

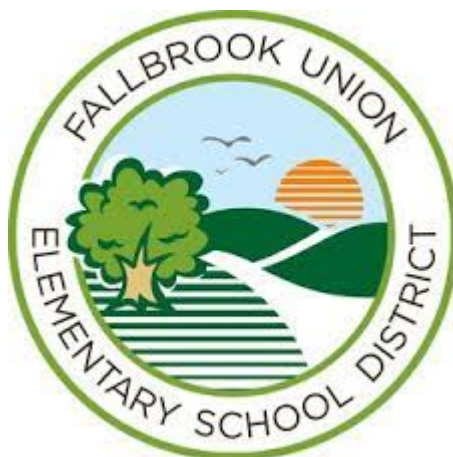
Expanded Learning Opportunities Program Plan Guide

Prepared by:

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Fallbrook Union Elementary School District

321 Iowa Street
Fallbrook CA 92028



California Department of Education

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 seals and the name of their program.

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Fallbrook Union Elementary School District
Contact Name: Lillian Perez
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Contact Title: Expanded Learning Opportunities Director
Contact Phone: 760-695-9877

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

Governing Board Approval Date: August 2023 (every 3 years)
Review/Revision Date: December 2024
Review/Revision Date: August 2025

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”:

Expanded Learning refers to 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. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

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. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

1a. Physical Safety

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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

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. Each after-school program is offered at the assigned school based on boundaries. The Expanded Learning Programs exist at FUESD primarily to provide a safe and secure environment for students who might not otherwise have a safe place to be after school. These after-school programs operate on all school sites listed in this plan and adhere to district-wide safety protocols. The programs formerly known as “ASES” are now under one comprehensive program rebranded as the “FUESD After School,” which includes schools funded by ASES grants and Expanded Learning Opportunities funding. All students supported by the ASES grant will attend their school of residence. Safety procedures include, but are not limited to, mandated reporting, crisis response, threat assessment, effective supervision, inappropriate behaviors, etc.. A school counselor trained in crisis response and restorative practices will be available for the afterschool program, along with the Site Lead Teacher, who will oversee each school's safety process and serve as acting administrator.

In the 24-25 school year, the FUESD After School Safety sub-committee developed a Crisis Response Tree to support all the schools in the “after hours.” We will continue this practice every year moving forward. All program staff will be recognizable and wear the designated, easily identifiable badges. Site Lead teachers will ensure schools are fully secured with established single entry/exit access points during program hours. After-school staff, school staff, our Bilingual Community Support Liaisons, and all educational partners must go through a background check before working with students.

Beginning in the 24-25 school year, all FUESD employees and visitors will use the RAPTOR system when they arrive on campus, ensuring all visitors have been screened and approved to be on campus. We will continue this in 25-26 and throughout the program.

The Raptor system will also ensure that we have an accurate count of all the after-school staff in case of an emergency. This system ensures that visitors/vendors and staff are adequately screened. The screening aims to have a staff roster in “real-time,” including substitute personnel, and prevent assigning personnel who threaten our students' safety and welfare.

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

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

☰ School Safety and Emergency Drills nurturing environment. Each school site now has an after-school safety plan attached to the school site safety plan. This is also included in the School Safety Section, but due to information security, it is only accessible to the Site Admin and Program Leads.

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 (☑ PBIS After School Chart 24-25). Staff will communicate the published matrix and behavioral expectations to students individually or through large/small group assemblies. Our “Areas of Focus and Program Highlights Tool” will also be used when program administrators walk through program sites to support technical assistance, coaching, and feedback. All staff will be trained in Positive Relationship Building and developing positive relationships with our staff. Below is the PBIS chart we revised in 24-25 after looking at behavioral data and Crisis Response data.

All ELO Site leads and afterschool supervisors are now trained in After School Risk Assessments. We provide this twice yearly with the district's social worker and ELO Counselor. The other trainings include a review of the Safe School Plan, Threat Assessment, PBIS Systems for After School, and Crisis Response Training. Please see the Safety Training provided in the 24-25 school year, which will be ongoing for the 25-26. All of our protocols are in the Site Lead Teacher Training Manual attached here:

☰ 24-25 Lead Teacher Training Manual

1b- Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students.

The ELO Counselors are committed to supporting our students' mental health and well-being. To this end, they use the multi-tiered system of support model (MTSS) to continue supporting the social-emotional development of our students in the after-school program. Our ELO Leadership Team developed the goals below in conjunction with the counselor. We will collect data throughout the school year to determine growth and areas of need. The following are the ELO Counselor Goals for the 25-26 School year:

Goal #1- Attendance

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

Goal #2- TK/Kindergarten

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

Mental Health and SEL examples for the afterschool program

For the 24/25 school year, the ELO Counselor will have a home base at Fallbrook STEM Academy, which is the school that has demonstrated the highest need in the afterschool program this year. Moving Forward for 25/26 school year, I will continue to support the overall social-emotional development of students, the services that the ELO Counselor has provided have included classroom counseling lessons on gratitude, empathy, kindness, and perseverance; conducting minute meetings with 5th-grade students in the after-school program to see which students may benefit from additional support; assisting with PBIS Expectations presentations; small group counseling for various grade levels; crisis intervention support; individual student check-ins on an as-needed basis to address topics such as emotional regulation, coping strategies, feeling identification, expected vs unexpected choices, conflict resolution, grief, and safe personal space; restorative circles; support with student success plans and positive reinforcement strategies; presentations on diversity and unique individuals to support an incoming student with exceptional needs; and ongoing collaboration with the site's school counselor, school social worker, administrators, site lead teachers, parents/guardians, teachers, and After School staff.

The ELO Counselor aligns her work with the district's MTSS model and provides interventions through tiered systems of support depending on the needs of the students. The ELO Counselor focuses on Tier 1 interventions by implementing Character Strong counseling lessons during the afterschool program to complement students' lessons during the core day. Further, the ELO counselor supports staff by providing them with coping strategies to help students regulate their emotions and works closely with staff to implement

PBIS strategies. In addition, the Expanded Learning Director will work with the ELO Counselor to develop a calendar of mental health campaigns that the Afterschool Program can support. Mental Health Campaigns (e.g., Start with Hello Week, Unity Day, Red Ribbon Week, Great Kindness Challenge Week, Mental Health Awareness, and Lights On Afterschool) will continue to be the focus of our ongoing support throughout the school year. These campaigns will target recognizing the signs of mental health concerns, identifying when to ask for help, highlighting students who advocate for their peers, and creating safer and kinder school environments.

The ELO Counselor works closely with the lead school counselor and the school social worker at FSA to identify students who require Tier 2 and Tier 3 support. The focus of Tier 2 interventions has included small group counseling for emotional regulation, coping skills, friendship skills, healthy relationships, and social skills. We identified students who would benefit from small group counseling lessons to address their social-emotional needs by reviewing student data from the Panorama surveys and student observations from the afterschool program. Five small groups were created by grade level in the Fall of 2024 (one group included students at MEE in the afterschool program), and all focused on feeling identification and emotion regulation. The ELO Counselor utilized the Zones of Regulation digital curriculum for the small group counseling lessons that spanned once a week for approximately 6-8 weeks during the afterschool program. After reviewing Panorama data for Spring 2025 and student observations in the afterschool program, we created three groups in the afterschool program. One group will focus on developing and practicing social skills, another group will focus on developing friendship skills, and another group will focus on developing emotional regulation skills. The ELO Counselor will utilize the Zones of Regulation and Character Strong curriculums. Two additional small groups will be co-facilitated between the ELO counselor and the FSA social worker, and the topics will be healthy relationships and friendships. The curriculum that will be used for the health relationships group is Couplets - Healthy and Unhealthy Relationships.

For Tier 3 support, the ELO Counselor is on-call to provide crisis support at the school sites, when necessary. This year, the ELO Counselor has been collaborating with the site lead teachers to collect data on student behavioral incidents during the afterschool program at all of our school sites. Please see below for a summary of the [Behavioral Incident Report](#) data collected every month since August 2024:

Summary - Behavioral Incident Report YTD (August 2024 - February 2025)									
Site	Inappropriate Language	Physical / Physical Aggression	Vandalism / Graffiti	Defiance / Disrespect	Threat	Bullying	Weapon	Technology Misuse / Cyberbullying	Total Number of Incidents
LAP	4	25	2	23	0	1	0	2	57
FSA	4	33	1	26	1	0	0	0	65
MEE	7	30	0	23	1	2	0	1	64
LOE	3	6	2	24	0	0	0	0	35
WHF	3	4	3	13	0	0	0	1	24
MFP	18	51	3	147	0	3	2	0	224
PJH	5	2	5	14	0	2	0	2	30
Total Number of Type of Incident	44	151	16	270	2	8	2	6	499

In order to support the school sites with student behaviors, the ELO Counselor collaborates with the following:

- The district behavior team to conduct observations and provide their recommendations for interventions that will support our students.
- The afterschool staff to model intervention strategies.
- Key stakeholders in the afterschool program (e.g. site lead teacher, the site supervisor, and the student's parents) to develop student success plans to support our students and ensure they are successful in the afterschool program.

In addition, the ELO Counselor provides individual counseling support for students requiring additional support on an as needed basis.

The ELO Counselor also co-developed the [PBIS module](#), which is a component of our frontline staff training, and coached the frontline staff on various strategies. The PBIS module included practical coping strategies that the frontline staff can utilize with their students when students are feeling dysregulated, and a sample can be seen below. The ELO Counselor modeled the various coping strategies, explained how they can be helpful to students, and provided the staff key ring cards with strategies that they can keep in their clipboards for reference. For next year, the plan is to continue offering these training sessions so that staff can walk away with practical strategies and continue to build on their coping strategies toolbox.

