX53d3tL1VXwyK10_bzBaVB3A/edit)

24-25 School Year

[https://docs.google.com/document/d/12--VSlglCut9QVAGaR7Cl\\_rQ4cU3Br7CLnQ6QkljWyl/edit](https://docs.google.com/document/d/12--VSlglCut9QVAGaR7Cl_rQ4cU3Br7CLnQ6QkljWyl/edit)

FUESD After School Camps

23-24 Intersession Schedule

<https://docs.google.com/spreadsheets/d/14nYltlw2QT3lsvhm3iNaUHYaXpkGqnk04fs2T2e20qQ/edit#gid=0>

24-25 Intersession Schedule

<https://docs.google.com/spreadsheets/d/18zVINwXwAVipiE72Cp8W2fum-ual0kikyJyF84dVVHM/edit#gid=1294542840>

Spring Camp Schedules

[https://docs.google.com/spreadsheets/d/1JL9CaENmWBICvY178JVvfWonFZDdfNRzVmFiC0tLZ\\_0/edit#gid=603272616](https://docs.google.com/spreadsheets/d/1JL9CaENmWBICvY178JVvfWonFZDdfNRzVmFiC0tLZ_0/edit#gid=603272616)

FUESD Regular Day and After School Program Sample Schedules:

23-24 TK Weekly Schedule

<https://docs.google.com/spreadsheets/d/1inzqJBO3RFN9kIkWYCq6jVIG6hL0PmPiMfJ6YUck9q4/edit#gid=0>

William H Frazier Sample Schedule

<https://docs.google.com/document/d/1YGgHlbeUpUYIWFwUe2ChLyz3CqMEEqfaiyM5XyYSJ4/edit>

**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 according 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

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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 to meet 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 inter-sessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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

[LEAs] shall prioritize services provided according 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



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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 was 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 considering 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

## **Expanded Learning Opportunities Program Plan Guide**

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 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 areas: language arts, mathematics, history, 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.