

# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

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

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

<b>Name of Local Educational Agency or Equivalent:</b>	Fallbrook Union Elementary School District
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**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

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

### Purpose

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

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

### Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

## 1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

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, 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 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.

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. A school counselor trained in Crisis Response and Restorative practices will be available at each afterschool program.

All program staff will be 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 and FUESD after school, including our Bilingual Community Support Liaisons/3.9-hour clerks, and all educational partners must go through a thorough background check before working with students. FUESD employees and visitors currently use the RAPTOR system, which ensures all visitors are on campus.

This system ensures that visitors have been adequately screened. The purpose of the screening is to prevent the assignment of personnel who threaten our students' safety and welfare. 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 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 funding are Maie Ellis Elementary, Mary Fay Pendleton, and San Onofre School. These campuses will collect attendance data from the district attendance system Infinite Campus. We will also use Infinite Campus to create "After School" monitoring programs at each campus, including the ASES sites.

The safety procedures 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 Support (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 during program closure days or the daytime. Please see attached calendars and training to be held [https://docs.google.com/document/d/1ZcR1ZUbTMV4V\\_Ev\\_CUwKMSbJB4HN3PJhMj66gBleJaY/](https://docs.google.com/document/d/1ZcR1ZUbTMV4V_Ev_CUwKMSbJB4HN3PJhMj66gBleJaY/) 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 dedicate a portion of the schedule to discussing 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.

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 through large/small group assemblies or individually. 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. They are Safe School Plan, Threat Assessment, PBIS Systems for After School, and Crisis Response Trainings. Please see the Safety Training that will be provided <https://docs.google.com/document/d/1bWa9Omc-FGnvolk7J57YPGPuJH5nZqGWoqm5e5o5wWE/>

In addition, FUESD After School and the Boys & Girls Club of North County have agreed to the following:

- 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, the afterschool staff will provide interventions with documentation. (The PBIS matrix will outline expectations and roles for the After School 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 counselors provide ongoing professional development to our afterschool staff. FUESD After School Counselors will build counseling sessions into the before and after school programs. FUESD ELO department also seeks two full-time counselors working the after-school hours daily until 6:00 pm. One counselor will be housed at the middle school, Potter Junior High, to support the students daily in the after-school program while running social skills groups, PBIS Support, Crisis Intervention Response, and mentoring services. The other counselor will be roving between the K-6 schools and supporting the students in the program and their families by providing social skills groups, Restorative Circles, PBIS training, and handling all Crisis Intervention Responses. This includes follow-ups with the family of students who have had crises or threat assessments, counseling services, and mentorship. The counselor will have a caseload assigned to them based on student needs. The data collected from surveys that the Site Supervisors and Lead teachers participated in showed a high need for Positive Behavior Training Strategies for students and staff and training in leading Restorative Circles.

We also provided training for our after-school staff and interested teachers on the "Lead It" curriculum, a Leader in

Me curriculum designed to complement the core program. The Lead or materials are engaging and interactive student journals. Leader in Me is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement. [https://docs.google.com/presentation/d/1ogav-mZszTjTPgcqq2jAs1C7xzS8KjogLzJf67Qjv0o/edit#slide=id.g191385a6496\\_0\\_0](https://docs.google.com/presentation/d/1ogav-mZszTjTPgcqq2jAs1C7xzS8KjogLzJf67Qjv0o/edit#slide=id.g191385a6496_0_0)



