

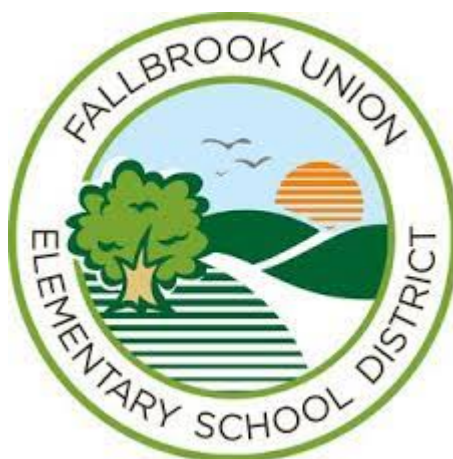
Expanded Learning Opportunities Program Plan Guide

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 2024 (every 3 years)
Review/Revision Date: August 2025
Review/Revision Date: August 2026

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 whether 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 current district policies and procedures that guide extended education practices for student access and safety during non-school day hours. Each after-school program is offered at the assigned school site based on school attendance boundaries. The Expanded Learning Programs in FUESD exist primarily to provide a safe and secure environment for students who may not otherwise have a safe place to be after school. These programs operate at all school sites listed in this plan and adhere to district-wide safety protocols.

All district after-school programs operate under the umbrella of **FUESD After School**, which includes schools funded through both **ASES grants** and **Expanded Learning Opportunities (ELO) funding**. All students supported by the ASES grant attend the program at their school of residence. Safety procedures include, but are not limited to, mandated reporting, crisis response, threat assessment protocols, effective supervision practices, and procedures for addressing inappropriate behaviors. A school counselor trained in crisis response and restorative practices will be available to support the after-school program, along with the Site Lead Teacher, who oversees each school's safety processes and serves as the acting administrator during program hours.

In the **2026–2027 school year**, FUESD After School Leads will continue the work with After School Safety Sub-Committee, which previously developed a Crisis Response Tree to support all sites during after-school hours. This practice will be reviewed and updated annually. All program staff will remain easily identifiable and will wear designated identification badges during program hours. Site Lead Teachers will ensure that campuses are fully secured with established single entry and exit access points while the program is operating.

All after-school staff, school staff, Bilingual Community Support Liaisons, and educational partners must complete required background checks before working with students. All FUESD employees and visitors will continue to use the RAPTOR visitor management system when arriving on campus to ensure visitors are screened and approved before entering. The RAPTOR system also allows the program to maintain an accurate, real-time count of all after-school staff in the event of an emergency, including substitute personnel, and helps prevent individuals who may pose a safety concern from accessing campus.

Safety procedures used during the school day will continue to be strictly followed during the after-school program. Each School Safety Plan includes an After School Program component, and staff are trained on all safety protocols prior to the start of the school year. The after-school program uses a positive discipline model aligned with the district's research-based **Multi-Tiered System of Support (MTSS)** framework. Each school's MTSS system includes interventions such as counseling support, social-emotional learning, and restorative practices. The after-school programs integrate with FUESD's MTSS structure to ensure students receive consistent social-emotional supports that promote a safe and supportive learning environment.

School 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 per month, facilitate safety drills, and assist with training after-school staff. In addition, professional development days and staff meetings will include dedicated time to review safety procedures and strategies for maintaining a safe and supportive program environment. [School Safety and Emergency Drills](#)

Through a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social-emotional skills. Site administrators will include after-school staff members in their **PBIS teams** to ensure continuity between the school day and after-school program. Staff will use the FUESD PBIS Discipline Matrix to promote a culture in which students model positive and respectful behavior. Each school site now has behavioral expectations that will be communicated through classroom instruction, small-group discussions, and large group assemblies. ([PBIS After School Chart 26-27](#))

Program administrators will also utilize the **Areas of Focus and Program Highlights Tool** during site visits to provide coaching, technical assistance, and feedback to staff. All staff receive training in positive relationship-building strategies to strengthen connections with students and promote a supportive program climate. The PBIS chart referenced in this plan was revised using behavioral and crisis response data collected during the 2024–2025 school year.

All ELO Site Leads and after-school supervisors are trained in **After School Risk Assessments**, which are provided twice annually in collaboration with the district's social worker and ELO Counselor. Additional trainings include review of the Safe School Plan, Threat Assessment protocols, PBIS systems for after-school settings, and Crisis Response training. These trainings will continue throughout the **2026–2027 school year**. All protocols and procedures are outlined in the [Lead Teacher Training Manual](#), which is attached to this plan.

Due to the sensitive nature of safety information, each school site maintains a detailed after-school safety plan aligned with the site's overall School Safety Plan. These plans are accessible only to site administrators and program leadership.

1b- Emotionally Safe & Supportive

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

The Expanded Learning Opportunities Program (ELO) Counselor is committed to fostering an emotionally safe, inclusive environment where all of our students feel connected, valued, and supported. Through alignment with the district's Multi-Tiered System of Supports (MTSS) framework, the ELO Counselor provides proactive and responsive services that promote students' overall well-being and sense of belonging in the afterschool program.

To ensure support is meaningful and responsive to student needs, the ELO Counselor works closely with the ELO Leadership Team to develop annual goals. These goals are informed by multiple data sources, including attendance, behavioral incident reports, district-wide survey results (Panorama & CHKS), and staff referrals. Data is reviewed throughout the year to monitor progress and adjust supports, as needed.

ELO Counselor Goals for the 2026-2027 School Year

Goal #1 - Attendance and Student Engagement

The ELO Counselor will continue to strengthen a positive afterschool environment by implementing PBIS strategies alongside targeted counseling support to increase student engagement and attendance.

Goal #2 - Family Engagement

The ELO Counselor will expand family engagement and strengthen school-community partnerships by promoting the community resource hubs at Fallbrook STEM Academy and Maie Ellis Elementary. This includes increasing access to resources such as mental health services, health screenings, vaccination clinics, basic needs, and technology, while engaging families through parent workshops, events, and ongoing communication to support student success.

Mental Health and SEL examples for the afterschool program

To support these goals, the ELO Counselor provides both site-based and program-wide services, with a primary focus on Fallbrook STEM Academy due to identified need. This work centers on building strong relationships with students, staff, and families, while providing targeted, data-informed interventions and maintaining alignment between the school day and afterschool program.

