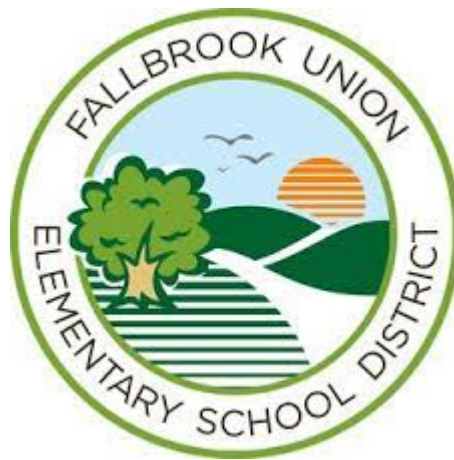


**Expanded Learning Opportunities
Program Plan Guide**

FUESD EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:
Department of Expanded Learning Opportunities
Director ELOP Lillian Perez

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

Contact Name: Lillian Perez, Director of Expanded Learning Opportunities

Contact Email: lperez@fuesd.org

Contact Phone: 760-695-9874

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). 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 learning.

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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>

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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. 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 give input into 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, Palomar Family Counseling, Fallbrook Regional Health District) who will support the plan.

Fallbrook Union Elementary School District has been part of the ASES Consortium for several years and 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 the non-school day hours. The primary reason the Expanded Learning Programs exist at FUESD is 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.

Safety procedures will include, but are not limited to, mandated reporting, suicide ideation, threat assessment, effective supervision, inappropriate touching, etc. Additionally, the district administration is available to support the after-school programs and can be called upon for assistance or guidance. Our Social Workers and a school counselor trained in Crisis Response and Restorative practices will be available at each afterschool program.

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. ASES staff and ELO afterschool staff, including our Bilingual Community Support Liaisons/3.9-hour clerk, and all educational partners will be required to go through a thorough background check before working with students. FUESD employees and visitors currently use the RAPTOR system, which ensures all visitors on campus. This system ensures that visitors have been adequately screened. The purpose of the screening is to prevent the assignment of personnel who pose a threat to the safety and welfare of our students.

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Attendance measures; Students will be signed in at the start of their program each day that they attend. All students must be signed out to a parent/guardian or approved adult over 18 on their enrollment form to be dismissed from the program. 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.

The District's ASES program, which will work in conjunction with FUESD afterschool program, will continue to use City Span-web-based attendance Tracking System for daily program attendance. The district shall utilize the "Automated Card Scanning" capability in the system to ensure students comply with their Early Release and Late Arrival times on file per the ASES program. In addition, each school site ELOP office staff will track student attendance using site attendance procedures. The three schools that will have after-school programs currently not supported by the ASES grant are Maie Ellis Elementary, Mary Fay Pendleton, and San Onofre School. These campuses will collect attendance data using attendance software.

The safety procedures in place during the school day will be strictly adhered to, always. 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 Supports (MTSS). Each school's MTSS model includes interventions such as counseling, socio-emotional learning, and restorative practices. FUESD's multi-tiered support systems will be integrated into the site's after-school program. This alignment will ensure high levels of student social-emotional learning services that support a safe and nurturing environment.

Comprehensive staff training will occur before the school year. 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 held during program closure days or during the daytime. The sites will host monthly meetings, 1-2 hours per month, to discuss site-specific protocols and revisit safety procedures as needed. All professional development days and staff meetings will to dedicate a portion of the schedule to discuss a safe and supportive environment,

including safety protocols. MTSS practices are designed to produce effective systems which 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. Site administrators will include pertinent

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after-school staff on their school's PBIS team to reinforce continuity and alignment. To generate a culture where students model exceptional behavior, the staff will use the FUESD PBIS matrix. Staff will communicate the published matrix and behavioral expectations to students through large/small group assemblies or on an individualized basis. 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.

Additionally, all program sites will align with MTSS practices:

- Align program-wide expectations with the school day expectations
- Students/Staff will be trained and practice "Leader in Me" expectations
- Expectations will be reinforced by staff and retaught if needed
- When expectations are not met, interventions will be provided with

documentation by the afterschool staff.

The Counseling curriculums currently used are Character Strong and Kelso's Choices. Other lessons are created by a digital platform called Panorama. Counselors also gather lessons from the California Association of School Counselors (CASC). Lastly, in grades K-2 and intersession programs, counselors use Skills Streaming. To support the social-emotional learning of students and in alignment with the core day, afterschool staff and counselors will be trained. They will implement Kelso's Choice, Second Step, Leader in Me Curriculum, and Character Strong. Our district Social Workers and counselors provide ongoing professional development to our afterschool staff. Social workers will build counseling sessions into the before and afterschool programs. This summer, the ELOP department recruited five school counselors to provide counseling services to every grade level daily during Super Summer Camp.