**PBIS Discipline Levels**

	Level 1 – Minor Violations (Handled by BGC Staff)	Level 2 – Minor Violations (Handled by BGC Staff or Site Lead Teacher)	Level 3 – Major Violations (Handled by Lead Teacher and Site Supervisor)	Level 4 – Big 5 Violations + (Handled by Lead Teacher and Site Supervisor)
<b>Possible Violations</b>	<ul style="list-style-type: none"> <li>Running in hallways</li> <li>Loud voices/yelling</li> <li>Off-task behavior</li> <li>Name calling</li> <li>Noise making</li> <li>Not following directions</li> <li>Out of seat</li> <li>Excessive talking</li> <li>Disruptive</li> <li>Chewing gum</li> <li>Misuse of materials</li> </ul>	<ul style="list-style-type: none"> <li>Lying/cheating</li> <li>Inappropriate language/gestures</li> <li>Refusal to work</li> <li>Spitting</li> <li>Physical contact</li> <li>Breaking cafeteria rules</li> <li>Breaking playground rules</li> <li>Inappropriate behavior in the bathrooms</li> <li>Back talking/arguing</li> <li>Defiance</li> <li>Throwing objects</li> <li>Other:</li> </ul>	<ul style="list-style-type: none"> <li>Direct, inappropriate language/gestures</li> <li>Fighting/physical aggression</li> <li>Harassment/bullying</li> <li>Overt defiance</li> <li>Property destruction/misuse</li> <li>Theft</li> <li>Internet misuse/ cyberbullying</li> <li>Physical/Verbal Threats</li> <li>Inappropriate touching</li> <li>Ethnic slurs</li> <li>Reference in conversation, writing or pictures to weapons or acts of violence</li> <li>Bullying</li> <li>Other:</li> </ul>	<ul style="list-style-type: none"> <li>Drug use/possession</li> <li>Weapon use/possession</li> <li>Leaving school w/out permission</li> <li>Arson</li> <li>Bomb threat</li> <li>Extreme property damage/vandalism</li> <li>Combustibles</li> <li>Assault/threats</li> <li>Suicidal language/ideation</li> <li>Other:</li> </ul>
<b>Directions</b>	<ol style="list-style-type: none"> <li>Verbal Warning and Frequent Reminders</li> </ol>	<ol style="list-style-type: none"> <li>Behavior Warning Letter</li> <li>A parent Phone call or Meeting</li> <li>If Site Lead or Site Supervisor handles the situation, inform other parties.</li> </ol>	<ol style="list-style-type: none"> <li>Site Lead Teacher to enter into Infinite Campus.</li> <li>Contact the parent, and set up a meeting.</li> <li>Follow up with site admin via email regarding any incident ( Level 3 or 4)</li> </ol>	<ol style="list-style-type: none"> <li>Site Lead Teacher to enter into Infinite Campus.</li> <li>Contact the parent, and set up a meeting.</li> <li>Follow up with site admin via email regarding any incident (Level 3 or 4)</li> </ol>

**2—Active and Engaged Learning**

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

**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 Boys & Girls Club of North County. In addition, teachers will have access to the grade-level novel sets, with Project Based Lessons designed to support students with educational literacy. In addition, we will support math by providing math skills games and activities to differentiate and complement the school day instruction.

Staff will use techniques aligned with the core-day classroom to assist students. For example, students will have access to technology during the educational literacy component to help with After School Power Hour and accelerate digital learning. Digital literacy programs will be considered if school sites have identified this need and aligned it with the enrichment cycle offerings. Programs such as CLEVER, STAR Reading, and Math will be used to assess student needs.



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. Student data will be collected through site surveys, questionnaires, and feedback from focus groups, where students can 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: Planning educational enrichment activities will involve collecting student and site data to drive the selection of academic enrichment activities. Site lead teachers will collect student data through a site student Google survey through which students can 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 program and will support planning to identify the site's educational enrichment focuses for the school year.

Once these programs have been identified, all students can 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 College, Theatre production, Robotics, Foreign Language classes, CSUSM Mobile STEM labs, guitar classes, and cooking classes. We will leverage educational partners, programs, subject area experts, and additional staff who may be interested in teaching enrichment activities. Students will have specific opportunities to participate in a mini-musical, robotics competition, dance recital, and other culminating activities. This year we offered over 128 classes districtwide through Boys & Girls Club and FUESD staff opportunities. In addition to all these opportunities, the after-school staff continues to foster Student Leadership opportunities through Leader in Me; student leaders co-chaired some clubs.

<https://docs.google.com/spreadsheets/d/1vZkLb4Hnp69UWPZWe0rs90zRrMwv1KHlaehQfECnYvU/edit#gid=0>

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 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 gave students the following options to choose from, Art Classes where they would learn from local artists and different media forms; CAST Children's dance academy, where students would sign up for Hip-hop, Ballet, or Jazz; STEM rotations, Sports Camps and Cooking Classes.

	A	B	C	D	E	F	G	H	I
	School Sites								
	LAP	LOE	FSA	MEE	WHF	MFP	PJH	SOS	
Class	ELA Intervention	Fairy Tale STEM	Biztown	Knitting Club	STEM CSUSM	Girls Who Code	ELEVO Sports	Kids on the Run	
Class	Math Intervention	CSUSM STEM	Coding (scratch)	Baile Latino	Art	Guitar	RPG Storybuilding	Soccer Club	
Class	ELD	Reading Comprehension/Book Club	Coding-Beebots	CSUSM STEM	Newcomers ELD	Engineering Club	Gardening	Guitars	
Class	Creative Writing	Art	Art	ASL Club	Hip-Hop CAST	Lego Club	Robotics	SEL w/animals	
Class	Reading	Luminary Arts	Kids College	SEL CLub	Musical Theatre- CAST	ELEVO	CAST- Dance	Dance	
Class	Drama	Elevo	Cooking Club	Slime Club	Math Intervention	Guitar Classes	Breakout Edu	Foreign Language	
Class	Coding	Math Intervention	Photography	Jr. Chef Club	Luminary Arts Drama	ELA Intervention	Study Skills	Art	
Class	Hockey	Reading Intervention	STEM CSUSM	English reading tutorial	Charcoal Art	Math Intervention	VAPA	Movement	
Class	Football	LOE running club	Karate	Spanish reading tutorial	Math through Art		Band	Sight Word Club	
Class	Karate		Guitar Club	Scrapbooking club	Board Games		Enrichment Clubs	Lego Challenge	
Class	CSUSM STEM		Strategy Game Club/Art	Art History Club	K-1 Fun		Cooking	Coding-Dashbots	
Class	Fallbrook Racers		Vocals	Soccer Club	Elevo		3D Printing	Book Club	
Class	Lego Building/Design		STEM with Fairy Tales	Dance Club	K Literacy and activities		Soccer Skills	Acting	
Class	Dance		Math/ELA Intervention	STEM Club with BGC staff	ELA Intervention		Film Production	Readers Theater	
Class	Gardening		Chess Club	Mad Scientist Club	Cooking Club		Nail Club	Music	
Class	Art			Something New Club	Self care		Board Games		