Key supports include, but are not limited to:

- Individual student check-ins to identify needs early
- Small group counseling and SEL-based classroom lessons
- Crisis intervention and coordination with school day teams
- Restorative circles and conflict resolution
- Student success plans and positive reinforcement systems
- Mental health and school climate initiatives
- Ongoing collaboration with school counselors, social workers, administrators, staff, and families

The ELO Counselor uses a tiered approach aligned with the district's MTSS framework to ensure students receive the level of support they need.

Tier 1 - Universal Supports

A strong emphasis is placed on prevention. The ELO Counselor uses an evidence-based SEL curriculum, such as Character Strong, to complement classroom lessons during the core day and reinforces PBIS expectations during the afterschool program. Staff are also supported through modeling coping strategies and coaching on de-escalation and self-regulation techniques. In collaboration with the Expanded Learning Director, a yearly calendar of school climate and mental health initiatives (e.g. Start with Hello Week, Unity Day, Red Ribbon Week, The Great Kindness Challenge, Mental Health Awareness Month, and Lights on Afterschool) helps promote awareness, reduces mental health stigma, and encourages students to seek support.

Tier 2 - Targeted Interventions

Students identified through data (Panorama surveys, behavioral incidents, and staff referrals) receive additional support, including small group counseling. Groups are developed in collaboration with the daytime school counselor and school social worker and are organized by grade level. Topics may include emotional regulation, social skills, friendship skills, and healthy relationships, to name a few. Sessions are typically held once a week for 6-8 weeks and are adapted based on student needs using evidence-based curricula such as Character Strong, Zones of Regulation, and Couplets (Healthy and Unhealthy Relationships).

Tier 3 - Intensive Interventions

For students needing more individualized or crisis support, the ELO Counselor provides immediate intervention and works closely with site teams, families, and community agencies. This may also include developing an individualized student success plan, coordination with the district behavior team, and ongoing communication with key stakeholders to ensure consistent support.

In collaboration with site lead teachers, the ELO Counselor continues to collect and review student behavioral incident data across our school sites to guide program improvements. We now have data from the 2024-2025 and 2025-2026 school years, allowing for a year-to-year comparison. Please see below for a summary of [behavioral incident report](#) data comparing these two school years:

Summary - Behavioral Incident Report YTD (August 2024 - May 2025)									
Site	Inappropriate Language	Physical / Physical Aggression	Vandalism / Graffiti	Defiance / Disrespect	Threat	Bullying	Weapon	Technology Misuse / Cyberbullying	Total Number of Incidents
LAP	5	35	2	29	1	1	0	2	75
FSA	5	33	1	30	1	0	0	0	70
MEE	7	35	2	31	3	2	0	1	81
LOE	3	8	2	37	0	0	0	0	50
WHF	3	7	3	14	0	0	0	1	28
MFP	22	56	4	181	0	3	2	0	268
PJH	8	5	5	15	0	2	0	2	37
Total Number of Type of Incident	53	179	19	337	5	8	2	6	609

Summary - Behavioral Incident Report YTD (August 2025 - March 2026)										
Site	Inappropriate Language	Physical / Physical Aggression	Vandalism / Physical Environment	Defiance / Disrespect	Threat	Bullying	Weapon	Technology Misuse / Cyberbullying	Inappropriate Touch / Sexual Harassment	Total Number of Incidents
LAP	0	38	1	7	0	7	0	0	2	55
FSA	3	15	4	9	2	2	0	0	0	35
MEE	1	25	5	5	0	0	0	0	2	38
LOE	4	22	10	14	0	3	0	0	1	54
WHF	1	9	2	11	0	0	0	0	8	31
MFP	9	27	6	77	0	0	0	1	3	123
PJH	3	1	4	13	1	0	0	2	1	25
Total Number of Type of Incident	21	137	32	136	3	12	0	3	17	361

A comparison of the 2024-2025 and 2025-2026 school years shows a decrease in incidents from 609 to 361, representing an approximate 41% decrease, even with the current year still in progress. The most notable decreases were in inappropriate language, physical aggression, and defiance/disrespect. This suggests that consistent social-emotional supports, PBIS strategies, and targeted interventions are making a positive impact. Overall, this progress reflects meaningful growth in student behavior and contributes to a safer and more supportive afterschool environment, while also helping identify areas where additional support is still needed.

To sustain this work, the ELO Counselor collaborates with the ELO Leadership Team to build staff capacity through:

- Ongoing professional development on PBIS, de-escalation, and trauma-informed practices
- Coaching and modeling strategies to support student self-regulation
- Providing practical tools such as coping strategy cards and calm kits, along with guidance on how to use them effectively (a sample can be seen below)
- Collaborating with site lead teachers, site teams, and families to ensure consistency across settings

The ELO Counselor also co-developed a [PBIS training module](#) for our frontline staff that includes hands-on practice, peer modeling, and opportunities to apply strategies in real time. These efforts continue to strengthen staff confidence and consistency across all school sites, helping ensure that students experience supportive, predictable, and effective responses to their social-emotional needs.

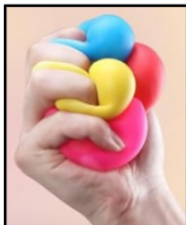
CALM DOWN KITS



Drawing Tablet: can allow for non-verbal expression, mindfulness, distraction, etc.



Sensory Stickers: provides a tactile outlet to promote grounding and mindfulness when tracing the textured surfaces.



Squishy Cube: provides a physical outlet to release energy and muscle tension.



Liquid Motion Bubbler: provides a visual calming distraction to help self-soothe and promotes mindfulness.

PRACTICE

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.



COUNT TO 10

Take a deep breath and slowly count to 10.



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.



5-4-3-2-1 GROUNDING

Take a slow, deep breath and find:



5 things you can SEE



2 things you can SMELL



4 things you can FEEL



1 thing you can TASTE or name a FEELING



3 things you can HEAR

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 and Enrichment

Project-based learning allows teachers to strengthen reading, writing, and mathematics skills through creative and engaging experiences. Certificated teachers at each site support the daily Genius Hour, providing structured academic reinforcement through rotations that include grade-level skill games, guided or independent reading, and homework support. Teachers use grade-level novel sets, project-based lessons, and specialized materials—including Math and Reading Kits, ELPAC Learning Kits, and Financial Literacy lessons—to differentiate instruction, support targeted skill development, and provide ongoing after-school academic enrichment.

Targeted Homework Support and Academic Interventions are provided during Genius Hour in Math, ELA, and Science. Supports include:

- Personalized academic support to strengthen core reading, math, and problem-solving skills.
- **Study skills development**, fostering independence, organization, and accountability in learning, especially for students with limited home support.
- **Literacy, math, and financial literacy reinforcement**, ensuring students receive additional practice and guidance aligned to grade-level standards.