Coping Strategies

ROLLERCOASTER BREATHING

Trace each finger with your pointer finger. Take a deep breath in as you go up each finger and exhale as you go down each finger.

RAINBOW BREATHING

Take a deep breath in as you follow the arc to the top, pause, then exhale as you follow the arc to the bottom. Repeat with each color.

FLOWER/CANDLE BREATH


Take a slow, deep breath in through your nose as if you're smelling a flower. THEN Slowly exhale through your mouth as if you're blowing out a candle.

INVESTIGATE

2—Active and Engaged Learning

Explain 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 provider. Teachers will have access to grade-level novel sets, with project-based lessons designed to help students' educational literacy. The Literacy Coaches have worked with the ELO Director to create Novel Engineering Lessons for each grade level, as attached here  Novel Engineering- ELOP Session 1

In addition, we will support ELA and Math by providing grade-level skills games and activities to differentiate and complement the school day instruction. We also revised Genius Hour to include three rotations of grade-level skills games, guided or Independent reading, and Homework support during the wheel.

We provide targeted Homework Support and Academic Interventions during the homework portion of Genius Hour in Math, ELA, and Science.

- Personalized academic support helps students strengthen core reading, math, and problem-solving competencies.
- Study skills development fosters independence and accountability in learning, addressing challenges like a lack of home support for homework.
- Literacy and Math tutoring support ensure students receive additional academic reinforcement.

Students build valuable 21st-century skills through daily Enrichment Activities such as critical thinking, creativity, collaboration, communication, and problem-solving.

- Project-based learning helps students engage in hands-on experiences that promote deeper understanding and innovation.
- Cultural exploration and identity development are integrated into enrichment

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

Site lead teachers will collect student data through previously mentioned focus groups and student Google surveys. These surveys will consist of questions focused on enrichment interests and suggested clubs. The surveys will be administered at the beginning of each session and will support planning to identify the site's educational enrichment focuses for the school year.

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. Each school site offers a variety of Enrichment opportunities for their students.

We will also offer STEAM (Science, Technology, Engineering, Art, and Mathematics) enrichment wheels to improve academic achievement and student success. The 25-26 school year will be our third year of E-sports participation. Esports officially stands for electronic sports, not to be confused with video games. Esports take video gaming to another level with organized competitive gameplay between two teams governed by strict rules and guidelines. Like traditional sports, e-sports requires teamwork, communication, critical and strategic thinking, creativity, sportsmanship, and leadership.


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


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

3—Skill Building













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

Throughout the 25-26 school year, the TK classroom assistants will continue to receive specialized training in phonemic awareness, phonics, and number sense that is developmentally appropriate. The TK/K classroom assistants will work longer hours to ensure they are appropriately trained and prepared for students' needs. Other skills needed for the TK students include social and behavioral skills; the counselor will work with TK staff to provide Skills Streaming lessons for our TK/k students.

The Afterschool Programs will continue to offer rotations that reinforce literacy during Genius Hours and through other project-based lessons provided at each site. For the 25-26 school year, the afterschool program will continue to focus on TK-6th grade reading skills. The site lead teacher will work with the Instructional Coaches at their school site to seek support in training the after-school staff on skill-based activities, such as reading sight words, practicing vocabulary words, etc. Training on Genius Hour will be provided to all the staff, and ongoing support was provided. Intervention teachers from each site also helped ensure students got independent reading minutes and guided reading lessons twice weekly. Please see the training provided.  Schedules/Programs (Genius Hour)

We have also enhanced our program by providing a training in Guided Reading with minimum expectations and data submitted by each teachers from each school site who are supporting the program. Hundreds of high-interest leveled books were purchased for each after-school program. Lexile cards were made with each student's independent reading level. A colored Lexile system was created to ensure all students were reading at their level. (example below) The ELA coaches created this system to make it adaptable for our after-school staff who are not educators.  Guided Reading during Genius Hour

Book Nooks

Color	Lexile	Color	Lexile
	88-199		700-799
	200-299		800-899
	300-399		900-999
	400-499		1000-1099
	500-599		1100-1199
	600-699		1200 +



Moving forward for the 25-26 school year, the ELO Action Team will work on highlighting grade level skill based lessons for each grade level to provide additional support and bridge the gap between the Instructional Day and After School day. For example, the Math Committee has been working with various grade levels to identify the specific skill based lessons that can be done in a fun game to reinforce Multiplication Facts. The ELO Action Team will build a library of skill based lessons that are easily accessible and five question pre-post assessments to monitor student growth.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

The Site Lead teachers and ELO counselor survey 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. This is done at each school site. Attached is a copy of the choices students had at Fallbrook STEM Academy. [FUESD After-clubs/classes for Session 3](#). We also pulled in our daytime teachers to seek ideas on their students' interest level and to teach enrichment classes. The ELA TOSAS at each site helped create the After School Reading Program as an extension of the students' instructional day reading goals. For the 25-26 school year, we have a subcommittee working on linking all the Science Standards for each grade level to our STEAM projects. As previously mentioned members of the Math Committee will create grade-level skill-based math activities to reinforce grade-level standards.

The clubs and opportunities highlighted in the link above demonstrate how we have given our students choices starting in TK. Our younger students are surveyed on one of their interest levels. Our older students are given opportunities to participate in Service Learning Projects by identifying community events where our students can volunteer and learn to be productive citizens. The students in the after-school program have the opportunity to volunteer in "Fallbrook a Leer," a service learning project geared to build literacy skills in the community, and "Arts in the Park," an event co-sponsored by FUESD, where students can volunteer to run an art, crafts, or STEM activity. This year, we teamed up with Fallbrook Animal Sanctuary to raise “Pennies for Pets.” Student created fliers and set up the whole process at their school site.


As a culminating activity, at the end of each enrichment session and Super Summer Camp, students will host an “Invention Convention” and invite parents to come on campus to see the STEAM projects or clubs they have helped develop. This will foster stronger family/school connections and help build our students' leadership skills as they share their projects or activities with their families. Students on the ELO Action team help gather feedback on the program from their classmates through surveys and meetings.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.


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

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

- Kitchenista classes were taught at some in-town schools, and students of all ages participated. In addition, ELO offered a parent Kitchenista class in the evenings. Parents went through a series of lessons and engaged in hands-on cooking activities during the course. Parents were encouraged to share recipes and participate in the classes. We had excellent attendance for each class and would like to offer more Kitchenista training for the 25-26 school year.  Kitchenistas with kids recipe book

● We have also begun offering Friday "suppers" at some of our schools, based on the availability of vendors and food providers in the area. We launched this program at Potter Junior High and the students have loved our bi-weekly suppers. Students can choose healthy choices such as yogurts, salads, and fresh vegetables. We work closely with local farmers and our Child Nutrition Services Director to explore healthy options for our students and families. We will also continue to work with the San Diego food bank to offer groceries to our families during intersessions. During our 2025 Spring Camp we were able to offer 150 bags of fresh produce and shelf stable items to all of the families who attended camp.

The ELO Director is part of the FUESD Wellness Committee and works closely with the Director of Child Nutrition Services. The ELO department collaborates with the Child Nutrition Department to share monthly information on wellness and healthy recipes for our students.

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

We offer physical education opportunities during Intersession camps and summer programs every after-school day. In the 25-26 school year, we will continue to offer Sports to our students while partnering with the following groups, “Soccer Saints” and Fallbrook High School seniors who will help run sports clinics with an FUESD Certificated teacher. We also will continue our Fallbrook After School running club and field hockey classes.

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

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

6—Diversity, Access, and Equity

Describe how the program addresses cultural and linguistic diversity and provides opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access 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. Throughout the years, our students visited four different museums at Balboa Park, spoke to docents, and made origami art at the Japanese Friendship Garden.

In addition, we focus on providing the following:

- **Bilingual Access:** All program materials, outreach, and communications are available in English and Spanish to ensure accessibility for ELL families.
- **Culturally Representative Staff:** ELO Program and partners prioritize hiring staff from the local community who reflect students' backgrounds, with 100% of after-school staff identifying as people of color. Many staff members are also part of our community.
- **Culturally Responsive Teaching:** The Staff receive professional development on culturally relevant teaching practices. This ensures that our staff values, affirms, and integrates students' cultural backgrounds into learning experiences.
- **Student-Centered Cultural Events:** The program will highlight cultural events such as Black History Month, Women's History Month, Hispanic Heritage Month, etc. Programming and activities build student awareness and appreciation of the history, backgrounds, and cultures celebrated in these month-long highlights. Each month, the program will explore different cultures from around the world. The curriculum will highlight a day in the life of a child from another country, along with words and phrases they use, the food they eat, and an art activity that will be displayed for families.

- Migrant Students:** A significant group of Unduplicated children are part of the Migrant population in FUESD. The ELO Director and Director of the Migrant Program are working collaboratively to provide layered enrichment experiences for our students, such as university visits, art and cultural experiences, and events. This past year, our Migrant students had priority at our intersession camps and field trips. We will continue to partner with the Migrant program to offer our students the best of both programs. We have partnered with the Migrant Program to provide summer programs in June and July and give priority to our Migrant students.
- Community Ties:**
 Due to our high numbers of low-income families, we have partnered with the Cesar Chavez Foundation to support the “Fallbrook a Leer” event hosted annually at our local schools. Students from every school in the district (we will prioritize UPP students) will be invited to this annual event, which supports Literacy in the community. Parents are also welcome to attend; they partake in literacy workshops, and students go to different stations to read with guest readers. The event culminates with an Arts and Crafts booth, and each student receives a backpack with books to take home.
- Special Education Support Program:**
 Access to After-School Programs is essential to meet the needs of students, especially those with disabilities, English language learners, or students with barriers that could potentially limit their participation. For students with disabilities, the After-school Programs will provide support staff who have training in working with special education students. The ELO Department will collaborate with the Special Education Department to develop professional development and build the knowledge and skills of staff needed to work effectively with students with identified behavioral, academic, and social/emotional needs.