### 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 at least 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.)

One other important skill that our students lack is financial literacy. A program called Biztown offers a 12-week literacy program. JA BizTown is recommended for grades 4–6. The learning experience is a JA Capstone program available for classroom-based, self-guided, or remote classroom implementation. It includes 12 teacher-led sessions before the simulation and one session following the simulation, with a culminating 4–5 hour visit to a hands-on simulated community or a virtual simulation. JA Learning Experiences support national and state standards in reading, mathematics, social studies, and work and career readiness. See below for more information on alignment with federal and state standards.

Fallbrook STEM Academy has the highest number of low-socioeconomic students, with many impoverished students. An important skill that our students lack is financial literacy. Therefore, we targeted this school to offer Biz Town, which is a 12-week financial literacy program. JA BizTown combines in-class learning with a day-long visit to a simulated town. This popular learning experience allows elementary school students to operate banks, manage restaurants, write checks, and vote for mayor. Students can connect the dots between what they learn in school and the real world. This is one example of how we are planning activities to support our community's needs.

CSUSM STEM Ambassadors will work on each campus to provide STEM after-school 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.



Lastly, in 2022-23 we trained six certificated staff to become E-sports Coaches. The ELO department paid for training and piloting five programs at PJH, MFP, La Paloma, Fallbrook STEM Academy, and William H Frazier. The goal is to allow students to participate in E-Sports tournaments. 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. Esports requires teamwork, communication, critical and strategic thinking, creativity, sportsmanship, and leadership — much like traditional sports. 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 (a) Empowered Learner (b) Digital Citizen (c) Knowledge Constructor (d) Innovative Designer (e) Computational Thinker (f) Creative Communicator (g) Global Collaborator

#### 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. <https://docs.google.com/document/d/13YtsPBn0z3uAjDndyjwnqBI6o5TKq0d6JmTsxspaSJY/edit>

The Boys & Girls Club Staff will work collaboratively 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. Additionally, the district will establish partnerships with educational organizations that provide services in areas of student interest. See below the sample schedule of activities offered at Fallbrook STEM Academy during Session III.

The clubs and opportunities highlighted in those mentioned above demonstrate how we have given our students choice starting in TK. In addition, we have incorporated Service Learning Projects by identifying community events where our students can volunteer and learn to be productive citizens. For example, 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 Par," an event co-sponsored by FUESD, where students can volunteer to run an art, crafts or STEM activity.

Typically, afterschool staff are trained in and will go through the "Club Development Process" through student Action Teams and as part of the Lighthouse Teams. In addition, to encourage mentorship and leadership, students of all ages can develop their clubs 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



# FUESD AFTER SCHOOL

FUESD After-school Program at FSA is having the following clubs/classes for Session 3. Depending on grade level, your child may participate in any or all of these. Please discuss them with your child and mark the lines by the ones he/she will be attending. Each club lasts 35-40 minutes and is scheduled between 3:00-5:00. This form is due Wednesday, 11/16/2022. Dates for Session 3: **November 28-December 16, 2022; January 2-January 20, 2023**

Club/Class Title and Leader/Group	Days	Description	Grade-Level Range	Yes, my child will participate
<b>Jr. Chef Club</b> with Ms. Alondra and Ms. Brisa	Monday, Wednesday	Cooking and preparing food, and then eating it!	TK-6	_____
<b>Sports and Games</b> with ELEVO	Tuesday, Thursday	Sports and other active games, usually outdoors	TK-6	_____
<b>Scrapbooking Club</b> with Ms. Rose	Friday	Making decorative journal pages for photos and memories	Grades 2-6	_____
<b>Art and Art History</b> with Mr. Alex and Ms. Brisa	Tuesday, Friday	Learning about famous artists and drawing and creating our own artwork	TK-6	_____
<b>Fun Dance Club</b> with Ms. Rose	Thursday	Learning hip-hop and jazz dance moves	TK-6	_____
<b>STEM Club</b> with Ms. Karina	Monday, Wednesday	Making projects using science, technology, engineering, and math	Grades 1-6	_____