Students also develop essential 21st-century skills through enrichment activities that promote critical thinking, creativity, collaboration, communication, and problem-solving. Project-based learning encourages hands-on engagement, and cultural exploration is embedded to promote identity development and student connection to learning. Technology supports learning through iPads for TK/K classrooms and Chromebook carts for upper grades, helping students develop digital literacy competencies necessary for 21st-century learners.

Planning enrichment activities is informed by student and site data, family feedback from LCAP parent forums, and student voice gathered through surveys and focus groups. Students are empowered to identify interests and suggest clubs or activities, ensuring programming reflects their interests. Below is a sample schedule created last year, showing two schools receiving 3 different options of music instruction: Music and Movement, Keyboards, and Guitar.

	Luminary Arts 3/9-5/1				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	LOE	LAP	LOE	LAP	LOE
CLASS Times	Music and Movement	Music, Keyboards and Guitar	Music and Movement	Music, Keyboards and Guitar	Music and Movement
2:30-3:00	Music and Movement TK/K	Music and Movement TK/K	Music and Movement TK/K	Music and Movement TK/K	Music and Movement TK/K
3:00 PM	Keyboards 1st-3rd	Keyboards 1st-3rd	Keyboards 1st-3rd	Keyboards 1st-3rd	Keyboards 1st-3rd
4:00 PM	Guitar 3rd-6th	Guitar 3rd-6th	Guitar 3rd-6th	Guitar 3rd-6th	Guitar 3rd-6th

both their needs and community priorities.

Summer Programming and Camps

In addition to the school-year program, the Expanded Learning Opportunities Program provides intersession and summer camps that extend learning through STEAM- and Art-based project learning. Summer programming will include rich, standards-based literacy instruction integrated with art, using high-quality literature embedded in each lesson. Students will explore biographies, historical texts, and culturally relevant readings that strengthen comprehension, vocabulary, and critical thinking skills. Through these experiences, students will connect creative expression to meaningful themes such as leadership, perseverance, and community activism, allowing them to engage deeply with content while developing both academic and artistic skills.

Summer and intersession projects engage students in hands-on STEAM experiences that integrate reading, writing, math, and financial literacy concepts. Students create meaningful work that connects academic content to real-world applications, including problem-solving and innovation through art and project-based experiences. These opportunities ensure students continue to build academic and social-emotional skills beyond the school day in a safe and stimulating environment.

The after-school program also offers STEAM rotations, enrichment clubs, and Esports. Esports provides structured, competitive gameplay emphasizing teamwork, communication, critical thinking, creativity, sportsmanship, and leadership. The program aligns with ISTE Standards for Students, including Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, and Global Collaborator. FUESD plans to expand participation in the Esports League and continue the annual tournament, fostering both academic and life skills.

All enrichment opportunities—school-year and summer—are intentionally designed to complement classroom learning while reflecting **student choice and interests**, ensuring equitable access and meaningful engagement across all sites. Through Genius Hour, project-based STEAM/Art programming, enriched literacy, and supplemental kits and

lessons, students receive a comprehensive, engaging, and academically supportive after-school experience.

3—Skill Building

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

Skill Building

Throughout the 2026–2027 school year, certificated part-time TK/K teachers will continue to receive specialized training in phonemic awareness, phonics, and number sense that is developmentally appropriate. Certificated part-time TK/K teachers will work extended hours to ensure they are well-prepared to meet students' academic and developmental needs. Social and behavioral skills are also emphasized, with the school counselor supporting TK staff in delivering Skills Streaming lessons to promote social-emotional growth for our youngest learners.

The after-school programs will continue to provide rotations that reinforce literacy and math skills through Genius Hour and other project-based learning activities at each site. For TK–6th grade, the program emphasizes reading skill development, including sight words, vocabulary practice, and guided reading. Site Lead Teachers collaborate with Instructional Coaches at their school to train after-school staff in implementing skill-based lessons and monitoring student progress. Intervention teachers support independent reading and guided reading sessions twice weekly, ensuring students receive both targeted instruction and additional practice opportunities.

The program has been strengthened through Guided Reading training, with minimum expectations established for staff. Each site submits data to monitor student engagement and growth. To support literacy, hundreds of high-interest, leveled books have been purchased for after-school programs. A colored Lexile system was developed to match students with books at their independent reading level, with Lexile cards for easy tracking. This system, created by ELA coaches, is designed to be accessible for after-school staff who are not certificated teachers, allowing all students to read at their appropriate level during Genius Hour. [Schedules/Programs \(Genius Hour\)](#)

We have also instituted the Ignite Reading Program before school across all elementary school sites. The Ignite Reading Program provides a targeted, structured literacy approach that is especially effective in a before-school setting. It offers one-on-one, virtual tutoring focused on foundational reading skills such as phonics, decoding, and fluency. Because sessions are short, consistent, and data-driven, students receive personalized instruction that accelerates reading growth. Ignite supports early intervention for struggling readers, aligns with school-day instruction, and maximizes learning time in a low student-to-tutor ratio. Its flexible scheduling makes it an ideal fit for before-school programs, helping students build confidence and start the day engaged and prepared for classroom learning.

Moving forward, the **ELO Action Team** will continue to highlight **grade-level skill-based lessons** that bridge the gap between the instructional day and after-school programming. For example, the Math Committee has developed lessons that reinforce multiplication facts

and other essential skills through engaging, game-based activities. The ELO Action Team will also build a **library of skill-based lessons**, each accompanied by short pre/post-assessments to track student growth and ensure meaningful academic progress.

We have also enhanced our program by providing training in Guided Reading with minimum expectations and data submitted by each teacher from each school site who is supporting the program. Hundreds of high-interest, leveled books were purchased for each 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 -



To further strengthen literacy skill development, the Expanded Learning Opportunities Program will incorporate librarian-supported access during after-school hours. Additional funding will allow librarians to support book checkout, maintain organized and leveled site-based libraries, and guide students in selecting texts aligned to their independent reading levels. This access ensures that students consistently engage in meaningful reading practice beyond the instructional day. Librarians will also collaborate with Site Lead Teachers and instructional staff to reinforce guided reading practices, promote a culture of literacy, and support the ongoing use of the Lexile leveling system. By expanding access to high-interest, appropriately leveled books and providing structured opportunities for independent reading, the program will enhance students' reading fluency, comprehension, and overall academic growth.