In addition to providing counseling sessions during the summer program, FUESD is seeking additional social workers. They will be supporting the afterschool program and working extended hours with the afterschool staff. The Social Workers will provide ongoing support to the students in the program and their families.

2—Active and Engaged Learning

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

Educational Literacy

Staff will use techniques aligned with the core-day classroom to assist students. Students will have access to technology during the educational literacy component to assist with tutoring services and accelerate digital learning. Digital literacy programs will be considered if school sites have identified this need and aligned with the enrichment cycle offerings (see Quality Standard #4). Digital literacy can include but is not limited to:

Coding

Creating podcasts

Graphic Design with Design

Google Site Development

Cyber Patriots

The use of 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 along with feedback from the site LCAP parent forums that will drive the selection of educational enrichment activities. Student data will be collected through site surveys, Thrively data, and feedback focus groups where students will be able to select a student interest club or activity. These focus groups will consist of a series of questions that will be focused on enrichment interests and suggested clubs.

Educational Enrichment Activities

The planning of educational enrichment activities will involve collecting student and site data to drive the selection of educational enrichment activities. Student data will be collected through a site student google survey through which students will be able to select a student interest club or activity. These surveys will consist of a series of questions that will be focused on enrichment interests and suggested clubs. The surveys will be administered at the beginning of the ELO program planning to support identifying the site's educational enrichment focuses for the school year.

Once these programs have been identified, all students will have the opportunity to enroll within a set enrollment period. 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. Some programs may include options such as Luminary Arts, Kids

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College, Theatre production, Robotics, Foreign Language classes, Math Olympiad, sports camps, and CSUSM Mobile STEM labs. We will leverage educational partners, programs, subject area experts, and additional staff who may be interested in teaching enrichment activities.

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. For TK-8th Grade students, staff will lead students through ELA activities each day for a minimum of 60 minutes, where students learn and practice vocabulary, fluency, and comprehension through hands-on and interactive lessons. In addition to educational literacy reinforcement, a STEAM (Science, Technology, Engineering, Art, and Mathematics) enrichment activity will be offered weekly to improve academic achievement and overall student success. Each month will focus on an aspect of STEAM (e.g., Science, Technology, etc.)

CSUSM Ambassadors will work on each campus to provide STEM afterschool courses. During these classes, ambassadors will focus on STEAM and Art-based activities through hands-on science investigations on everything from solar car design to household chemistry. Through project-based learning, students make concrete connections to everyday life while developing creative thinking and problem-solving skills that they will use throughout their lives. Students will present their projects or describe how they completed an activity and share the skills they either utilized or learned to finish the task and project.

See the Example below of the integration of STEAM with art and music-making. Students will build a musical instrument by exploring the physics of sound. The project



difficulty can easily be adjusted based on grade level, from kazoos and rain sticks to flutes and guitars. [Making Music with Makey Makey – Joylabz Official Makey Makey Store](#)

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Students in grades K-8 participate in Thrively, an online student assessment and platform for career exploration. Thrively develops 'future ready' students through personalized career exploration, authentic work-based learning, and employability skill development. There are many avenues built into Thrively, but our afterschool program will use students' data and interests to develop after-school programs and explore career pathways. Teachers will have access to Thrively information, and students will have built-in time to explore different careers and interests.

4—Youth Voice and Leadership

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

Student input is critical to the design of the program. Each school site has a student-led Lighthouse team, and schools with Middle School students, Mary Fay Pendleton, San Onofre, and Potter Junior High, also have student councils. The Student Lighthouse Team will discuss upcoming activities or events, strategies to gather peer feedback, and share ideas for program/school improvement related to school day and after school. The Student Lighthouse Team will also participate in leadership development, along with service learning through the use of the LIM curriculum. Lighthouse Teams enable students to build leadership skills and productive relationships with peers, teachers, and administrators. The students will continue to develop service-learning projects. These projects can be local or global, such as donating socks and blankets to the local shelters or sending donations to our military troops. Student feedback will also be gathered via surveys and will be used to determine enrichment program selection and after-school activities.

Enrichment cycles will be developed, and all students can choose which enrichment activities they would like to participate in. The enrichment offerings will be aligned to the feedback gathered by the students within each grade level span. Additionally, the district will establish partnerships with educational organizations that provide services in the areas that are sought after.