<b>Monday</b>	Jr. Chef (Ms. Alondra, Ms. Brisa in Rm. 304)	STEM (Ms. Karina in Rm. 302)	BGC Activities (Ms. Rose outside)	Power hour (Ms. Lluvia, Mr. Alex in Library)	Intervention (Ms. Goodman, Ms. Raymundo in Library)
3:15-3:50	TK-2 grade range	2-4 grade range	TK-2, 2-4	4-6 grade range	4-6 grade range
3:50-4:25	4-6 grade range	TK-2 grade range	TK-2, 4-6	2-4 grade range	2-4 grade range
4:25-5:00	2-4 grade range	4-6 grade range	2-4, 4-6	TK-2 grade range	TK-2 grade range
<b>Tuesday</b>	ELEVO outdoors (Ms. Brisa)	Art History (Mr. Alex and Ms. Monica in Rm. 302)	BGC Activities (Ms. Alondra, Ms. Rose in Rm. 304)	Power hour (Ms. Lluvia, Ms. Alondra in Library)	Intervention (Ms. Goodman, Ms. Ferreria in Library)
3:15-3:50	TK-2 grade range	2-4 grade range	TK-2, 2-4	4-6 grade range	4-6 grade range
3:50-4:25	4-6 grade range	TK-2 grade range	TK-2, 4-6	2-4 grade range	2-4 grade range
4:25-5:00	2-4 grade range	4-6 grade range	2-4, 4-6	TK-2 grade range	TK-2 grade range
<b>Wednesday</b>	Jr. Chef (Ms. Alondra, Ms. Brisa in Rm. 304)	STEM (Ms. Karina in Rm. 302)	BGC Activities (Ms. Rose outside)	Power hour (Ms. Lluvia, Mr. Alex in Library)	Intervention (Ms. Goodman, Ms. Raymundo in Library)
3:00-3:40	TK-2 grade range	2-4 grade range	TK-2, 2-4	4-6 grade range	4-6 grade range
3:40-4:20	4-6 grade range	TK-2 grade range	TK-2, 4-6	2-4 grade range	2-4 grade range
4:20-5:00	2-4 grade range	4-6 grade range	2-4, 4-6	TK-2 grade range	TK-2 grade range
<b>Thursday</b>	Scrapbooking (Ms. Rose in Rm. 302)	ELEVO outdoors (Ms. Alondra)	BGC Activities (Ms. Brisa, Mr. Alex outside)	Power hour (Ms. Lluvia in Library)	Intervention (Ms. Goodman)
3:15-3:50	TK-2 grade range	2-4 grade range	TK-2, 2-4	4-6 grade range	4-6 grade range
3:50-4:25	4-6 grade range	TK-2 grade range	TK-2, 4-6	2-4 grade range	2-4 grade range
4:25-5:00	2-4 grade range	4-6 grade range	2-4, 4-6	TK-2 grade range	TK-2 grade range
<b>Friday</b>	Art History (Mr. Alex and Ms. Monica in Rm. 302)	Dance (Ms. Rose outdoor or in cafeteria)	BGC Activities (Ms. Alondra)	Fun Friday Activities (Ms. Lluvia, Ms. Brisa in Rm. 304)	Intervention
3:15-3:50	TK-2 grade range	2-4 grade range	TK-2, 2-4	4-6 grade range	4-6 grade range
3:50-4:25	4-6 grade range	TK-2 grade range	TK-2, 4-6	2-4 grade range	2-4 grade range
4:25-5:00	2-4 grade range	4-6 grade range	2-4, 4-6	TK-2 grade range	TK-2 grade range

## 5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

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 food 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 ASES 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. Employees also received their Food Handlers Permit. The goal of this program is that the Kitchenistas will offer healthy cooking classes to our students in the After School Program and intersession camps.

In addition, the ELO department is working closely with the Child Nutrition Department to share monthly information on wellness for our students and healthy recipes. The CNS and ELO directors share presentations with site administration on nutrition education, physical fitness activities, and family nutrition classes.

<https://docs.google.com/presentation/d/1h25Pd2U4g7EC8dT1Cu5iMq83sAm-Dv50/edit#slide=id.p1>. Fallbrook Food Pantry- the local food pantry- will allow families to attend Diabetic Nutritious meal planning and healthy cooking classes. Families can attend classes for free with a licensed nutritionist and receive free produce and groceries.