Ignite Reading Program

The Ignite Reading Program will be integrated into the before-school component to provide targeted literacy support for students in need of foundational reading intervention. Through structured, one-on-one virtual tutoring, students receive explicit instruction in phonics, decoding, and fluency. The program uses data-driven progress monitoring to individualize instruction and accelerate reading growth. Its short, consistent sessions align with the school-day curriculum and maximize learning time, ensuring students build confidence, improve literacy skills, and are better prepared to engage in daily classroom instruction.

4—Youth Voice and Leadership

Youth Voice and Leadership

FUESD After School provides students with meaningful opportunities to exercise youth voice and leadership at every grade level. Site Lead Teachers and the ELO Counselor collect student input through ongoing focus groups, surveys, Panorama data, and student forums. Feedback is gathered on enrichment interests, club design, and project ideas, ensuring that students help shape the programming offered at their site. Daytime teachers and ELA TOSAs also contribute by identifying student interests and co-teaching enrichment classes that extend instructional goals, such as the After-School Reading Program.

Students are given choice and autonomy starting in TK, with younger students expressing preferences through age-appropriate surveys and older students engaging in service-learning and leadership projects. Examples include:

- **“Fallbrook a Leer”**, a literacy-focused community service project.
- **“De Luz Mobile Feeding Bank”**, monthly food distribution for our rural families in De Luz area.
- **“Pennies for Pets”**, a fundraising initiative with the Fallbrook Animal Sanctuary, was entirely planned and implemented by students, including flyer design, collection logistics, and site coordination.

Students also serve as peer mentors, helping younger or new students navigate enrichment activities and modeling positive leadership skills. During Genius Hour and project-based activities, older students often lead small group discussions, collaborative projects, or STEAM experiments, developing confidence and communication skills.

To celebrate student accomplishments and reinforce leadership, each enrichment session and Super Summer Camp culminates in an “Invention Convention” or showcase. Students invite families to campus to present STEAM projects, enrichment club work, or service-learning initiatives, fostering stronger family-school connections while giving students a platform to demonstrate ownership of their learning. This year, a culminating Art/Literacy Project will celebrate the 250th anniversary of the U.S. Constitution, integrating history, literacy, and creativity while highlighting student leadership.

Students also participate in program quality assessment and improvement. Members of the ELO Action Team gather feedback from peers through surveys and meetings, ensuring student perspectives are incorporated into program planning and refinement. Additionally, committees focused on Math, Science, and STEAM review student input to align project-based lessons with grade-level standards, bridging the gap between school-day instruction and after-school enrichment.

Through these opportunities, FUESD After School fosters student agency, leadership, and civic engagement, while ensuring that student voice directly informs programming, supports peer mentorship, and strengthens overall program quality.

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.

Healthy Choices and Behaviors:

FUESD After School is committed to fostering healthy choices and behaviors in alignment with FUESD's Health and Wellness Policies and the requirements of the Expanded Learning Opportunities Program (ELOP). The program ensures that students have regular access to physical activity, nutritious meals and snacks, and wellness education, promoting lifelong healthy habits.

Nutrition and Healthy Meals:

All students are provided with a healthy snack at no cost, with meals designed to meet Federal Free and Reduced Lunch nutrition guidelines, including appropriate portions of protein, grains, vegetables, fruits, and milk. Examples of nutritious snacks and meals served in the after-school program include:

1. Yogurt parfait with granola and fresh berries
2. Turkey or chicken wrap with whole-grain tortilla, fresh vegetables, and fruit
3. Veggie and hummus cups with whole-grain crackers and milk
4. Trail mix with dried fruit, nuts, and seeds paired with fresh fruit
5. Space-themed snack "fruit rocket ships" paired with milk or water

The Child Nutrition Services Director and the ELO Director collaborate monthly to plan meals and snacks for non-school days, intersessions, and summer programs, ensuring that nutrition education is integrated into each offering. Students also engage in hands-on cooking experiences through programs such as Kitchenistas. FUESD trained 20 employees and parents through the "Cooking for Salud" program, led by registered nutritionists and culinary experts. Participants learned to teach students about healthy eating, food preparation, and nutritional values. Trained staff also hold Food Handler's Permits, ensuring safe and hygienic food practices. Evening parent classes further empower families to prepare nutritious meals, share recipes, and reinforce wellness practices at home.

Physical Activity and Fitness:

At least one-third of the after-school program schedule is dedicated to physical activity, self-care, and social-emotional learning. Students participate in daily physical education opportunities during Genius Hour, enrichment rotations, intersession camps, and summer programs. Partnerships with local organizations enhance program offerings, including:

- Soccer Saints clinics led by local athletes
- Fallbrook After School Running Club at multiple sites
- Field hockey classes guided by certificated FUESD teachers

These activities promote cardiovascular fitness, teamwork, sportsmanship, and positive peer interactions, aligning with ELOP social-emotional learning and wellness objectives.

Family Engagement and Community Wellness:

FUESD After School integrates wellness education into family engagement by offering free nutrition classes led by licensed nutritionists, producing monthly wellness presentations,

and distributing fresh produce and groceries to families. In addition to partnerships with the San Diego Food Bank, the ELO Department collaborated with Feeding San Diego to establish a mobile food pantry serving families in De Luz, a rural area of Fallbrook. Monthly distributions provided fresh produce and essential groceries, and many families expressed gratitude for the reliable access to nutritious food. During Spring Camp 2025, 150 bags of fresh produce and shelf-stable items were also distributed to all attending families. These initiatives support families in making healthy choices at home while extending the reach of the after-school wellness program.

Skill-Building and Behavior Reinforcement:

Students are guided to practice pro-social behaviors, self-care, and healthy decision-making during all program activities. Health and wellness initiatives are embedded into project-based learning, STEAM projects, and enrichment clubs, ensuring that students make healthy choices while developing leadership, collaboration, and life skills.

By integrating nutrition, physical activity, wellness education, and family engagement, FUESD After School meets ELO compliance standards for fostering lifelong healthy behaviors, while providing students with knowledge, skills, and opportunities to make positive, informed choices in their daily lives.

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.

Family Engagement and Cultural Inclusion (Updated):

FUESD After School also prioritizes family engagement as part of its commitment to equity and inclusion. The program purchased Family Night materials in both English and Spanish and hosted Family Night events at multiple sites. These events provide families with hands-on activities, literacy games, and enrichment experiences that reinforce student learning while promoting cultural understanding.