FUESD Enrichment Cycle Sample w/Options

Option 1 Enrichment Cycle only (with a snack and 1 class)	Option 2 Intervention/Enrichment with Afterschool Care (with a snack and two classes)	M-F Days for Enrichment
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<ul style="list-style-type: none"> - 15 min snack break (with supervisors) - Class 1 (1 hr) - Class 2 (1 hr) - Students picked up to go home 	<ul style="list-style-type: none"> -15 min snack break (with supervisors) ** Power Hour 30-60 min - Class #1 (60 min) - Passing period/bathroom break (15 min) -Class #2 (60 min) -Class #3 (45 min) -15 min (optional) recess/PE break 	<p>Enrichment Classes (Mon-Thurs), Fun Fridays with sports rotations (Fri)</p>
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Typically, after-school staff are trained in and will go through the “Club Development Process” through student Action Teams and as part of the Lighthouse Teams. To encourage mentorship and leadership, students of all ages can develop their club following the “Club Development Process - Student edition:”

1. Assess and determine the club topic/focus
2. Ask an afterschool staff to serve as a facilitator
3. Calendar out the club and plan benchmark events (e.g., frequency of meetings, length of time, location, etc.)
4. Complete a program planning tool
5. Create a flyer and market the club to students to sign up
6. Conduct the club and track attendance
7. Host the showcase, culminating event, or project

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.

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All sites will access an after-school physical fitness program engaging students in social-emotional learning through movement. The ELEVO curriculum is designed to promote Social-Emotional learning and support mental and physical health.

Core benefits of the program include:

- Decrease in Behavioral disciplinary issues
- Positive role models for students
- Improved school attendance
- Structured curriculum that provides positive social interaction with classmates

Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are 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, & 8 oz milk. Sample Super snack email below. The FUESD Child and Nutrition Food Director, Amy Haesly, and the ELO Director will work together to plan complete meals for non-school days as well.

March 2022 FUESD Super Snack Menu				
Monday February 28	Tuesday March 1	Wednesday March 2	Thursday March 3	Friday March 4
8 oz Yogurt 1 oz Cereal bowlpak 4.23 oz Sun Cup Juice 1/4 cup Raisins 8 oz Milk	Uncrustables PB&J (small) 1 oz String Cheese 1/2 cup Baby Carrots w/Ranch 1/4 cup Craisins 8 oz Milk	1 oz Nacho Cheese Cup 1.5 oz Tortilla Chips 1 oz Roasted Seeds 1/2 cup Baby Carrots w/Ranch cup Apple 8 oz Milk	Turkey & Cheese Sandwich on WG Bun 1/2 cup Ranch Go'Bonzos 1/2 cup Del Monte Peach Cup 8 oz Milk	4 oz Yogurt Chili Lime Seeds w/Craisins 1 oz Bug Bite Crackers 1/2 cup Baby Carrots w/Ranch 8 oz Milk

Mental Health and SEL examples for the afterschool program:

The Expanded Learning Director will be working with FUESD Lead Social Worker Jessica Miner to develop a calendar of mental health campaigns that the Afterschool Program can support. Mental Health Campaigns (e.g., Kindness Week, Be Kind challenges, self-care, and mindfulness) will continue to be the focus of our ongoing support. These campaigns will target how to recognize the signs of mental health concerns, identify when to ask for help, and highlight students who advocate for their peers.

6—Diversity, Access, and Equity

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

The 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 students' appreciation of the diverse world in which they live.

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

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 students with special needs. The ELOP Department will collaborate with the Special Education Department to develop professional development to build the knowledge and skills of staff needed to work effectively with students with special needs. In addition, the Special Education Department will conduct onsite training and coaching when sites need additional support with special needs students. Furthermore, Special Education and ELOP departments will collaborate on reasonable accommodations for students' IEPs and determine a support plan.