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.

When needed, we hold special meetings to discuss students' accommodations, transportation needs, and support personnel. The attached meeting agenda brought together site administrators, school social workers, ELO counselor, ELO Director, Boys & Girls Clubs Director of Operations, the Site Supervisor, and parents to build a solid plan for a new student requiring extensive accommodations. We always support the students as best as possible and hire additional staff to provide the best program for our students. [FAS_Agenda_FSA 24-25_01/29](#)


7—Quality Staff

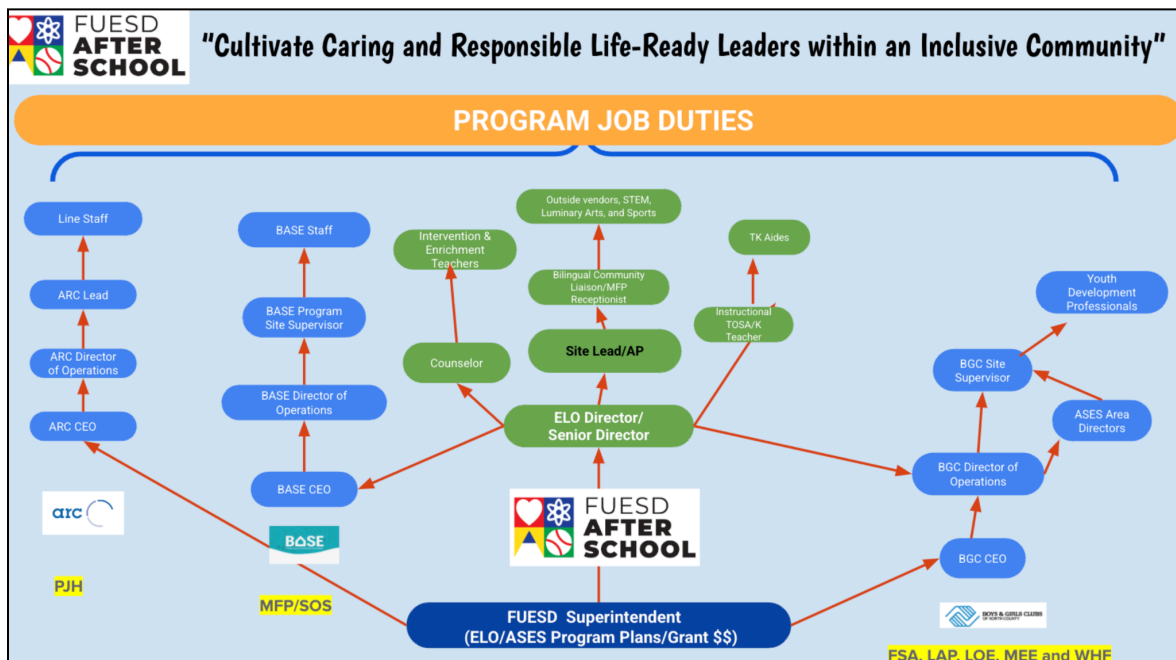
Staff Engagement- Detail how the program will provide opportunities for students to engage with quality staff.

I. Minimum Requirements met for all Frontline Staff:

The ELO Director will work with the Human Resources Department to continue posting in-house afterschool staff opportunities and interviews. We have also developed a new protocol to ensure all after-school staff is trained and meets the minimum requirements for an instructional aide.

- FUESD Human Resources revised their IA test this year, and each third-party employee must take the Instructional Assistant Exam provided by FUESD.
- Our ELO and HR departments track our partners on a shared Google spreadsheet that houses the dates of Fingerprinting and TB Tests, test scores, and proof of 60 units.

In addition, our ELO clerk also has an audit folder with all the job descriptions of these positions from each organization.  FUESD JOB DUTIES 25-26 has passed the FUESD Instructional Assistant exam.



II. Staff Hiring, Training, and Development

A. Recruitment and Professional Development

- Recruitment of highly qualified staff through job fairs, teacher training programs, and community partnerships.
- Competitive compensation, including salary boosts for bilingual skills, advanced degrees, and alums status.
- Retention incentives include full medical benefits for FUESD staff working 0.50 FTE or more.

B. Professional Development for Program Success

The ELO department implements comprehensive professional development to ensure staff are equipped to engage and support students. Training includes the following areas:

- Restorative Justice, Trauma-Informed Practices, School Safety, and many other trainings.
- Frontline staff is trained on best practices tied to quality standards.
- Weekly staff meetings for planning, training, and communication.
- Designed to maximize student impact while ensuring fiscal responsibility.

Below are the FUESD Training dates from 24-25. This summer, we will schedule a similar PD Calendar for the new academic year 25-26. The training is geared to every staff member's job, including lead teachers, counselors, frontline staff, bilingual liaisons, and certified/classified staff. [24-25 FAS Professional Development Training Dates](#) The After-School Training is geared toward Assistant Principals, Site Lead Teachers, Liaisons, Front office staff, TK/K staff, and Certificated Teachers running Guided Reading Groups at each site. We invite the frontline staff and our program partners to attend the training every semester.

FUESD After School 24-25 Professional Development Schedule				
Dates/ Location	Trainer and Training Topic	Personnel	Links to Agendas	Attendance Sheets
July 16-18th, Room 11 12:00-5:00 pm	Trainer of Trainers w/Lynne Brown Leadership Training Strategies for Engaging Front Line Staff (YDPs and ARC employees)	Site Leads: Eliseo, Josh, Sonya, Rebecca -Miguel and Jamie	Training of Trainer... Youth Professiona... Materials List	Trainer o...
July 22, 2024	AP/Principal ELO Overview	APs and Principals	AP Duties for FUES... FUESD After Schoo...	
July 23-24 8:00-12:00 pm (BGC Staff)	TK/K Training TK/K FUESD Aides will receive engagement, behavioral management, and literacy center training.	TK K aides BGC TK/K staff	TK/K ELO Training ...	ASES/EL... Lilly to add TK/K Check-ib
August 1, 2024 Room 11 LAP 8:00-4:00 pm	FUESD After School 23-2 4 Goals and City Span = 8:00-12:00 ELO Goals and FUESD Mission/Lead Teacher Manual 1:00-3:00 pm (Lorena and Lilly) City Span Site Lead Teacher and Attendance Audit	Site Lead Teachers and Liaisons/APs	24-25 Lead Teache... August 1st - Agen...	
August 3, 2024 8:00-3:00 pm	FUESD After School CPR Training @ MEE Cafeteria	Site Leads and Liaisons/APs And TK Aides	8/3/23 Lead Teac...	CPR Roster 8-2-2024.pdf TK/K EL...
August 6th Potter Junior High 8:00-3:00 pm 8:00-1:30 pm 2:00-3:00 at Big Club	FUESD After School Training Modules FUESD Mission and ELO 24-25 Goals	ALL FUESD After School Staff from Boys & Girls Clubs of North County and ARC	Trainer of Trainers YDP Agenda Frontline Staff/YD...	

TK/K Specialized Training

This past year, we hired a TK/K Lead Teacher, and she has been monumental in creating monthly and weekend training for all staff working with our TK/K population. Every month, FUESD classified TK classroom assistant meets for two hours to review and prep the monthly materials; they are given books, developmentally appropriate games, and lesson plans broken down by week. There is a monthly theme, and each training includes support with behavior management. The curriculum created is designed for the 4-5 age group. An example of a monthly training is linked in the [TK/K ELO Hub 2024-2025](#)

TK/K ELO Hub 2024-2025	
<u>House Items</u> Staff Contact Information Assistant Schedule w/ Prep Minutes PD Schedule Daily Classroom Schedule Site Visit Sign Ups Conference Week Schedule Oct. 8th-11th Getting a Sub - Procedures	<u>Additional Classroom Resources</u> Center & Clean Up Timers Discipline Protocols Management Slides & Strategies Skill Streaming Lessons Center Outline & Ideas BOY Checklist Weekly Lesson Planning Template Substitute Lesson Template Kindergarten Sight Word Flashcards
<u>Staff Resources</u> July 23rd - Training Presentation August 24th - Training Presentation September 19th - Training Presentation October 16th - Training Presentation January 9th - Training Presentation February 8th - Training Presentation TK/K Rosters TK Needs Folder Amazon Order Form Certificated Timesheet Classified Timesheet	<u>Programming & Materials</u> August Schedule & Centers Week 1 Week 2 Week 3 September Schedule & Centers Week 1 Week 2 Week 3 Week 4 October Schedule & Centers Week 1 Week 2 Week 3 Week 4 Week 5



C. Frontline Staff Training

Throughout the school year and summer, the ELO Department will host several training sessions for all staff. For the past 2 years, the Site Leads have become trainers of trainers. They are now hosting training for all frontline staff on an FUESD ELO Department “Frontline Staff Expectations” we have developed based on the Quality standards and coaching support from Curriculum Developer and Trainer Lynne Fox, Franklin Covey.