All sites will access an afterschool physical fitness program engaging students in social-emotional learning through

movement. The Boys & Girls Club Staff will provide opportunities for students to work on sports skills and active play. In addition, the ELO department will continue to work with the Fallbrook Sports Leagues to provide our families with scholarships and skills clinics for our students. In addition, one new vendor, "Playworks," will train all BGC and FUESD staff on organized physical activities and games. Playworks will provide our schools and BGC Club with on-site training consultative support, professional development, free resources, and a digital library of exercises.

Give three to five examples of nutritious snacks or meals following the California Nutritional Guidelines in your afterschool 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 and the ELO Director will also work together to plan meals for non-school days.

Mental Health and SEL examples for the afterschool program:

The Expanded Learning Director will work with the FUESD Lead Social Worker 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 recognizing the signs of mental health concerns, identifying when to ask for help, and highlighting students who advocate for their peers.

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

## 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 student's appreciation of the diverse world in which they live.

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. 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 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 Students 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 backgrounds, and events. This past year our students attended an event at CSUSM called Super STEM Saturday, a one-day festival that engages kids of all ages and their families in the diverse and exciting fields of science, technology, engineering, and mathematics the STEM disciplines. 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 while 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.

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 while 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 to build the knowledge and skills of staff needed to work effectively with students with identified behavioral, academic, and social/emotional needs.

In addition, the Special Education Department will conduct onsite training and coaching for the ASES sites; the site leads teachers and supervisors. The schools can work with our District Behavior Specialist and receive training on strategies and routines that help our students with special needs. All schools will receive training on differentiation for our students with special needs at the beginning of each year. Furthermore, the Special Education and ELO departments will collaborate on reasonable accommodations for students to access the ELO Program and determine support plans if needed. This year our district Behavior Specialist presented behavior modification training to the entire After School Staff and assisted schools in developing behavior plans for needy students.

At the beginning of the school year, we will have the FUESD Behavioral Specialist provide short training on behavior modifications and strategies that can be used to support students.

<https://docs.google.com/presentation/d/1UoNPFWWs9vpOQATdR1qUg6stHCoOzrhU1oKM8Gwvh6l/edit#slide=id.p>

Each school site also has a Behavior Technician who can support the site staff by creating behavior contracts and plans to help our students. In addition, all the Site Lead Teachers are also trained in Crisis Response strategies and protocols by our school counselors.

## 7—Quality Staff

Describe 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 comprised of Afterschool Staff, Administrators, Parents, Boys & Girls Club staff, and Classified and Certificated Staff. 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

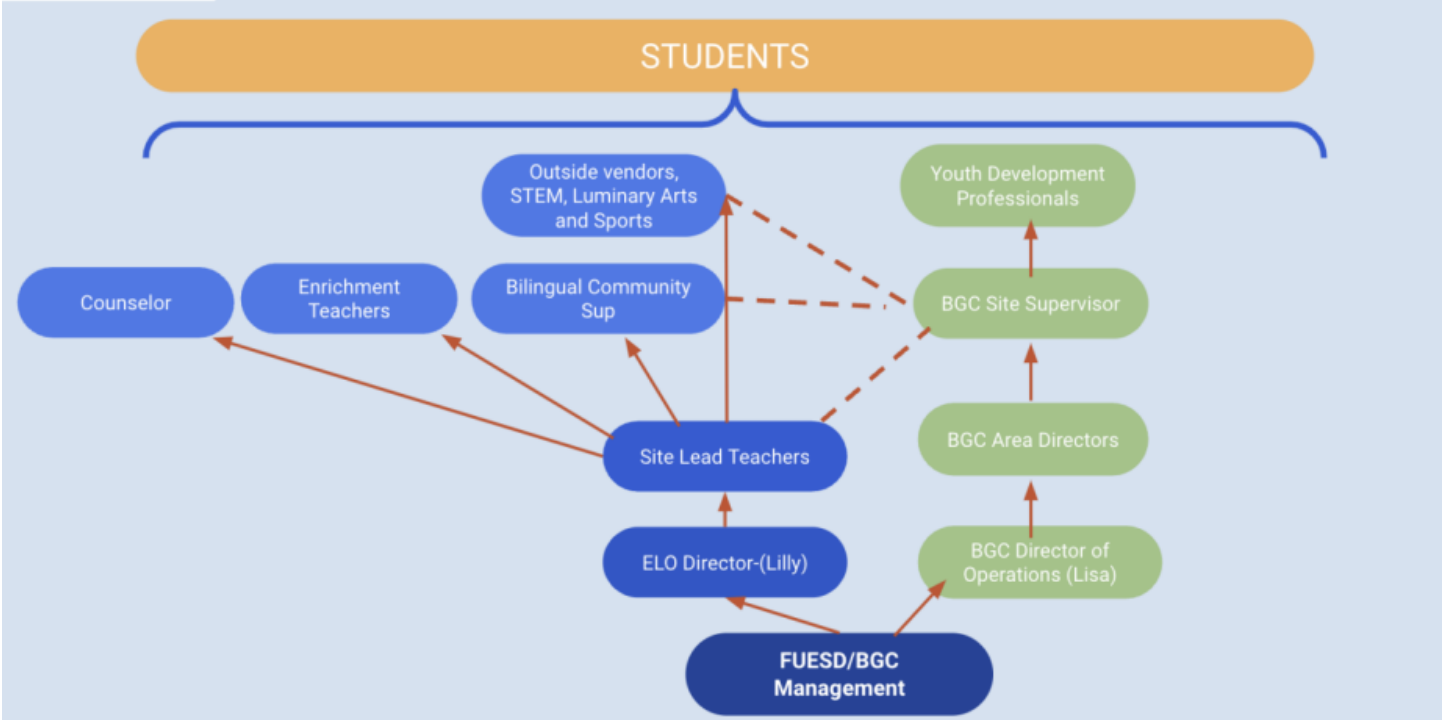
1. ELO Director to hold monthly meetings with Intervention Teacher and Afterschool clerk/bilingual receptionist
2. The Site Lead Teacher lead will coordinate with Afterschool Staff, Bilingual Community Support Liaison/School Clerk, Intervention/Enrichment Teachers, outside vendors, and school administration to create schedules for each session
3. The ELO Department will survey all certificated teachers in August to recruit staff to teach enrichment classes at their school sites
4. All staff hired will be the minimum requirements of an instructional aide and complete all required training.
5. Job fairs will be held with FUESD/Boys & Girls Club of North County to recruit potential new hires.