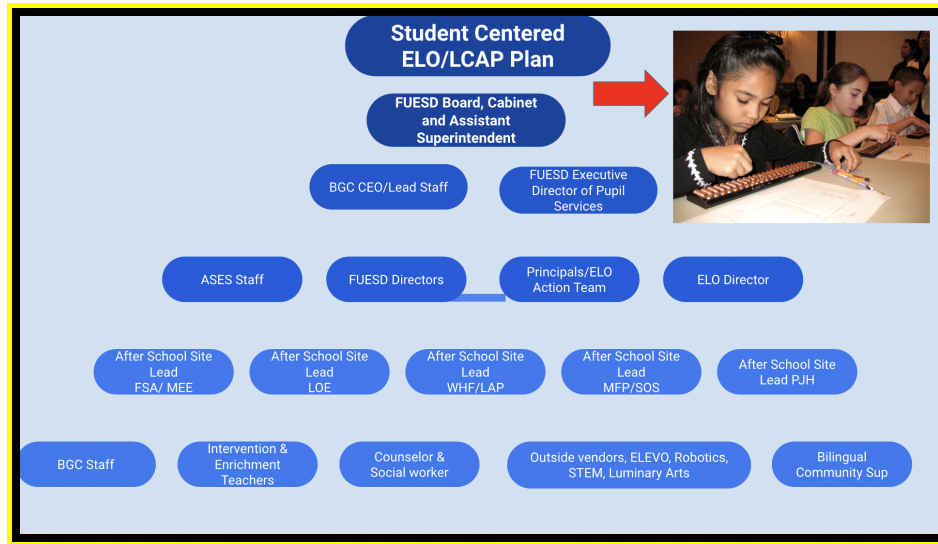
7—Quality Staff

Describes how the program will provide opportunities for students to engage with quality staff. See the Graphic Below:

The ELO Director will work with all Site Principals, FUESD Directors, and the ELO Action Team comprised of Afterschool Staff, Administrators, and Teachers.

- ELO Action Team will ensure that all key site personnel understands the priorities of the ELO-P Plan while creating a unified vision for Expanded Learning Program
- Bi-Monthly ELO-P planning meetings w/ELO Action Team
 - ELO Director to hold monthly meetings with Intervention Teacher and Afterschool clerk/bilingual receptionist
- The Intervention Teacher lead will coordinate with Afterschool Staff, Bilingual Community Support Liaison/School Clerk, Intervention/Enrichment Teachers, outside vendors, and school administration to create schedules for each session
- The afterschool program that will be new to our district will be created at San Onofre School. The ELO Director will work closely with the Boys and Girls Club Lead to hire and recruit classified staff that works at San Onofre School
- The ELO Department will survey all certificated teachers in August to recruit staff to teach enrichment classes at their school sites

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Students will be surveyed to determine interests in enrichment, along with the data collected from Parent Surveys, LCAP Community Input meetings, and Needs Assessments. The following classes will be held after school throughout the 22-23 school year.

Luminary Arts	This program will provide music, art, and dance for all our students in an afterschool atmosphere. The classes are chosen to complement the program that runs during the regular school day.
ELEVO Sports Camps	This program intertwines physical education with character building and SEL Lessons building Resilience and Self Esteem.
Fallbrook CAST Theatre/Drama Production	The CAST productions will enhance our Elementary schools, offering students opportunities to be in a play and have drama classes.
Fallbrook Art School	Fallbrook Art School will allow students in the afterschool program to take 2-3 week courses by having instructors come to their school.

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CSUSM STEM Camps	CRESE has operated afterschool mobile-making STEM programs at North County school and library sites. CRESE will provide summer and school-year programs at community partner locations and field trips onsite at CSUSM. K12 student participants use design-thinking to solve personally and socially meaningful, real-world problems with tools such as circuitry, coding, and robotics.
Leader in ME Training and implementation	K-8 Lead It Summer school and the after-school program will provide 30-minute short Student-Centered LIM lessons

8- Clear Vision, Mission, and Purpose

The FUESD LCAP Community Input forums 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 also 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
- Creating a partnership with high school students who could attend the “Homework Help” after-school class so that they can help the younger students and they could listen to them read
- ELD after-school class with a targeted focus on helping students reclassify
- Expand Tutoring and Homework support school sites; Include students that attend ASES in after-school intervention programs
- Increase Art, Music, and Drama enrichment programs
- Increase Robotics and STEM opportunities
- Increase after school clubs and outdoor activities
- Increase fieldtrip opportunities

Social Emotional Opportunities:

- Continue counseling services at school sites and afterschool programs
- Expand Leader in Me Resources
- 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

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- Continue and expand parent classes and Workshops such as PIQUE, Adult ESL Classes, Watch D.O.G.S., Family Nights, Science Nights
- Offer technology literacy classes for parents with basic computer skills
- Offering hybrid parent meetings so 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 all resources are optimized by the district 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.