Frontline Staff Expectations

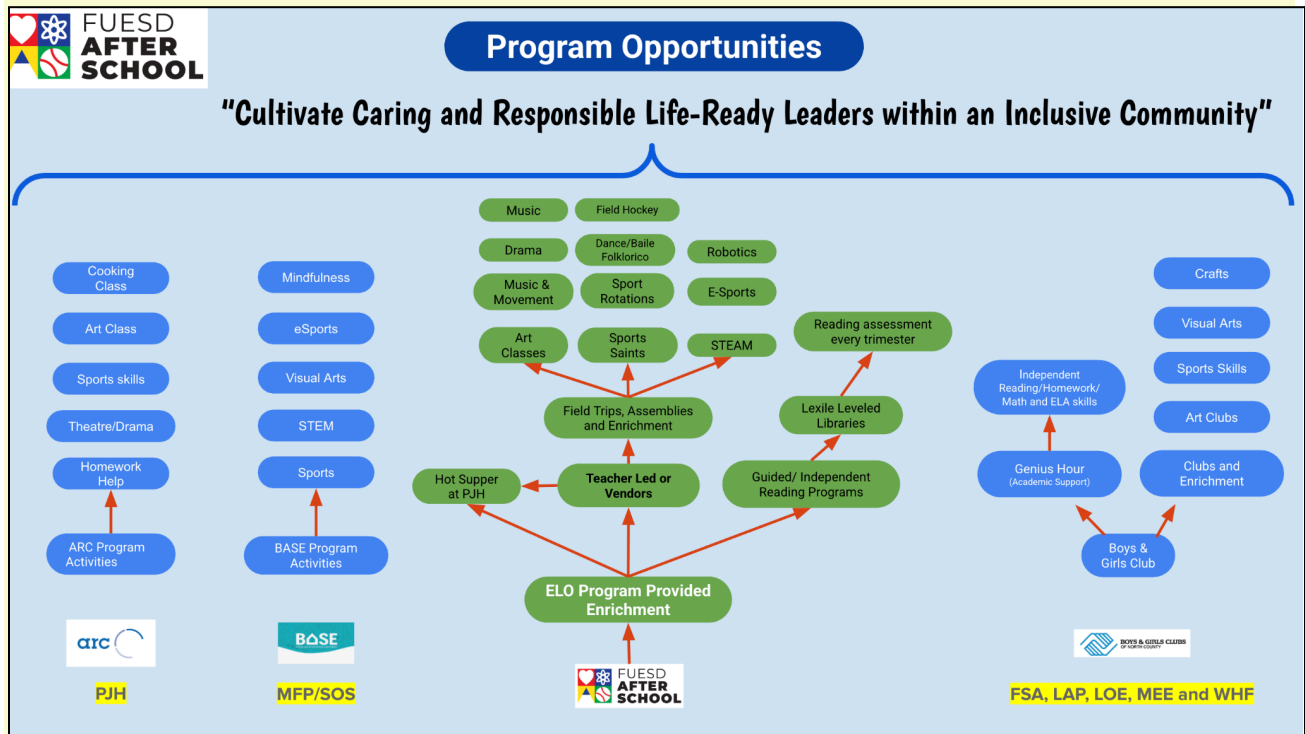
The training provides multiple opportunities for students to engage with staff meaningfully, fostering mentorship, trust, and personal growth. In addition, it teaches Daily check-ins, where students and staff build relationships, discuss challenges, and celebrate successes. It also provides opportunities for student-staff collaboration, with staff leading clubs, activities, and special events aligned with student interest. The five strands covered are the following:

- **PBIS Strategies-** to learn age-appropriate interventions, positive feedback, and reinforcement of leadership skills
- **Schedules and Programs-** Genius Hour Rotations
- **Students and School Safety-** Organized Transitions, Active Supervision, Reporting Behavior Incidents, and Safety Drills
- **Professionalism-** Including maintaining boundaries with students and the importance of confidentiality
- **Rooms and Equipment-** Use of room environment checklist, organization, and clean-up procedures

 Frontline Staff Expectations & Highly Effective Practices	
Positive Behavior Intervention and Support <ul style="list-style-type: none"> ● Positive feedback and reinforcement of leadership habits ● Respectful, timely, and clear language and tone between staff and others ● Use of age-appropriate behavioral intervention strategies 	Student and School Safety <ul style="list-style-type: none"> ● Organized transitions and routines: <ul style="list-style-type: none"> ○ safe, respectful, and organized ● Active supervision of all students <ul style="list-style-type: none"> ○ TK through 2nd-grade students must accompany an adult while moving around the school premises. ○ Communication and knowledge of student(s) whereabouts at all times ● Complete behavior and incident reports immediately <ul style="list-style-type: none"> ○ Report serious incidents immediately to the Site Lead and Supervisor ○ Provide a copy of the report to the Site Lead Teacher ● Staffing assignments based on the program need <ul style="list-style-type: none"> ○ 20:1 (1-8) ○ 10:1 (TK/K)
Professionalism (Behavior and Appearance) <ul style="list-style-type: none"> ● Dress code enforced (see site supervisor for BGC dress code) ● Cell phone usage is limited to contacting the Site Lead and Supervisor ● Maintain confidentiality ● Maintain professional boundaries between all stakeholders <ul style="list-style-type: none"> ○ Social media ● Avoid putting yourself in a compromising situation ● Appropriate radio etiquette 	
Schedules and Programs <ul style="list-style-type: none"> ● Schedules are posted and followed in the classroom ● Genius Hour- (post Genius Hour breakdown) ● Organized and engaging structured physical activities ● Supervise enrichment classes <ul style="list-style-type: none"> ○ Maintain staffing ratios ● Procedures and routines such as Round-ups and callbacks 	Rooms and Equipment <ul style="list-style-type: none"> ● Room/Site - organization and clean-up <ul style="list-style-type: none"> ○  Room Environment Checklist ● The snack area is clean. ● Outdoor areas are clean and picked up ● Indoor areas are clean and picked up ● Respect host teachers' classrooms <ul style="list-style-type: none"> ○ Report damage to the Site Lead immediately

Program Opportunities

Please see our three partners' program opportunities: BASE, Boys and Girls Clubs of North County, and ARC. Please see the attached program opportunities as they continue to grow and expand. Each program tailors its options to the needs of the students and the population. The schools on the military base have less than 5% English Learners, and parents often request sports programs and STEAM-based opportunities. There is less need for after-school care because many households have a parent at home. The needs at Maie Ellis are also different because it is a Dual School and Choice School. It is important to know your population and the families you serve. Below are the program opportunities offered by FUESD and its partners.  Program Opportunities 25-26 school year



8—Clear Vision, Mission, and Purpose

Program Vision

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

Expanded Learning Program Mission Statement

In February 2023-2025, the Site Lead Teachers, Providers' Staff, and administration worked with a Franklin Covey consultant to create a unified Mission Statement. Our Mission is to successfully provide a safe, positive environment that will nurture academic achievement and improve school attendance while promoting healthy choices through enrichment and recreational programs for our students. The following is the Mission Statement the Leadership Team of FUESD After School created. **“FUESD After School Mission is to cultivate caring and responsible life-ready leaders within an Inclusive Community.”**

All afterschool students will be surveyed each session to determine their interests in enrichment, and the Site Leads will hold “student focus” groups to determine student interest. This data will be compiled with the data collected from parent surveys, LCAP Community Input meetings, and Needs Assessments. The FUESD LCAP Forums held at each site collect data from school personnel and parents. All nine schools had designated nights led by directors and site administrators to gather feedback from community members and parents. Other school committees, such as ELAC, DELAC, PTA, and School Site Council, participated in these parent forums. Listed below are the common areas of interest from parents and community members.

Academic Intervention and Enrichment:

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

Social Emotional Opportunities:

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

Parent and Community Engagement:

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


The program will engage all educational partners, including students, parents, staff, and community members, and ensure that its vision and mission go hand in hand, are reflected in the program goals, and are aligned with the LCAP. Objectives are based on educational partners' input. The ELO Director will share the program's mission, vision, and goals at board meetings, ELAC meetings, and other community meetings.

The ELOP committee will meet six times yearly to review data using the Quality Performance Measures and relevant data to the goals. Solicited feedback is encouraged from interested parties, such as site principals, teachers, program staff, students, parents, and community members. The program goals will also align with the District LCAP goals, which are listed below:

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  **ELO Program Goals 25-26**

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

What does FUESD provide to our students? The link provided part of a training offered for Genius Hour for the partner staff. [Genius Hour- October 2024](#): Some of the biggest changes in our program are tied to our ELO goals for 25-26

- Genius Hour has replaced Power Hour, which must include 20 minutes of independent reading, 20 minutes of homework help, and 20 minutes of academic games for ELA/Math. Moving forward to 25-26, we will continue to improve on the following:
 - Reading teachers at each site will track reading minutes and set goals with students.
 - Expand Lexile libraries and carts for each program.
 - Train the frontline staff on rotations and how to read students at independent levels and use the color-coded library.

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

- The Site Leads will ensure that each grade level has two rotations a day of physical fitness with organized games.
- Discipline data will be closely monitored to support students who are struggling.
 - The site lead and assistant principal will support outreach to students with social-emotional and/or discipline issues and, if needed, refer them to the ELO Counselor.
- Attendance reports are monitored daily by ELO clerks and Site Lead Teachers.
 - If students are frequently absent, follow-up will be done by the Bilingual Liaison or Site Leads.
 - The staff will look for ways to support our students if there is a transportation issue.
 - The after-school staff will work with site administrators to create a success plan for struggling students.
 - Site Leads will do weekly attendance audits and work with the ELO Clerk.

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

1. Students can work with other community partners through our camps, such as classes with Fallbrook Art Studio, Sports Saints, and local Music teachers.
 - This year, we added a professional Art teacher during intersession and music classes.
2. Students will have voice and choice during enrichment activities with the Boys & Girls Clubs of North County, ARC, and BASE programs.