6. Every Spring, the ELO Director and Boys & Girls Club Operations Director will coordinate professional development needed for ASES/FUESD After School Program. The topic for training include but are not limited to the following; (a) Leadership (Learning the 7 Habits) (b) The AfterSchool Staff attended three days of Leadership training and team building (c) Procedures and Routines for Afterschool Time (d) Making the most of Power Hour (e) Safety Procedures (f) Crisis Response procedures and (g) Positive Behavioral Intervention Strategies for students.

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. In addition, 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.



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



**Classes Offered by Vendors 22-23**

Specialty Classes with Vendors for ELO Program	
Art, Dance, Cooking, and Music Clubs	The ASES staff will allow students to participate in various extra-curricular clubs.
Luminary Arts	This program will provide music, art, and dance for all our students in an afterschool atmosphere.
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 after-school program to take 2-3 week courses by having instructors come to their school.
STEM Camps	Student participants use design thinking to solve personally and socially meaningful, real-world problems with tools such as circuitry, coding, and robotics in our STEM Camps
Fallbrook Kitchenistas Cooking Classes	Students will participate in learning about healthy food options and cooking/preparing dishes.
<b>Community Organizations that have partnered with FUESD After School</b>	
“Rally for Children” is a non-profit that hosts <b>Arts in the Park</b> .	Students will participate in a day of Art, Music, and STEM at Live Oak park each Spring.
“Cesar Chavez Foundation” is a non-profit that hosts <b>Fallbrook a Leer</b> .	Students will attend a Literacy event with their parents and receive a backpack and books, parents will attend Literacy classes. The event is all day and culminates with arts/crafts booths and food for the family.

## 8—Clear Vision, Mission, and Purpose

Describe the program’s 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. In addition, other school committees such as E.L.A.C., D.E.L.A.C., P.T.A., 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  
 Create 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 A.S.E.S. students in after-school intervention programs.  
 Increase Art, Music, and Drama enrichment programs  
 Increase Robotics and S.T.E.M. opportunities  
 Increase after-school clubs and outdoor activities.  
 Increase field trip opportunities.

### Social Emotional Opportunities:

Continue counseling services at school sites and after-school 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  
 Expand parent workshops such as PIQUE, Adult E.S.L. Classes, Watch D.O.G.S., Family Nights, and 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 the district optimizes all resources and to meet the needs of students, parents, and the community, program goals will also align with the District L.C.A.P. goals, which are the following:

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

Strategic Goal II - L.C.A.P. Goal #2 Ensure and nurture a safe climate that promotes students' social, emotional, and physical well-being

Strategic Goal III - L.C.A.P. 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 L.C.A.P. priorities, the following program goals were developed incorporating the Quality Standards for Expanded Learning Programs into the FUESD ELO Program Goals:

1. Provide an enriching learning environment through Music, Dance, S.T.E.M., and Art and academic support, measured through student attendance, surveys, questionnaires, and focus groups. (Q.S. 1, 3, 6) (Academic Support includes power hour, ELD support, and project-based learning)
2. Promote student well-being through opportunities to learn about and practice balanced nutrition, physical activity, restorative practices, and other healthy choices for mind and body. (Q.S. 1, 2, 3, 5)
3. Building student leadership skills by fostering community collaboration and partnerships to support student success.  
(Q.S. 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 L.C.A.P. Objectives based on educational partners' input collected. The Director of E.L.O. will share the program's mission, vision, and plans at board meetings, D.E.L.A.C., 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. In addition, interested parties such as site principals, teachers, program staff, community members, and community partners will continue to be solicited feedback.