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 **FUESD ELO Program Goals**:

1. Provide safe, educationally enriched learning environments for students measured by student attendance, student surveys, and focus groups run by counselors. (QS 1, 6)

2. Provide academic support, including homework assistance, interventions, language support, and tutoring that will close the achievement gap level proficiency in ELA and Math as measured by district Benchmarks and CAASPP. (QS 1,3)

3. Promote student wellbeing through opportunities to learn about and practice balanced nutrition, physical activity, restorative practices, and other healthy choices for mind and body. (QS 1, 2, 3, 5)

4. Provide student enrichment and leadership skills by giving students a choice to engage in the enrichment development process. (Examples include STEM (Science,

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Technology, Engineering, and Math, Visual and Performing Arts, Physical Activities, Sports Camps, and Health/Wellness. (QS 3, 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. Objectives based on educational partners' input collected. 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 be solicited 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

"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."

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 community partners have been built over the past years and continue supporting and working collaboratively with the Fallbrook Union School District. Primarily and most important is the collaboration with the Fallbrook Chapter of the Boys and Girls Club and the ASES program housed at each school site. Along with those partnerships, please see section 7 of staffing and partnerships with local Fallbrook Music Society, Fallbrook Art school, and Mission Theater CAST performers. The ELO Department will recruit mentors and teachers that are strong role models for our Fallbrook youth.

Outside agencies that we are partnering with are the following:

- ELEVO Sports
- Outside the Lens
- Luminary Arts
- CSUSM STEM Ambassadors
- Leader in Me

In response to the expansion of our Expanded Learning Program, the Fallbrook Union School District Board approved the position of an Expanded Learning Program Director

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and Secretary III to support the program development. The FUESD board has also approved the contract with Luminary Arts for the 22-23 school year to service all the schools. In addition, the ELO program will fund enrichment classes designed to complement the “in-school” enrichment programs. For example, students will receive Music and Drama sessions during the school day, but afterschool choices will include Theatre/Performance and Show Choir.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

FUESD Expanded Learning program will engage 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](#)

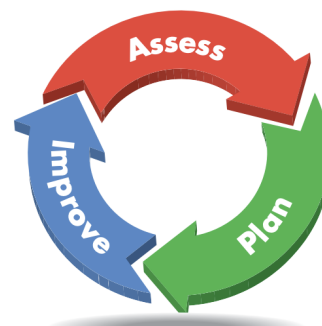
The Continuous Quality Improvement process will work in conjunction with the Expanded Learning Quality Standards. Every year an internal assessment will take place at each of our school sites to ensure the quality standards are being met and program improvement and accountability are occurring.

The department will identify key quality standards for the year's focus. With site leadership, program administration will establish monthly program goals and focuses. The IT department will provide technical assistance and resources to each school site. Through an ongoing stakeholder survey, results 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.

The CQI tool will be assessed semi-annually by key educational partners, District Administrators, Parents, and Site Leads to determine areas of focus for implementing the California Quality Standards. The ELO Action Team will use the CQI tool to provide ratings on the evaluation of each program. The CQI tool will 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. District Administrator will use the CQI Assess, Plan, and Improve Model.

Asses (Data Analysis and Reflection)

1. Clear data trends
2. Areas of strength
3. Areas of improvement
4. Short-term and long-term goals



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Plan

1. Specify objectives
2. Create a plan to meet objectives

Improve

1. Provide resources and collaboration for staff to meet objectives
2. Provide on-site training and professional development for staff in areas of focus that address the planned objectives

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 Director of ELOP will oversee the program with the support of school site principals, the Associate Director of Student Service, District directors, and the ELO Action Team. The ELOP director will meet with the ELO Action Team bi-monthly and monthly with the Site Leads. Each school site will have a site lead that organizes schedules for the ASES staff, Intervention and Enrichment teachers, Counselors, and Social workers using the afterschool software. Each site will have a Bilingual Community Support Liason 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 to be available until the program closes at the school sites.

Secretary III for the ELO department will assist sites in maintaining schedules, contact information for outside vendors, and supporting the school sites with record keeping.

 Secretary-III-BILINGUAL

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Below is the Job Description of the Director of ELOP, which was approved on April 19, 2022. [☰ Director of Expanded Learning Job Description](#)

Below is the job description for the Social Media Coordinator who will support the ELO program by developing and integrating digital processes for contact forms, registration processes, and request systems for Expanded Learning Programs, amongst other promotional campaign support.

[☰ Digital Media Specialist Job Description](#)

In addition to the above jobs, we have also increased the hours for the following positions and cross-funded:

The Bilingual School Liaison will be extended 4 hours to support the Afterschool Program from 2:30-5:30 pm assisting with registration and attendance.