The ELO Department will coordinate schedules, with lead teachers and social workers supporting the launch of a **Parent Engagement Center at FSA**, providing parent education classes, family events, and additional supportive programs. Currently, two projects are underway:

- **FSA Parent Engagement Center** – Offering educational workshops and family-centered events to engage and empower parents.
- **Community Hub at MEE** – Supporting parents with basic needs, including shelf-stable foods, clothing, assistance with applications, and access to community resources.

To ensure consistent support for families, we are seeking a **Liaison** to assist parents during morning hours and an **ELO Counselor** to staff the center in the evenings.

Cultural Exposure and Enrichment:

Students participate in field trips to museums, science centers, and college campuses to broaden their understanding of the world and develop an appreciation for diverse cultures. For example, students have visited four museums in Balboa Park, met with docents, and created origami art at the Japanese Friendship Garden. Throughout the year, the program celebrates cultural events and heritage months, including Black History Month, Women's History Month, and Hispanic Heritage Month. Programming highlights a "day in the life" of children from around the world, incorporating language, food, and art projects that are displayed for families, helping students develop cultural awareness and respect.

Bilingual Access:

All program materials, communications, and outreach are available in English and Spanish, ensuring full participation by ELL families and compliance with ELO access standards.

Culturally Representative Staff:

ELO prioritizes hiring staff from the local community who reflect students' cultural and linguistic backgrounds. Currently, 100% of after-school staff identify as people of color, and many are members of the communities they serve. Staff receive professional development on culturally responsive teaching, ensuring they value, affirm, and integrate students' backgrounds into learning experiences.

Migrant Student Supports:

A significant portion of FUESD students are part of the Migrant population. The ELO Director collaborates with the Migrant Program Director to provide layered enrichment experiences, including university visits, cultural activities, and intersession and summer programs. Migrant students are given priority enrollment for these programs to ensure equitable access to enrichment opportunities. All Migrant students are prioritized for ELO programs, after-school, and summer programs.

Community Engagement:

To support literacy and family involvement, FUESD After School hosts the annual "Fallbrook a Leer" event to provide workshops and books for our students. Students from all district schools participate in literacy stations, engage with guest readers, and take home books in backpacks. Parents attend workshops and activities alongside their children, reinforcing equity and access for families.

Support for Students with Disabilities:

ELO ensures access for students with disabilities and other barriers that may limit participation. After-school staff receive specialized training to support students with academic, behavioral, and social-emotional needs. The program collaborates with the Special Education Department to provide professional development, coaching, and guidance for site leads, supervisors, and classroom staff. Staff are trained in differentiation strategies, individualized accommodations, and routines that support students' unique needs.

Special meetings are held as needed to coordinate transportation, accommodations, and support personnel for students requiring additional assistance. For example, agendas and collaborative planning include site administrators, social workers, counselors, the ELO

Director, program supervisors, and parents to develop individualized support plans. Additional staff are hired as necessary to ensure all students have equitable access to enrichment activities and full participation in the ELO program.

Through these practices, FUESD After School ensures compliance with ELO requirements by providing culturally responsive programming, bilingual access, equitable opportunities for participation, and supports for students with disabilities, creating an inclusive, engaging, and enriching environment for all learners.

7—Quality Staff

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

FUESD After School ensures that all students have consistent access to highly qualified, trained, and engaged staff. The program emphasizes student-staff relationships, mentorship, and meaningful interactions that promote academic, social-emotional, and leadership growth.

Minimum Requirements for Frontline Staff:

- All after-school staff must meet the minimum standards for instructional aides, including successful completion of the FUESD Instructional Assistant (IA) Exam.
- The ELO Director, in partnership with Human Resources, manages the recruitment, posting, and interviewing of staff for after-school positions.
- Third-party employees are required to meet the same standards as district staff, including passing the IA Exam, providing proof of 60 college units, and completing all mandated clearances.

Tracking and Compliance:

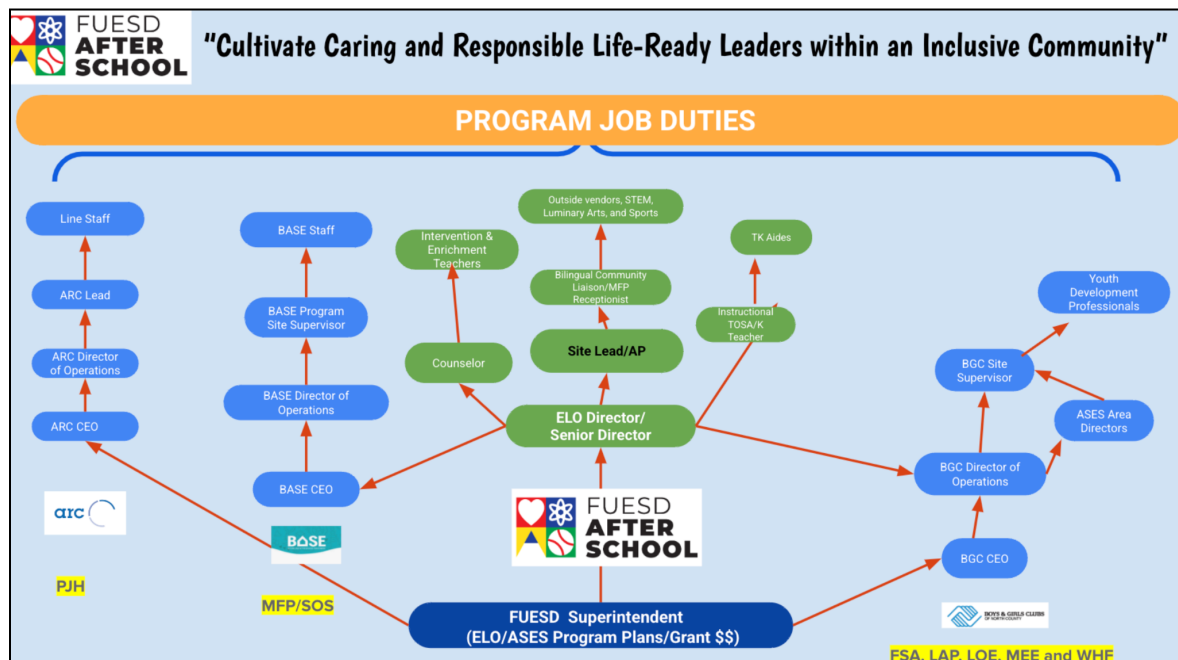
- The ELO and HR departments maintain a shared Google spreadsheet to track staff credentials, fingerprinting, TB tests, IA exam scores, and proof of educational qualifications.
- The ELO clerk maintains an audit folder containing job descriptions, staff assignments, and verification of compliance for all partner organizations.
- This system ensures that every staff member working with students is properly vetted, trained, and qualified, creating a safe and effective learning environment.