#### Program Vision

All E.L.O.P. 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 collaborative partnerships have been built over the past years and continue supporting and working collaboratively with the Fallbrook Union School District. Primarily and most importantly is the Boys & Girls Club of North County (Fallbrook Club) collaboration. The ELO Director and Boys & Girls Club Operations Director and CEO meet regularly to discuss the program goals, staffing, management, and training needs in the After School program. In addition, 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 and Secretary III to support the program development. The following are the collaborative members that support our ASES Program Plan:

1. Boys & Girls Club of North County- The BGC is our most important partner since they provide us with the After School care at each ASES campus. The BGC also partners with us to provide extended care at each school site.
2. Luminary Arts- This program will provide music, art, and dance for all our students in an after-school atmosphere. The classes are chosen to complement the program that runs during the regular school day.
3. CSUSM Center for Research and Engagement in STEM Education- We partnered with CSUSM Research Center to provide STEM activities to our students in the After School Program. FUESD was also a recipient of the STEM Grant that the university received.
4. Fallbrook Sports Organizations- Outreach for 23-24 will continue with the Fallbrook Sports Organizations such as Fallbrook Football Pop Warner, Fallbrook Girls Softball League, Fallbrook Youth Baseball, and so forth.

The ELO Department will work closely with BGC to create community partnerships wherever possible. Other outreach for 23-24 will continue with the Fallbrook Sports teams, Pop Warner, 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. We will also partner with their AVID students to provide tutoring support to our After School Program.

This year we offered Family nights with a STEM focus at several After School Programs and Intersession Camps. In addition, 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 are building community. We hosted various STEAM nights where students and families visited different stations. We had a Space Exploratorium Assembly for summer camp, Bingo for Books event, and many other family nights. For the 23-24 school year, we hope to expand our Family Nights and team with the schools to support them throughout the year with their school events such as Fall Festival, Winter Celebrations, Lunch on the Lawn, Back to School Events, and other essential school celebrations. Community Collaboration is our 3rd ELO Goal: "Building student leadership skills by fostering community collaboration and partnerships to support student success." The Family Nights sponsored by ELO and our After School Program 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.

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. The Continuous Quality Improvement process will work with the Expanded Learning Quality Standards. Every year an internal assessment will occur at each of our school sites to ensure the quality standards are being met and program improvement and accountability are occurring. <https://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>

The department will identify essential 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 focus areas for implementing the California Quality Standards. The ELO Action Team will use the CQI tool to provide ratings on the evaluation of each program. In addition, 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)

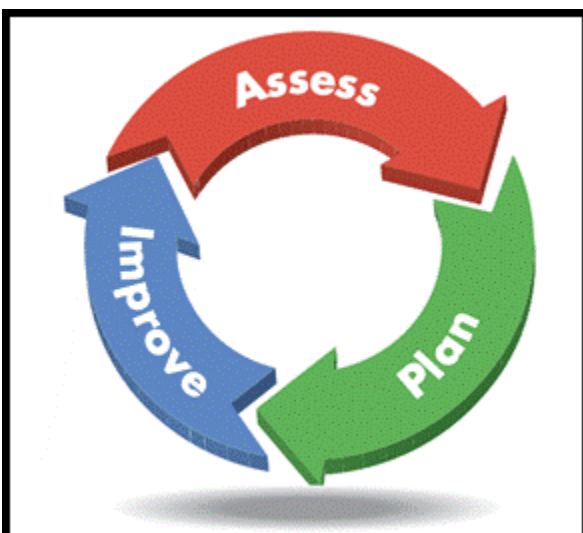
1. Clear data trends
2. Areas of strength
3. Areas of improvement
4. Short-term and long-term goals

#### 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. In addition, 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, 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. In addition, 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 to be available until the program closes at the school sites. Below are the new or revised positions that have created a comprehensive ELO and ASES program and what each job entails below.

NEW Positions for 22-23 School Year:

1. FUESD ELO Director- Works collaboratively with BGC Staff to develop FUESD After School Program. Below is the Job Description of the Director of ELOP, which was approved on April 19, 2022. New position created 22-23

<https://docs.google.com/document/d/1Es0MehC1TDTVLEeldFulrQqzVMS5Xwp6PULcJbh3a1Q/>

- a- Contracts vendors and services for ASES sites
- b- Offers ongoing training for FUESD/ASES staff
- c- Meets weekly with Site Lead Teachers
- d- Collaborates with BGC on enrollment and attendance procedures.
- e- Facilitates Program Quality Review process on ASES/ELO sites
- f- Attends San Diego County ASES meetings

2. Secretary III for the ELO department will assist sites in maintaining schedules and contact information for outside vendors and support the school sites with record keeping. New position created 22-23.