9—Collaborative Partnerships

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

First and foremost, the ELO Department implemented a new process: scheduled monthly walk-through visits at each site with the FUESD Assistant Superintendent, Senior Directors, and Boys & Girls Clubs Director of Operations. During the walk-through, we discuss areas of need, goals, and action plans and make recommendations for improvement. If we see the same area of need across campuses, we revise our ASES and ELO plans to reflect the changes. For example, we tightened our check-in and check-out procedures, tremendously improving our attendance. The Boys & Girls Club hired an attendance monitor at each site, we established common practices for check-in and check-out, and we revamped our registration process. In addition, we ensure that all staff members, including our partners' staff, are trained in CitySpan.

Many collaborative partnerships have been built over the years, and we continue to support and work collaboratively with the Fallbrook Union Elementary School District Board. In response to the expansion of our Expanded Learning Opportunities Program, the Fallbrook Union Elementary School District Board approved the TK/K Instructional Assistants to support the growing program and, specifically, TK/K Students' developmental needs. The ELO Committee comprises students, staff, parents, district directors, and community members.

The ELO Department will work closely with BGC and ARC programs to create community partnerships wherever possible. Other outreach for 25-26 will continue with the Fallbrook Sports teams, Pop Warner Football, Fallbrook Girls Softball, and Fallbrook Baseball, seeking scholarships for our students. In addition, the ELO director will work with the Administration at Fallbrook High School to create a partnership with their esports teams.

This year, we partnered with community vendors and offered family night assemblies with a STEAM focus at several after-school program sites and intersession camps. We collaborated with the school site administration to extend the after-school event into a school-wide Family Night to include all stakeholders. This collaboration built community and highlighted our new FUESD After School program. In addition, ELO hosted various STEAM nights where students and families visited different stations. Every school was given a small budget for Family Nights sponsored by ELO, and the events were a huge success; parents and students used new and exciting STEAM technology, and schools had a great turnout. Providing the Family Nights has been integral to building our community relations and supporting our families.

Community-Based Organizations and Other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools and Multi-Tiered Systems of Support.

Students and Families

First and foremost, the ELO Department implemented a new process: we have scheduled monthly walk-throughs with the FUESD Assistant Superintendent, Senior Directors, and Boys & Girls Clubs Director of Operations to visit each school. During the walk-through, we discuss areas of need, goals, and action plans and make recommendations for improvement. If we see the same area of need across campuses, we revise our ASES and ELO plans to reflect the changes. For example, we saw the need to tighten up our check-in and check-out procedures, and the Boys & Girls Club hired an attendance monitor at each site, which has tremendously improved our attendance. We also established common practices at each site for check-in and check-out and revamped our registration process. Along with these changes, we ensure that all staff is trained in City Span, including our partner's staff. Lastly, the ELO clerk will continue to actively go to each school site to monitor the check-in/check-out procedures along with the Site Lead teacher.

Many collaborative partnerships have been built over the past years, and we continue to support and work collaboratively with the Fallbrook Union School District. In response to the expansion of our Expanded Learning Program, the Fallbrook Union School District Board

approved the TK/K Instructional Assistants to support the growing program and specific TK/K Students' developmental needs. The following are the collaborative members who support our program plan and are part of the ELO Committee, which is comprised of students, staff, parents, district directors, and community members.

The ELO Department will work closely with BGC and ARC programs to create community partnerships wherever possible. Other outreach for 25-26 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 work with the Administration at Fallbrook High School to create a partnership with their E-sports teams.

For the 25-26 school year, the ELO Director will continue working with the community schools committee to enhance student opportunities and increase multi-tiered support. The Tiered academic interventions that will be offered are the following:

1. Students identified for additional academic support (e.g., struggling readers, ELLs, students with IEPs) will receive personalized learning plans and small-group tutoring
2. Social-emotional support through our ELO Counselor and CS Social workers working together to support the highest risk students
3. Students with high-risk trauma scores receive in-school and after-school counseling, ensuring continuity of care.
4. Seamless coordination between school-day and after-school staff: After-school teachers will meet with teachers daily to track student progress and ensure alignment between instructional day interventions and after-school support

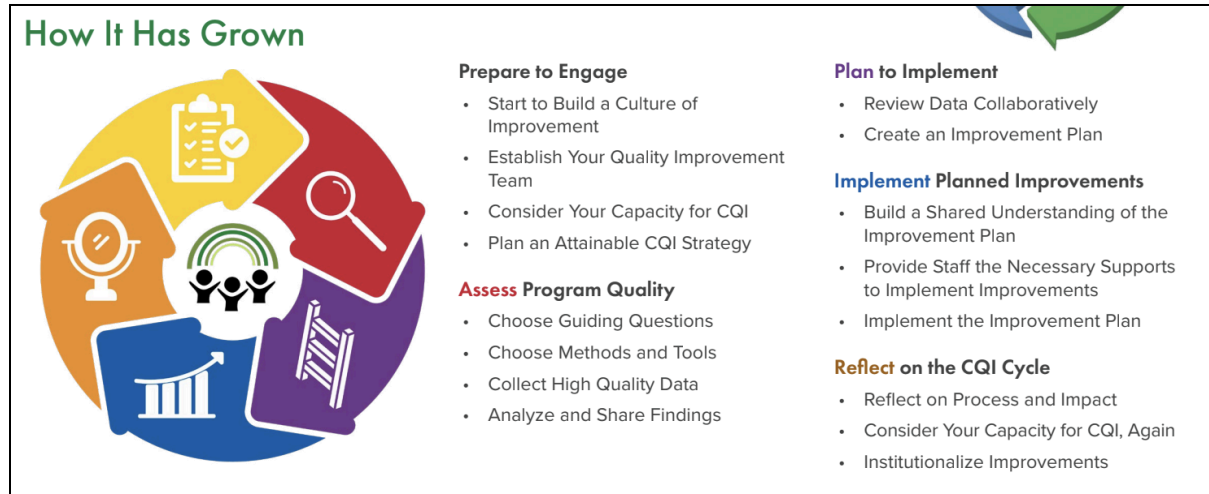
10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to reflect and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. As previously provided, more information on CQI can be found on the CDE Quality Standards and CQI web page.

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 department will identify essential quality standards for the year's focus. With site leadership, program administration will establish monthly program goals and an action plan for each goal. The Information Technology 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, newsletters, and social media.

The ELO Action team follows the Quality and Continuous Quality Improvement (CQI) model for the Expanded Learning Programs Model, an ongoing and iterative process consisting of cycles within a defined timeline. Remembering that this model is repeated and individualized for each program's needs is important. Below is the continuous quality improvement model and its five components.



The ELO Action Team uses the Continuous Quality Improvement (CQI) tool to rate themselves at the beginning of the year and create an action plan to improve on each goal, which includes collecting data. The ELO Action Team will use the CQI tool to provide ratings on program goals, set up a plan, gather data and resources, and then analyze and share findings. 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.






The [ELO Action Team Hub](#) contains links to the documents of the ELO Action team. The Team uses the Quality Self Assessment tool to rate themselves at the beginning of the year and create an action plan to improve on each goal, which includes collecting data, building support systems, and analyzing data. See the overview of the QSA tool below and the link to the [ELO Team Action Plans](#), along with the 11 Quality Standards for the After School Programs. Attached is an example of the groups within our ELO Action Team, the SMART goals, and the data gathered under each goal.











Team 3- Members: Christina, Bridgid, Eddie and Stephanie M						
Section 7- Staff Recruitment & Professional Development						
Staff recruited and hired will be vetted by district, trained by ELO dept in YDP Expectations.						
QSA Element: Program Environment and Safety	Action	Responsible	Time Frame	Measure of Success	Documentation	Next Steps:
Section 7- Staff Recruitment & Professional Development	Staff is recruited to reflect the racial, ethnic, linguistic, et characteristics of participants	ARC, BASE and BGC (ELO Director)	August of each year and ongoing	Feedback from hiring staff and surveys. Recruiting locally and former students.	Lilly will reach out to CEO's and ask for hiring process.	
	August Orientation is embedded in the MOU with each third party along with ongoing trainings on modules	ELO Director and Site Leads	August		https://youtu.be/QzaSqYAfdBU?si=6VYLTRGJIZp8U6JH	
	New staff are thoroughly oriented with policies and procedures. (3)	ARC, BASE, and BGC (Possibly ELO/Site Leads)	Ongoing	Through informal and formal observations, we will be able to observe staff adhering to the trained policies and procedures.	■ FAS Training Modules	Christina and Eddie share out on training developed for frontline staff with Bridgid and Stephanie
	Staff members participate in regular, performance based, assessments of their work and have opportunities to build needed skills. (7)	ARC/ASE/BGC Supervisors & Directors, Site Leads, BGC, ELO Director.	Informal observations frequently, possibly once a week or once a month. Formal observations once or twice a school year.	Informal and formal observation checklist to document and share feedback.	■ 24-25 PrimeTime Rubric w C...	Team to discuss creating a rubric to share with third parties. We do not evaluate the third party employees but we can create a rubric for our walk throughs using this Frontline Staff Expectations_ELOP and create a rubric for Site Leads to Use
	Staff are fairly compensated and publically recognized for their achievements in order to support staff retention. (10)	ARC/ASE/BGC Supervisors & Directors, Site Leads, BGC, ELO Director.	Monthly? Trimester? (TBD)	Documentation of the staffs' accomplishments and heightened staff moral.	■ Treat Tags	Team to create staff incentives for February-June - see attached

This has been a very intentional process that focuses on the students' and staff's needs based on feedback and data collected. One example of the Professional Development Action Plan created last year resulted in developing the Frontline Training Modules. For the next year, we will continue to collect feedback on the training modules and improve/revise them. We will also offer choices to each employee throughout the year where staff can choose the modules they need more support with, the 24-25 school year data showed the area of most need is Positive Behavior Management so we are working on grade specific strategies and building a toolkit to give to our staff at the August Training. This training is geared specifically to the young adults who work in our programs.