Opportunities for Students to Engage with Staff:

- Students participate in structured activities, including Genius Hour, enrichment rotations, STEAM projects, and service-learning experiences, guided by trained and credentialed staff.
 - Staff serve as mentors and role models, facilitating clubs, leading projects, and providing guidance for both academic and social-emotional growth.
 - Daily check-ins and small-group interactions foster strong relationships between students and staff, ensuring students feel supported, heard, and engaged.
- The program emphasizes quality interactions aligned with PBIS, social-emotional

learning, and ELO Quality Standards, allowing students to benefit from consistent, meaningful engagement with highly qualified personnel.

By maintaining rigorous staffing standards and ongoing professional development, FUESD After School ensures that students have high-quality staff consistently available to support their learning, wellness, and enrichment goals, meeting all ELO requirements for safe and effective program delivery.



Frontline Staff Training

Throughout the school year and summer, the ELO Department hosts multiple professional development sessions for all staff. Over the past two years, Site Leads have become trainers-of-trainers, delivering training for frontline staff using the FUESD ELO “Frontline Staff Expectations” framework, developed in alignment with ELO Quality Standards and with coaching support from Curriculum Developer Lynne Fox (Franklin Covey).

Training Goals:

The training ensures that staff are equipped to provide meaningful engagement with students, foster trust and mentorship, and support personal growth. Key components include:

- **Daily Check-ins:** Staff and students build relationships, discuss challenges, and celebrate successes to promote social-emotional learning.
- **Student-Staff Collaboration:** Staff lead clubs, enrichment activities, and special events aligned with student interests, encouraging leadership and participation.

Five Strands of Frontline Staff Training:

1. **PBIS Strategies** – Teaching age-appropriate interventions, providing positive feedback, and reinforcing leadership skills.
2. **Schedules and Programs** – Implementing **Genius Hour rotations** and other project-based learning activities.
3. **Students and School Safety** – Ensuring organized transitions, active supervision, reporting behavior incidents, and conducting safety drills.
4. **Professionalism** – Maintaining appropriate boundaries with students, upholding confidentiality, and modeling respectful behavior.
5. **Rooms and Equipment** – Using room environment checklists, maintaining organization, and following clean-up procedures to ensure safe, structured learning spaces.

This Frontline Staff Training framework ensures that students consistently interact with high-quality, well-prepared staff, meeting ELO compliance standards for program quality, student safety, and meaningful enrichment experiences.

 Frontline Staff Expectations & Highly Effective Practices	
Positive Behavior Intervention and Support • 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 • Organized transitions and routines: ◦ safe, respectful, and organized • Active supervision of all students ◦ 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 ◦ 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 ◦ 20:1 (1-8) ◦ 10:1 (TK/K)
Professionalism (Behavior and Appearance) • 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 ◦ Social media • Avoid putting yourself in a compromising situation • Appropriate radio etiquette	
Schedules and Programs • Schedules are posted and followed in the classroom • Genius Hour- (post Genius Hour breakdown) • Organized and engaging structured physical activities • Supervise enrichment classes ◦ Maintain staffing ratios • Procedures and routines such as Round-ups and callbacks	Rooms and Equipment • Room/Site - organization and clean-up ◦ 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 ◦ 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 26-27 school year.](#)

Moving forward, some additional staff would help us to maximize programs across the district and equity for all sites. Two additional full-time Lead Teachers will support the coordination and implementation of enrichment and tutorial classes across all school sites, ensuring programs are aligned with student needs and interests. This role will oversee scheduling for after-school programming, including academic support, enrichment rotations, and targeted interventions, to maximize student engagement and participation. In addition, the Lead Teacher will play a key role in developing and organizing parent education opportunities, supporting workshops, family events, and communication efforts that strengthen family engagement across the district. By providing consistent leadership and coordination, this position will ensure high-quality, well-structured programming that connects academic support, enrichment, and family involvement to promote student success. One position would go to our school on Camp Pendleton, and one to schools in the town of Fallbrook.

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 of the Leadership Team of FUESD After School. **“FUESD After School Mission is to cultivate caring and responsible life-ready leaders within an Inclusive Community.”**

All after-school 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 26-27:](#)

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

Expanded Learning Program Mission Statement

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

Goal 1: Support students' holistic growth through safe, engaging, and developmentally appropriate activities that foster social-emotional, academic, and leadership skills. (Quality Standard 6)

Action Steps:

1. Relationship Building:
 - Train staff to develop positive, supportive relationships with students.
 - Implement weekly check-ins or advisory circles to build trust and student voice.
2. Student Leadership & Voice:
 - Create opportunities for student-led projects, clubs, or initiatives within ELO programs.
 - Include students in planning and evaluating activities to promote ownership and engagement.
3. Safe & Inclusive Environment:
 - Conduct regular classroom observations and feedback sessions to ensure inclusivity and safety.
 - Implement clear behavioral expectations and restorative practices to promote positive interactions.

Goal 2: Engage families as active partners in students' learning and development, fostering strong school-home connections. (Quality Standard 8)

Action Steps:

1. Family Learning Opportunities:
 - Offer workshops or family events that support literacy, STEM, social-emotional learning, and other academic skills.
 - Provide take-home activities or project kits for families to engage in learning at home.
2. Community Partnerships:
 - Connect families with community resources, including local libraries, museums, and youth organizations.
 - Host informational sessions to increase awareness of community supports for academic and social-emotional growth.
3. Cultural Responsiveness:
 - Celebrate diverse cultures and backgrounds through family-centered events and curriculum integration.
 - Provide translation or interpretation services to ensure equitable access for all

families.

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.

Student and Family Involvement in Program Design

The ELO Department actively involves students and families in both the creation and ongoing refinement of the after-school program. This year, a monthly walk-through process was implemented at each site, involving the ELO Director, Senior Director, and Boys & Girls Clubs Director of Operations. During these visits, stakeholders identify areas of need, set goals, and develop action plans. When trends are observed across multiple campuses, ASES and ELO program plans are revised to address them. For example, improvements were made to check-in/check-out procedures, including the hiring of attendance monitors at each site, establishing common procedures, and revamping the registration process.

Students also participate in program planning through focus groups, surveys, and forums, sharing input on enrichment opportunities, club design, and project interests. The ELO Committee—comprised of students, staff, parents, district directors, and community members—ensures that student voice and family feedback inform program decisions throughout the year.