<https://docs.google.com/document/d/13kmv0y1PJI6huUef9X4ywU6eqKaFB2rCVkwy2OSBi68/>

3. Site Lead Teacher- New position created 22-23.

<https://docs.google.com/document/d/1-cHFg3BwnmGVpYem3t-NuvTgr41r8mPN/>

- a-The Site Lead Teacher is responsible for working collaboratively with the Site Supervisor
- b-Creates Session schedules. New position created 22-23
- c-Recruits staff for classes and works with outside vendors
- d-Provides academic and enrichment opportunities to the students.
- e- Site Lead teachers are the acting admin at each site and help run the day-day operations at the school sites.

4. Receptionists (at Mary Fay Pendelton) New position created 22-23

Mary Fay Pendelton required an After School Receptionist to support with registration, attendance scheduling, etc.

<https://www.fuesd.org/wp-content/uploads/2020/01/Receptionist.pdf>

Existing Positions and Needed in After School Program for 23-24 School Year:

1. Bilingual Liaisons (Position increased hours to 7 hr employee and cross-funded with Migrant)

- a- The Bilingual Liaisons support the ASES staff with attendance
- b- Monitor the Attendance and registration of students.
- c- Supports site programs with parent communication.

2. Certificated Enrichment Teachers

Many Certificated teachers taught enrichment in the ELO program, and we would like to continue this process.

3. Classroom Assistants For TK classrooms

Will support the TK Classroom teachers for a ratio of 10:1

<https://drive.google.com/drive/folders/1XDEpzDNmZC4yhsVBbawKO9XX6yUtp5H8>

4. Behavior Specialist

District Behavior Specialist will train Site Lead Teachers on CPI and offer support services to each school site.

5. Counselor

A Counselor will work After School programs to support Crisis Response and student situations that could occur between 1:00-6:00 pm.

The following are the phases of the CQI process, time frames for periodic review of the program plan, and how the community and other external educational partners were involved.

Phase 1: Director of ELO met with educational partners, inquiring about their academic 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 student surveys identified deficiencies, 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

### 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.

The 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 funding streams. The ELO-P funding will create one comprehensive and universal Expanded Learning Program and expand our afterschool programs, including ASES. In addition, the ELO-P funding has created afterschool programs at the schools that do not currently operate under the ASES grant. These programs will be the ELO- afterschool programs at Maie Ellis Elementary, Mary Fay Pendleton, and San Onofre School. A copy of the MOU for the additional after-school program is attached to this document.

[https://docs.google.com/document/d/1EXr6Zb3f\\_nNM8Yg-vSkphFPS30qrIFjr4VW\\_BeNJHWM/](https://docs.google.com/document/d/1EXr6Zb3f_nNM8Yg-vSkphFPS30qrIFjr4VW_BeNJHWM/)

San Onofre Program will be staffed by a Boys and Girls Club lead team member and five support staff, including a 3.9-hour receptionist. ELO will fund each site program and will prioritize our unduplicated students. 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 the Boys & Girls Club of North County in Fallbrook. The FUESD After School Program coordinates all Fallbrook programs under one umbrella. ASES and Non-ASES sites receive the same services, vendors, and enrichment opportunities.

### Transitional Kindergarten and Kindergarten

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

In May 2022, the district expanded the 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 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 the Curriculum and Instruction Department. The TK Curriculum is the following:

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

The FUESD After School Program has added assistants to the After School TK classrooms to comply with the 10:1 ratio guidelines in the ELO Plan Requirements.

## 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 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 are 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.

We are considering Back to School Nights, Open Houses, Parent/Teacher Conferences, and CAASPP testing.

FUESD After School Trimester Schedule:

[https://docs.google.com/document/d/1GeWygsANrB\\_XIR16H\\_Oo5uSuPf6wo85oRNevs0lvtwY/](https://docs.google.com/document/d/1GeWygsANrB_XIR16H_Oo5uSuPf6wo85oRNevs0lvtwY/)

FUESD After School Camps:

<https://docs.google.com/spreadsheets/d/14nYltlw2QT3lsvhm3iNaUHYaXpkGqnk04fs2T2e20qQ/>

FUESD Regular Day and After School Program Hours:

<https://docs.google.com/document/d/1WaMKqZ9kUcruG5W1zVMFX0oxT-2ZBq0NQmLi9TlpfeY/>

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

**EC Section 46120(b)(2):**

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

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

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

**EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

**EC Section 46120(b)(4):**

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

**EC Section 46120(b)(6):**

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

**EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

**EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

**EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

**EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.