📌 24-25 ELO Action Team QSA Action Plans

Below is an example of the monthly training offered to the ELO Action Team and the Continuous Quality Improvement Resources used throughout the year. This process has grown yearly; we added students and will recruit more for the 25-26 school year. Below is a snippet of the presentations, resources, and calendar used to guide the ELO Action Team.

ELO Action Team Presentations		
Topic	Presentation	Resources
Reviewing the Quality Standards- Goals for 24-25 and Quality Standards Assessment	 October ELO Action Team	 CQI Guides and ...
December- Reviewing Goals and Action Plan	 December 2024 ELO Action T...	 24-25 ELO Actio...
February- Progress on Goals	 February 2025 ELO Action Team	24-25 ELO Action Team QSA Action Plans

Continuous Quality Improvement Resources	
Topic	 File Documents
CAN's Quality System- Resources to Support an Equitable Approach to Quality and Continuous Quality Improvement in Expanded Learning	 CAN's Quality System .pdf
CQI Timeline	 CQI Action Step Timeline
CQI Guides and Slide Deck for Training	 CQI Guides and Slide Deck
ELO Goals Action Plan Template	 Action Plan Template
ELO Worksheet	 ELO Action Plan Template
Sign-In Sheet	 23-24 ELO Action Team Sign in Sheet
FUESD ELO Playbook	 24-25 ELO Playbook
ASES Plan	 ASES Plan 24-25- Revised April 2024
24-25 ELO Plan	 Final FUESD ELO PLAN 24-25 Revis...

11—Program Management

11a. Policies and Procedures


Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

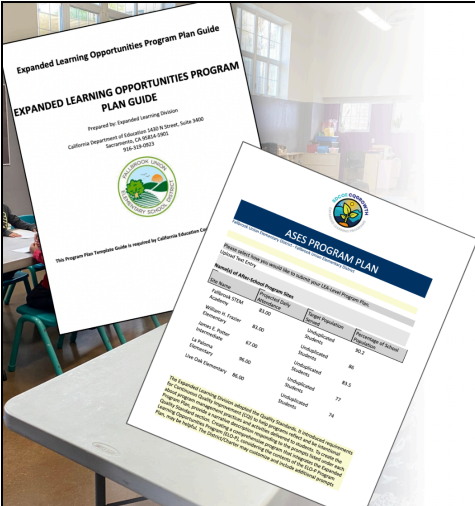
I. Enrollment & Registration

A. Eligibility

- Open to all Tk-8th grade students, with priority given to students requiring academic interventions, English Language Learners (ELLs), students with disabilities, and students experiencing homelessness.


B. Outreach & Recruitment

- Multi-language communication (English/Spanish) via school newsletters, parent emails, text messages, community meetings, and social media.
- Attached is a copy of the [ELO Parent Orientation](#) presented at each school site during Back to School Night to inform any new parents who have not had the opportunity to sign up.
- FUESD sends letters and posts its policies on the FUESD after-school website, explaining early release and late arrival policies. Families that utilize this procedure must complete a plan and follow it accordingly.
- Priority is given to families that commit to utilizing the program for the entire timeframe and those unduplicated students.
- The MOU with the Boys & Girls Clubs in North County, ARC, and BASE programs outline the attendance monitoring process, late arrival, early release, and several other unique grant requirements.
- Listed below are the documents explaining the registration process and guidelines for our staff. We also start the year by showing and pushing out a parent presentation  **25-26 ELO Parent Orientation**



The FUESD Expanded Learning Opportunities Plan & ASES Plan

One Comprehensive Program for Tk-8th grades is now



Registration Process:

Parents are sent a link with CitySpan Registration to complete, and the ELO Department offers registration fairs at all school sites with bilingual support to help students fill out applications.

Below is a sample of the **Registration flyers** we sent to all after-school families and the Registration Resources created 24-25 and used by our Site Leads to understand the new Registration process, including enrollment and attendance.



25-26 Fechas para Feria de Inscripción

*****Horas 3:00-6:00 pm**
Se les dará prioridad a estudiantes no duplicados

LAP: Mié 4/2 y Jue 4/3
Salón 13

MEE: Lun 4/7 y Mar 4/8
en la cafetería

FSA: Mié 4/9 y Jue 4/10
Salón 31

Receso de primavera: 4/14-4/17


*Registración en salón 13 de la Paloma 3:00-5:00pm

LOE: Lun 4/21 y Mar 4/22
en la biblioteca

WHF: Mié 4/23 y Jue 4/24
Salón de multiusos

PJH: Lun 4/28 y Mar 4/29
Salón Annex

Todas las escuelas en MEE: Mié 4/30 y Jue 5/1 en la Cafetería de MEE



25-26 Registration Fair Dates
*****Hours 3:00-6:00 pm**
UPP students will have priority registration.

LAP: Wed 4/2 & Thurs 4/3
In Room 13

MEE: Mon 4/7 & Tues 4/8
Cafeteria

FSA: Wed 4/9 & Thurs 4/10
In Room 31








Spring break: 4/14-4/17
**** Registration in Room 13 at LAP 3:00-5:00pm**

LOE: Mon 4/21 & Tues 4/22
In Library

WHF: Wed 4/23 & Thurs 4/24
In MPR

PJH: Mon 4/28 & Tues 4/29
In Annex

All Schools Make-Up day: Wed 4/30 & Thurs 5/1 @ MEE Cafeteria

Registration Resources	Enrollment and Attendance
<p>Registration Presentation  24-25 ELO Parent Orientation Registration Facts Registration Process</p> <p>Registration Letters: TK/6th Grade Acceptance Letter MFP/SOS Acceptance Letter</p> <p>Check-In and Check-Out City Span Arrival/Dismissal Guidelines  Talking Points on ER/LA</p> <p>Early Release/Late Arrival Forms  WHF 24-25 City Span Check-In/Check-Out an...  ER-LA Form 2024-25.docx</p>	<p>Enrollment Procedures:  Enrollment/Disenrollment Policy Procedures...  Excessive Absence Letter</p> <p>Attendance Letters Attendance Postcards Attendance Script Attendance Letter to Parents</p> <p>Attendance Cheat Sheets: How to download the CitySpan attendance report</p> <p>Weekly Attendance Audits:  Weekly Attendance Audit Template</p>

II. Attendance Tracking & Documentation

A. Daily Attendance Monitoring:

- ELO Staff tracks student participation using the City Span reports and daily attendance.
- Parents are notified if students miss two or more consecutive days without prior notice.
- Site Lead Teacher or liaison call home to speak to parent and offer support if needed.
- Chronic Absenteeism Prevention: The ELO attendance goals align with the LCAP strategic priorities to reduce chronic absenteeism.
- Students at risk of frequent absences receive targeted support through-out procedures, and other changes made this year.

B. Documentation & Record-Keeping Practices

- The ELO department maintains meticulous records to ensure compliance, program effectiveness, and student success. They are housed at the district office and filed weekly in a secured room.

C. Student Data Management

- The Student Information System (Aires) tracks attendance, academic progress, behavioral interventions, and student participation in enrichment activities.
- Annual Performance Reports (APR): Submitted to the California Department of Education (CDE) to ensure compliance with Expanded Learning Opportunity Program (ELO-P) requirements.

III. Compliance, Documentation, & Reporting

The FUESD ELO department adheres to all state and district compliance requirements, including:

- Annual Performance Reports (APR) to CDE, detailing program effectiveness and financial accountability.
- Quarterly Board Reports, tracking attendance, student engagement, and CQI progress.
- LCPS Audits & Financial Reviews, ensuring transparency

A. Record-Keeping Practices

- Aeries Student Information System: Manages attendance, student progress, and intervention tracking.
- Staff Training Logs: Maintain records of PD hours and certifications.
- CQI Data Dashboards: These are used by leadership to assess trends and inform program decisions.

The FUESD ELO Program ensures proper implementation through structured leadership, continuous data analysis, strong fiscal management, and strategic community partnerships. By embedding rigorous accountability measures and aligning the three program goals with student needs, the program guarantees that students receive the academic, social-emotional, and enrichment support necessary for long-term success.

11 Budget

Provide your budget for the program, including cost-share items. The LEA must ensure all costs charged to the program are reasonable, necessary, and allowable per applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community? Provide a detailed description of how the LEA will properly implement the above requirements.

The FUESD After School Program (ASP) budget is structured to ensure that students receive high-quality academic support, enrichment activities, and social-emotional services. Given that 72% of students are low-income and 62% are English Learners, the budget is designed to provide equitable access to remediation, enrichment, and support services that address the needs of historically underserved students and families.

Combining our ELO/ASES 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. Increasing access to educational and enrichment services will enhance our department's program vision, mission, and goals of providing a safe environment with 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..

In April 2024, the FUESD ELO Department sought guidance from the San Diego County EXL Department to administer a “Mock Audit.” Due to the audit committee's recommendations, FUESD worked with their accounting department and partners to revamp the accounting reports and ensure all fiscal requirements are met. The SDCOE Expanded Learning (EXL) Department has prepared a “toolkit” with accounting templates to guide districts on the fiscal responsibilities of the ASES and ELO funding. The ELO Director will continue meeting monthly with the FUESD Accounting Director to ensure that all fiscal requirements are met. Moving forward in 25-26, we will continue following the guidance of the San Diego County EXL Department.

On the following paragraphs will demonstrate how our funding allocations are tied to ELO Quality standards and student/community needs.

1. Prioritizing Academic Remediation & College Readiness

- **\$1,375,000** for certificated teachers ensures that students struggling with literacy, math, and other core subjects receive targeted interventions to close achievement gaps.
 - ELO Counselor providing SEL support to all programs.
 - Administrative staff (Lead Teachers) at each site
 - Additional of 5 TK/K Teachers for TK/K growth and developmentally appropriate classrooms.