1. The School Social workers will be working 3:00-6:00 pm to support the Afterschool Program assisting with SEL support.
2. The Intervention Teacher will work the afterschool hours M-F to help coordinate the Intervention program at each site, log pre-post data for each session, and monitor students' academic growth. The Intervention teacher will also support the clerk/bilingual community support liaison.

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

Phase 1: Director of ELO met with educational partners, inquiring about their educational enrichment programs and services in May 2022. ELO Action Team comprised of the site admin, site leads, Boys and Girls staff, and community partners will guide the plan.

- Six 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 stakeholder interest from staff, parents, and students, the program administration identified key educational partners to meet the need. Current program needs were identified by student surveys, 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 took place to ensure equitable opportunity for all educational partners.

General Questions

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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.*

Fallbrook Union Elementary School District ASES program and the Expanded Learning Opportunity plan will be considered a single, comprehensive program. We are moving towards a single program in coordinating all these funding streams. The ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program and expand our afterschool programs, including ASES. The ELO-P funding will create afterschool programs at the schools that do not currently operate under the ASES grant. These programs will be ELO- afterschool programs at Maie Ellis Elementary, Mary Fay Pendleton, and San Onofre School. San Onofre school is the only school without an afterschool program supported by FUESD. A copy of the MOU for the additional afterschool program is attached to this document [MEMORANDUM OF UNDERSTANDING](#). The San Onofre Program will be staffed by one Boys and Girls Club lead and five support staff, including a 3.9-hour receptionist. **Each site program will be funded by ELO and prioritize our Unduplicated students.**

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 at each site and classroom assistants for the 22-23 school year. Each school site was granted a classroom assistant to support each TK classroom. The additional staff will ensure that we maintain the lower pupil-to-staff ratio of 10:1.

The existing curriculum and program have been developmentally appropriate for our TK students. Training and professional development will continue to be provided by the ELO Department in coordination with Curriculum and Instruction Department. The TK Curriculum is the following:

- **English/ELD/Science/Social Studies-** Benchmark Ready to Advance
- **Math-** Every Day and Math Their Way
- **Writing-** Handwriting Without Tears
- **Reading-** Learning Dynamics

Sample Program Schedule

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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 ELO-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 is a sample schedule for a minimum nine-hour summer or intersession day, the Afterschool Enrichment/Intervention dates, and a daily sample schedule. During the 22-23 sessions after school, care will be provided daily with five sessions of Intervention/Enrichment. Taking into account, Back to School Nights, Open House, Parent/Teacher Conferences, and CAASPP testing.

Afterschool Enrichment/Intervention Dates 2022-2023

BTSN- Aug 18 (MEE, SOS)- Week 1 of school

BTSN- Aug 23-25 (PJH, LOE, WHF)- Week 2 of school

BTSN- Aug 30-Sept 2 (FSA, MFP, LAP)- Week 3 of school

**** starting after BTSN**

Session I- 7/6-30


Session II- 10/10- 11/18


Session III- 11/28- 1/20

Session IV- 1/23- 3/3

Session V- 3/6- 4/21

 Afterschool Enrichment/Intervention Dates 2022-2023

 Super Summer Camp Sample Schedules

 FUESD Regular Day/Afterschool Program

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FUESD Regular Day/Afterschool Program						
Regular Day	School Starts	Recess	Lunch	School Ends	Afterschool Program	Afterschool Time Breakdown
TK-3rd	8:00 AM	9:15 - 9:30	11:20 - 12:00	2:20 PM	2:20-6:00pm	2:20-2:45 Snack Break/PE 2:45-3:45 Class #1 3:45-4:45 Class #2 4:45-5:00 SEL/Outdoor games 5:00-6:00 Class #3
4th - 5th	8:00 AM	9:55 - 10:10	12:00 - 12:40	2:30 PM	2:30-6:00pm	2:20-2:45 Snack Break/PE 2:45-3:45 Class #1 3:45-4:45 Class #2 4:45-5:00 SEL/Outdoor games 5:00-6:00 Class #3
6th - 8th	8:00 AM	10:00 - 10:15	12:20 - 1:00	3:00 PM	3:00-6:00pm	3:00-3:15pm Snack 3:15-3:45 Class 1 3:45-4:45 Class 2 4:45-5:00 break 5:00-6:00 Class 3

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before-school component of a program, an after-school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

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(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 nonschool days, during inter-session 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 school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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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:

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(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.