Family Engagement

Family engagement is central to the success of ELO programs. The department hosts **Family Night events**, **STEAM nights**, and other interactive activities across multiple after-school program sites, intersession camps, and the new **Parent Engagement Center at FSA**. Families participate in hands-on stations featuring literacy, STEAM, and technology activities, with materials provided in both English and Spanish. Each school receives a small ELO-sponsored budget to support these events, fostering stronger community connections and increasing family involvement in student learning.

In addition, families play an active role in program design through feedback gathered at events, surveys, and direct engagement at the **Community Hub at MEE**, helping guide enrichment programs, after-school rotations, and special projects. This ongoing partnership ensures that programs reflect the needs, interests, and voices of the families they serve, creating a more inclusive and supportive learning environment.

Community-Based Organizations and Partnerships

The ELO Department partners with Community-Based Organizations (CBOs) and non-LEA partners, including Boys & Girls Clubs (BGC), ARC, Fallbrook Sports teams, Pop Warner Football, Fallbrook Girls Softball, and Fallbrook Baseball, to expand opportunities for students. These partnerships provide:

- Scholarships and access to extracurricular activities
- STEAM enrichment opportunities

- Mentorship and leadership experiences

Additionally, the ELO Director works with **Fallbrook High School Administration** to develop partnerships with esports teams and with the **Community Schools Committee** to enhance multi-tiered support for students.

Integration with Multi-Tiered Systems of Support (MTSS)

The after-school program is fully aligned with district MTSS initiatives, ensuring students receive coordinated academic, social-emotional, and behavioral support:

- Academic support: Personalized learning plans, small-group tutoring for struggling readers, English learners, and students with IEPs.
- Social-emotional support: Collaboration between the ELO Counselor and Community Schools Social Workers to serve high-risk students.
- Trauma-informed support: Students with high-risk trauma scores receive both in-school and after-school counseling to ensure continuity of care.
- Teacher collaboration: After-school teachers meet daily with school-day teachers to monitor student progress, reinforce interventions, and ensure alignment between the school-day curriculum and after-school enrichment.

Through these efforts, the program provides equitable access, strengthens family and community partnerships, and ensures that student voice and needs drive program decisions year-round.

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.

The FUESD Expanded Learning Program engages in a data-driven Continuous Quality Improvement (CQI) process to intentionally assess, plan, and enhance program quality, aligned with the California Quality Standards for Expanded Learning Programs. This process focuses on student social-emotional and skill development outcomes, including social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness.

At the start of each year, the ELO Action Team identifies essential quality standards and collaborates with site leadership to establish monthly program goals and action plans. The Information Technology Department provides technical assistance and resources to support these efforts. Data is collected through ongoing stakeholder surveys, program observations, and student outcome tracking, which informs goal-setting, highlights areas for growth, and guides resource allocation.

The ELO Action Team utilizes the Continuous Quality Improvement (CQI) tool and the Quality Self-Assessment (QSA) to evaluate program implementation. These tools allow the team to:

- Rate program performance against California Quality Standards
- Identify areas for improvement
- Collect and analyze relevant student and program data
- Share findings with staff, students, parents, and site administrators through meetings, newsletters, bulletins, and social media.

Data collected is used to refine program activities, professional development, and student supports. For example, feedback from the 2025-26 school year revealed a need for enhanced Positive Behavior Management strategies. In response, the team developed grade-specific strategies and toolkits, delivered through targeted training modules designed for young adult staff. This iterative process ensures that program improvements are responsive to both student needs and staff development.

The ELO Action Team continues to expand its CQI process, actively involving students and staff in the evaluation cycle, with plans to recruit more student representatives for the 2026-27 school year. Monthly trainings, action plan reviews, and CQI resources provide ongoing guidance to maintain high-quality, responsive programming across all sites.

The ELO Action Team Hub provides centralized access to all resources, including meeting agendas, program goals, action items, and documentation of the continuous improvement process. Through this hub, the team tracks progress, monitors data, and leads targeted improvements based on student outcomes, staff feedback, and program evaluations.

Attached is the [25-26 ELO Action Team Hub](#), which shows the work done last year that we will replicate for the 26-27 school year

<u>Continuous Quality Improvement Resources</u>	
Topic	FileDocuments
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
<u>ELO Goals Action Plan Template</u>	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 ELOP PLAN 24-25 Revised May 2024

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.

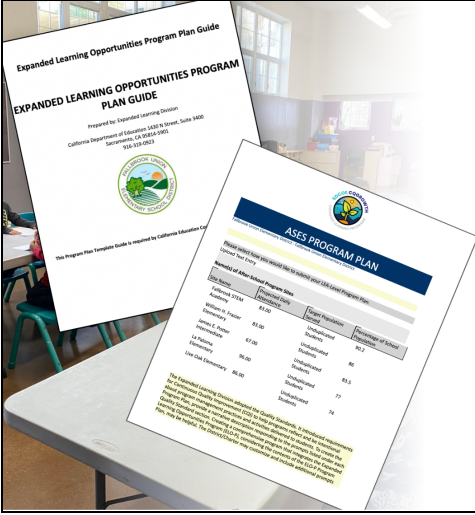
I. Enrollment & Registration

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.
- 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 outlines 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, [26-27 ELO Parent Orientation](#).



The FUESD Expanded Learning Opportunities Plan & ASES Plan

One Comprehensive Program for Tk-8th grades is now



Activity	Percentage of School Time
Academic	45.00
Arts	15.00
Physical Education	10.00
Language	10.00
Life Skills	10.00
Other	10.00

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 for 26-27 and used by our Site Leads to understand the new Registration process, including enrollment and attendance.

[Registration Fair Flyer 2026-27](#)

Registration Resources	Enrollment and Attendance
Registration Presentation 26-27 ELO Orientation Registration Facts Registration Process Registration Letters: TK/6th Grade Acceptance Letter MFP/SOS Acceptance Letter Check-In and Check-Out City Span Arrival/Dismissal Guidelines Talking Points on ER/LA Early Release/Late Arrival Forms City Span Check-In/Check-Out and ER/LA Procedures ER-LA Form	Enrollment Procedures: Enrollment/Disenrollment Policy Procedures for Site Teams Excessive Absence Letter Attendance Letters Attendance Postcards Attendance Script Attendance Letter to Parents Attendance Cheat Sheets: How to download the CitySpan attendance report Weekly Attendance Audits: Weekly Attendance Audit Template

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 calls home to speak to the 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 throughout procedures, and other changes have been 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 secure 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 its 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.