2. Investing in Highly Qualified & Diverse Staff

- **\$1,540,000** for classified personnel ensures that FUESD After School Program can recruit and retain a diverse team of teachers, mentors, and paraprofessionals who reflect the cultural and linguistic diversity of students.
 - Staff salaries include benefitted positions for kindergarten support
 - Addition of a Behavior Tech to support our students in need of behavior plans and Accommodations in the program
 - Additional ELO office support to register families, outreach and more.

3. Books and Supplies

- **\$150,000** for materials and supplies, including K-6 libraries for each afterschool program and transportation for the middle school.

4. Programs

- **\$860,000** for Intersession camps, and after care for each school site.

5. Services

- **\$1,741,000** for Before and after school care for all school sites, and wrap around services during the school year.
- Afterschool Vendors who provide additional enrichment services and sports skills.

6. Equipment:

- **\$262,000** E-sports, software, I-pads for instructional purposes and enrichment,

The budget is directly aligned with the needs of our diverse student population, ensuring that:

- Students receive targeted academic intervention and remediation.
- Families have access to high-quality after-school programs that support working parents.
- Teachers and staff are well-compensated, leading to staff retention and strong student-adult relationships.
- Students engage in meaningful enrichment activities that promote creativity, self-expression, and career exploration. The FUESD (ASP) operates within a structured framework to ensure that all program requirements are properly implemented, monitored, and continuously improved.

5. Leadership Oversight & Accountability

A. Organizational Leadership Structure

The FUESD After School is supervised and managed by an Organizational Leadership Team comprised of District Cabinet Members, an Accounting Director, an ELO Director, and a Senior Director of Curriculum & Instruction. This team ensures alignment with the school day, staff effectiveness, and program compliance. The ELO Action Team also plays a crucial role in monitoring the budget and analyzing data.

B. Bi-weekly, Quarterly, and Annual Monitoring

? Bi-weekly leadership meetings to review program operations, staff concerns, and student engagement data.

? Quarterly staff retreats ensure alignment around program goals and professional development.

? Instructional Cabinet Meetings held with the Superintendent

? Annual reports to the LCPS Board and California Department of Education (CDE), including attendance, student achievement, and financial audits.

****Monthly invoices from all vendors reviewed with the Director of Accounting.

C. The ELO Action Team, comprised of administrators, teachers, classified staff, students, and parents, will also meet six times a year to review data on ELO goals and ensure the ELO plan is being followed with fidelity.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes ☐ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

The Fallbrook Union Elementary School District ASES program and the Expanded Learning Opportunity Program will be considered a single, comprehensive program. We are moving towards a single program to coordinate all funding streams. As one **comprehensive and universal Expanded Learning Program** we have provided robust opportunities for students. Each funding source plays a **critical role** in ensuring the program meets **academic, social-emotional, and enrichment needs** for all students. The ELO-P-only Afterschool programs occur at Maie Ellis Elementary, Mary Fay Pendleton, and San Onofre School.

Building a Fully Comprehensive Program

Neither ELO-P funding nor other sources alone would be sufficient to fully sustain the program. By **combining resources**, FUESD ELO/ASES program is able to:

- **Expand academic support:** Providing targeted remediation, intervention, and enrichment opportunities.
- **Foster enthusiasm and participation:** Delivering engaging programming that keeps students motivated and eager to attend.
- **Support greater student achievement:** Aligning expanded learning with school-day goals to ensure students are prepared for success in college and careers.

By integrating multiple funding sources, we create a **seamless, fully built program** that not only supports **student success** but also ensures the **sustainability and growth** of its Expanded Learning Program.

The ELO Director will oversee the ASES and ELO programs under one coordinated program called "FUESD After School." FUESD After School staff comprises FUESD employees and vendors. The FUESD After School Program coordinates all Fallbrook programs under one umbrella. The sites with ASES grants and only ELO funded 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. (See [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?

Staff Recruitment and Preparation:

- Recruitment Plan: We will continue actively recruiting educators with experience in early childhood education, focusing on individuals who demonstrate a passion for working with younger children.
- Professional Development: The Staff will participate in specialized training sessions to enhance their understanding of developmental milestones and effective teaching strategies for young learners. This past year, we hired a TK/K Lead Teacher, and she has been monumental in creating monthly and weekend training for all staff working with our TK/K population. Every month, FUESD-classified TK classroom assistant meets for two hours to review and prep the monthly materials;

Developmentally Informed Curriculum:

- The TK Lead teachers trains staff on curriculum implementation.
- The staff is given books, developmentally appropriate games, and lesson plans broken down by week and tied to TK standards.
- There is a monthly theme, and each training includes support with behavior management.
- The curriculum created is designed for the 4-5 age group. An example of a monthly training is linked in the [TK/K ELO Hub 2024-2025](#)

TK/K ELO Hub 2024-2025

<p style="text-align: center;"><u>House Items</u></p> <p style="text-align: center;"> Staff Contact Information Assistant Schedule w/ Prep Minutes PD Schedule Daily Classroom Schedule Site Visit Sign Ups Conference Week Schedule Oct. 8th-11th Getting a Sub - Procedures </p>	<p style="text-align: center;"><u>Additional Classroom Resources</u></p> <p style="text-align: center;"> Center & Clean Up Timers Discipline Protocols Management Slides & Strategies Skill Streaming Lessons Center Outline & Ideas BOY Checklist Weekly Lesson Planning Template Substitute Lesson Template Kindergarten Sight Word Flashcards </p>
<p style="text-align: center;"><u>Staff Resources</u></p> <p style="text-align: center;"> July 23rd - Training Presentation August 24th - Training Presentation September 19th - Training Presentation October 16th - Training Presentation January 9th - Training Presentation February 8th - Training Presentation TK/K Rosters TK Needs Folder Amazon Order Form Certificated Timesheet Classified Timesheet </p>	<p style="text-align: center;"><u>Programming & Materials</u></p> <p style="text-align: center;">August Schedule & Centers</p> <p style="text-align: center;"> Week 1 Week 2 Week 3 </p> <p style="text-align: center;">September Schedule & Centers</p> <p style="text-align: center;"> Week 1 Week 2 Week 3 Week 4 </p> <p style="text-align: center;">October Schedule & Centers</p> <p style="text-align: center;"> Week 1 Week 2 Week 3 Week 4 Week 5 </p>

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

Week 4 - Apples

September 2-6

- Class Management Focus & Skill Streaming -
- ☐ I can sit quietly on the carpet.
 - ☐ I can be a problem solver.
 - ☐ Call Backs

Read Alouds	Art	Videos & Brain Breaks
<ul style="list-style-type: none"> - Bad Apple - Apple Trouble - Ten Apples - The Biggest Apple Ever - How to Grow An Apple Pie 	<ul style="list-style-type: none"> - Dot Letters - Tear Art - Paper Plate Apples - Apple Printing - Apple Direct Draw 	<p>Educational Videos & Songs</p> <ul style="list-style-type: none"> - Apples! - Counting Apples - Blippi Apple Farm - Apple Picking Song
PE	STEM	
<p>Structured PE & Practice Following Directions</p> <ul style="list-style-type: none"> - Duck Duck Goose - Relay Races - Hopscotch - Freeze Tag 	<ul style="list-style-type: none"> - Apple Toothpick Tower - Apple Boats - Apple Tree 	<p>Brain Breaks</p> <ul style="list-style-type: none"> - Milkshake - Silly to Calm - Farm Yoga <p>Cool Down</p> <ul style="list-style-type: none"> - Melting - Butterfly - Deep Breaths - Belly Breathing

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>ABC</u>: Dot Letters <u>Numbers</u>: Tablet - Starfall <u>Manipulatives</u>: Magnatiles <u>Games</u>: Puzzles <u>Books</u>: Reading Indep. <u>Art</u>: Watercolor</p>	<p><u>ABC</u>: Dot Letters <u>Numbers</u>: Tablet - Starfall <u>Manipulatives</u>: Magnatiles <u>Games</u>: Puzzles <u>Books</u>: Reading Indep. <u>Art</u>: Watercolor</p>	<p><u>ABC</u>: Dot Letters <u>Numbers</u>: Tablet - Starfall <u>Manipulatives</u>: Magnatiles <u>Games</u>: Puzzles <u>Books</u>: Reading Indep. <u>Art</u>: Watercolor</p>	<p><u>ABC</u>: Dot Letters <u>Numbers</u>: Tablet - Starfall <u>Manipulatives</u>: Magnatiles <u>Games</u>: Puzzles <u>Books</u>: Reading Indep. <u>Art</u>: Watercolor</p>	<p><u>ABC</u>: Dot Letters <u>Numbers</u>: Tablet - Starfall <u>Manipulatives</u>: Magnatiles <u>Games</u>: Puzzles <u>Books</u>: Reading Indep. <u>Art</u>: Watercolor</p>

Maintaining Lower Pupil-to-Staff Ratios:

- Classroom Staffing: Each TK and kindergarten classroom will be staffed by qualified staff, ensuring compliance with the required 10:1 ratio.
- Ongoing Monitoring: We will regularly assess classroom sizes and adjust staffing to maintain appropriate ratios throughout the academic year.
- The Site Lead teachers review the staffing daily and ensure that we are within the proper ratio.

Offer and Provide Access

Describe how your LEA will offer ELO-P to pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Culturally and Linguistically Appropriate Communication Channels

Recognizing the diversity of our community, FUESD ELO Program ensures that all communication is accessible to English Language Learners (ELLs) and other underserved groups. We also provide Bilingual Materials: All program materials, including advertising, registration forms, and program updates, are translated into English and Spanish. Community outreach is also a huge focus of the program. The program is promoted through emails, text messages, community meetings, and weekly announcements to ensure families receive consistent and clear information. Lastly, the program focuses on hiring Bilingual Staff; Staff members who speak the community's languages are employed

to ensure families can communicate comfortably and receive the support they need. We also have staffed Bilingual Community Liaisons at each school site, who supports our bilingual students and families.

Enrollment Process

Please refer to pages 29-32 of this ELO Plan for more documentation of the Enrollment Process, which is revised and improved yearly. The enrollment process for FUESD After-school is designed to be inclusive, efficient, and accessible for all families: Invitation to UPP students is a priority, then Non-UPP students with priority given to:

- Students with disabilities.
- Students needing Tier 2 interventions

Distribution of Materials

Registration materials are distributed through Emails, school newsletters, and community meetings.

Transportation—Support such as bus passes or walking safety plans is offered as needed for students who may face transportation barriers.

Inclusive Support for Students with Barriers - Enrollment Preferences: Lodestar's enrollment preferences are adjusted to give lottery priority to students experiencing homelessness. - Targeted Support: Students with disabilities and ELLs are provided Tier 2 interventions, counseling, and therapy services. - Family Engagement: Student-led conferences and expositions of student work foster a strong partnership between families and staff, ensuring families feel involved and valued.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Field trips are integral to the Summer Program but not the school year program. Field trips are designed to enhance and enrich students' academic progress by providing hands-on, real-world learning experiences. These outings align with our mission to offer engaging, immersive activities that reinforce academic concepts, foster curiosity, and promote

social-emotional growth.





The primary goal of these field trips is to:

- **Enrich Academic Learning:** Field trips complement classroom instruction by providing opportunities for students to apply what they've learned in real-world settings. For example, a science unit on ecosystems may be paired with a visit to the Balboa Park botanical garden.
- **Promote Curiosity and Exploration:** Field trips encourage critical thinking, problem-solving, and creativity by exposing students to new environments, ideas, and challenges.
- **Support Social-Emotional Learning (SEL):** Collaborative activities during trips help students build teamwork, communication, and leadership skills while fostering community.
- **Logistical and Educational Support**
- **Supervision and Safety:** Each field trip will adhere to appropriate student-to-staff ratio to ensure safe, personalized experiences for all students.
- **Pre- and Post-Trip Activities:** Teachers and staff will conduct pre-trip discussions and activities to prepare students for the visit and post-trip reflections and projects to reinforce learning outcomes.
- **Accessibility:** Field trips are designed to be inclusive, ensuring all students, including those with disabilities or English Language Learners, can participate fully.
- **By incorporating field trips into the Summer Program,** we provide students with dynamic learning experiences beyond the classroom. These carefully planned excursions deepen students' understanding of academic concepts while fostering their personal and social development. These excursions are a cornerstone of our commitment to delivering high-quality, engaging educational opportunities.

Below is a chart that shows ELO Fieldtrips and how they are tied to academic goals.

ELO Field Trips/Assemblies

*** All transportation arranged through FUESD Transportation Department

	Date	Theme	Grade	Location	Duration	Sample Lesson Plan	ELA/Math Standards
	Nov	Animal Shelters	3rd-8th grades	San Diego Zoo, 2920 Zoo Dr, San Diego, CA 92101	10 hours, 7:00 am to 5:00 pm		
	Decr	Art and Museums	3rd-8th grades	SD Art Museum	10 hours 7:00-5:00 pm	 art Less...	Art Standards in Lessons (see lessons)
	Feb	STEAM	Tk-6th grades	Legoland	12 hours 7:00-6:00	 Its All in ...	
	April	Ocean Life	Tk-8th grades	La Paloma Elementary 301 Heald Lane Fallbrook, CA 92028	Living Coast will provide 1-hour-long interactive assemblies/4 days a week.	 K-1 Craw...	 Spring C...

Program Fees

FUESD does not charge for the After School Program, all is provided by ASES and ELO funding stream.

Sample Program Schedule- Regular School Day

Please include 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, and all other grades, 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). Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.

FUESD Regular Day and After School Program Sample Schedules

[24-25 TK-6th grades Weekly Schedule](#)

[25-26 TK Schedule](#)

TK/K Grades				
TK/K Schedule- Your TK Teacher will train and work with the 2 YDPs assigned to them. They will check in with you daily and scan cards first and then go to their rooms. They will not follow the 1st-6th grade schedule.				
MONDAY		TUESDAY		FRIDAY
2:15-3:00	Check In, Snack & Free Play	Check In, Snack & Free Play	Check In, Snack & Free Play	Check In, Snack & Free Play
3:10-3:40	Quiet Time	Quiet Time	Quiet Time	Quiet Time
3:45-4:10	Skill Streaming, Outdoor Activity OR Art	Skill Streaming, Outdoor Activity OR Art	Skill Streaming, Outdoor Activity OR Art	Skill Streaming, Outdoor Activity OR Art
4:15-4:30	Cool Down & Explain Centers	Cool Down & Explain Centers	Cool Down & Explain Centers	Cool Down & Explain Centers
4:30-5:40	Centers	Centers	Centers	Centers
5:40-5:50	Cleanup, Packup & Story OR Brain Break	Cleanup, Packup & Story OR Brain Break	Cleanup, Packup & Story OR Brain Break	Cleanup, Packup & Story OR Brain Break
6:00	Dismissal	Dismissal	Dismissal	Dismissal
WEDNESDAY				
1:15-1:45	Check In & Free Play			
1:55-2:25	Quiet Time			
2:30-3:10	Snack & Structured Outdoor Activity			
3:20-3:45	Cool Down & Explain Centers			
3:50-5:30	Centers			
5:35-5:55	Cleanup, Packup & Brain Break OR Art			
6:00	Dismissal			

Daily Schedules (3 plus hours daily)


[Final Weekly Schedule 2024 - 2025](#)

Weekly 5th/6th grade schedule Live Oak

[5th and 6th Grade February Calendar 2025](#)

5th/6th Grade Schedule 2/3-2/7

5th / 6th February 2025 Calendar Comments: [Playworks](#)

Week of: <u>2/3</u>	Week of: <u>2/4</u>	Week of: <u>2/5</u>	Week of: <u>2/6</u>	Week of: <u>2/7</u>
<p>2:20-2:40 Check in at tables.</p> <p>2:40-3:10 Snack at tables</p> <p>3:10-4:00 Genius Hour</p> <ul style="list-style-type: none"> ○ Homework station ○ Reading station ○ Games station: ○ POP ○ Splat ○ Dice race <p>4:00-4:30 Physical Fitness 5th/6th - foursquare*</p> <p>4:30-5:15 Club Activity/STEAM 5th/6th -cup pom pom shooter</p> <p>5:15-5:45 Whole Group Activity/Game 5th/6th - pom pom v-day monster</p>	<p>2:20-2:40 Check in at tables.</p> <p>2:40-3:10 Snack at tables</p> <p>3:10-4:00 Genius Hour</p> <ul style="list-style-type: none"> ○ Homework station ○ Reading station ○ Games station: ○ POP ○ Splat ○ Dice race <p>4:00-4:30 Physical Fitness 5th/6th - zombie tag</p> <p>4:30-5:15 Club Activity/STEAM 5th/6th -heart tree *</p> <p>5:15-5:45 Whole Group Activity/Game 5th/6th - v-day lady bug</p> <p>5:45-6:00 Clean Up/Dismissal</p>	<p>1:20- 1:40  Check in at tables.</p> <p>1:40-2:40 STEAM Rotation 5th/6th -</p> <p>2:40-3:10 Snack</p> <p>3:10-4:00 Genius Hour</p> <ul style="list-style-type: none"> ○ Homework station ○ Reading station ○ Games station: ○ POP ○ Splat ○ Dice race <p>4:00-4:45 Physical Fitness 5th/6th - colors</p> <p>4:45-5:15 CLUBS 5th/6th -base ball warmups</p> <p>5:15-5:45 Whole Group Activity/Game</p>	<p>2:20-2:40 Check in at tables.</p> <p>2:40-3:10 Snack at tables</p> <p>3:10-4:00 Genius Hour</p> <ul style="list-style-type: none"> ○ Homework station ○ Reading station ○ Games station: ○ POP ○ Splat ○ Dice race <p>4:00-4:30 Physical Fitness 5th/6th - sport scoops *</p> <p>4:30-5:15 Club Activity/STEAM 5th/6th -Valentine's <u>day</u> bingo</p> <p>5:15-5:45 Whole Group Activity/Game 5th/6th - heart art</p> <p>5:45-6:00 Clean Up/Dismissal</p>	<p>2:20-2:40 Check in at tables.</p> <p>2:40-3:10 Snack at tables</p> <p>3:10-4:00 Genius Hour</p> <ul style="list-style-type: none"> ○ Homework station ○ Reading station ○ Games station: ○ POP ○ Splat ○ Dice race <p>4:00-4:30 Physical Fitness 5th/6th- noodle tag *</p> <p>4:30-5:15 CLUBS 5th/6th - base ball game</p> <p>5:15-5:45 Whole Group Activity/Game 5th/6th - flower</p>

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies 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.
- (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.

Regular Schooldays and Hours 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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies 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 opportunity programs across their attendance area.

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

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

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

Local educational agencies 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 opportunity programs offered across their attendance areas.

Audit**EC Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals**EC Section 8482.3(d)(1-2):**

- (A) [Local educational agencies] 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.
- (B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale**EC Section 46120(b)(5):**

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio**EC sections 8483.4(a) 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 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.

Program Components

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.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

- (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.
- When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.