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
- Addition 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 the 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 two full-time Lead Teachers to support students and families with parent education, family workshops, enrichment, and tutorial services that do not replicate the school day.
- Additional ELO office support to register families, outreach, and more.

3. Books and Supplies

- **\$500,000** for materials and supplies, including K-6 libraries for each after-school 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.
- After-school vendors who provide additional enrichment services and sports skills.

6. Equipment:

- **\$262,000** E-sports, software, iPads 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.

A. Organizational Leadership Structure

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

B. Bi-weekly, Quarterly, and Annual Monitoring

- **Bi-weekly leadership meetings** to review program operations, address staff concerns, and analyze student engagement data.
- **Quarterly staff retreats** to ensure alignment around program goals and professional development priorities.
- **Instructional Cabinet Meetings** held with the Superintendent to review program initiatives and outcomes.
- **Annual reports** to the LCPS Board and the California Department of Education (CDE), including attendance, student achievement, and financial audits.
- **Monthly vendor invoices** are reviewed with the Director of Accounting to ensure financial accountability.

II. Staff Hiring, Training, and Development

A. Recruitment and Professional Development

FUESD After School recruits highly qualified staff through job fairs, teacher training programs, and community partnerships, ensuring a workforce that reflects the needs of students and families. Competitive compensation supports recruitment and retention, including salary enhancements for bilingual skills, advanced degrees, and FUESD alumni status. Full medical benefits are offered to FUESD staff working 0.50 FTE or more. Retention incentives prioritize continuity in student support, consistent with ELO quality standards.

B. Professional Development for Program Success

The ELO Department provides a comprehensive professional development program to equip staff with the knowledge and skills to engage and support students effectively. Training is designed to maximize student outcomes while ensuring fiscal responsibility, and includes:

- Restorative Justice Practices
- Trauma-Informed Practices
- School Safety and Emergency Response
- PBIS Strategies for Positive Behavior Reinforcement
- Culturally Responsive Practices
- Training specific to TK/K, elementary, and middle school students

Professional development is provided through weekly staff meetings, semester trainings, and summer sessions, tailored to every staff role, including Lead Teachers, counselors, frontline staff, bilingual liaisons, and certificated/classified staff. Site Leads serve as trainers-of-trainers, ensuring consistency and sustainability in delivering training.

Attached is the training schedule from last year and others mentioned below:

25-26 ELO Meetings and Training Schedule

- After-School Training for Assistant Principals, Site Lead Teachers, Liaisons, front office staff, TK/K staff, and Certificated Teachers leading Guided Reading groups.
- SDCOE Training Series with our ELO Counselor
- Training in Leadership for Lead teachers
- Cltyspan Training for new Staff
- FOLlet system software training for ELO Office staff
-

C. TK/K Specialized Training

Recruitment Plan:

We will continue actively recruiting educators with experience in early childhood education, focusing on individuals who demonstrate a strong passion for working with younger children. In 2025–26, we successfully recruited seven part-time certificated teachers to support the TK classes on each campus. All newly selected teachers were able to onboard through the Induction Program, ensuring they receive foundational support as they begin their teaching roles.

Professional Development:

Our staff will participate in specialized training sessions to deepen their understanding of developmental milestones and effective teaching strategies for young learners. This includes the six-workshop Behavioral Training Series led by Jessica Botica, the district Behavior Specialist. Additionally, this summer, teachers will attend the TK/K Bootcamp and participate in all relevant TK/K teacher training opportunities to further enhance their skills and readiness for the classroom.

Support Staff:

FUESD has prioritized early learning professional development. Each month, TK/K classroom assistants participate in two-hour training sessions, receiving:

- Developmentally appropriate books, games, and lesson plans

- Monthly themes with structured behavior management support
- Curriculum tailored to 4–5-year-old students

These trainings ensure assistants are fully prepared to support students' academic, social, and emotional development. Example trainings and resources are accessible via the TK/K ELO Hub 2026-2027. The TK/K aides work closely with the classroom teachers. We have seen a huge decrease in behaviors with our newly hired TK/K teachers.

D. Frontline Staff Training

Frontline staff receive ongoing training in the FUESD ELO Department “Frontline Staff Expectations”, aligned to ELO Quality Standards. Training emphasizes:

- PBIS Strategies – age-appropriate interventions, positive feedback, and leadership reinforcement
- Schedules and Programs – implementation of Genius Hour and enrichment rotations
- Students and School Safety – organized transitions, active supervision, behavior incident reporting, and safety drills
- Professionalism – maintaining boundaries, confidentiality, and positive role modeling
- Rooms and Equipment – classroom organization, environment checklists, and clean-up procedures

Frontline staff training fosters meaningful student engagement, mentorship, and leadership opportunities, including running clubs, facilitating enrichment activities, and leading special events aligned with student interests.

E. Program Opportunities and Partner Collaboration

FUESD After School partners with BASE, Boys & Girls Clubs of North County, and ARC to provide enrichment programs tailored to student needs and local contexts. Program offerings vary based on site demographics:

- Military base schools: Low percentage of English Learners; families prioritize sports and STEAM enrichment.
- Maie Ellis (Dual/Choice School): Programs are designed to meet the needs of a diverse, multilingual population with expanded enrichment offerings.

Partner programs continue to grow and adapt, ensuring students have equitable access to academic support, social-emotional learning, STEAM experiences, physical activity, and leadership opportunities. Comprehensive program options for the 26-27 school year are documented in the attached Program Opportunities files.

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 Century 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 a 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**, the FUESD ELO/ASES program can:

- **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. In 2025-26, we recruited seven part-time certificated teachers to cover the TK classes on each campus.
- Professional Development: The Staff will participate in specialized training sessions to enhance their understanding of developmental milestones and effective teaching strategies for young learners.

Developmentally Informed Curriculum:

- The TK Lead teacher 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](#).

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 support the TK/K after school teachers. The part-time teachers have been 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.

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 support 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 the 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.
- **Supervision and Safety:** Each field trip will adhere to the 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.**

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

📄 25-26 Weekly Schedule

📄 26-27 Weekly Schedule

Daily Schedules (3 plus hours daily)

[2026 LAP Schedules](#)

Intersession Schedule

[25-26 Intersession Camps](#)

📄 **Copy of 25-26 Intersession Camps**

Spring Camp Schedules (11-hour days)

[25-26 Spring Camp Schedules](#)

[2026 Spring Camp Morning Schedule](#)

2026 Spring Camp BGC Schedule

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 nonschool days, 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.