

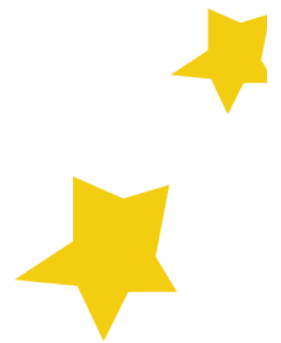
# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

FULLERTON  
SCHOOL  
DISTRICT



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

<b>Name of Local Educational Agency or Equivalent:</b>	Fullerton School District
<b>Contact Name:</b>	Jason Chong
<b>Contact Email:</b>	jason_chong@myfsd.org
<b>Contact Phone:</b>	714-447-7400

**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. Acacia School
2. Beechwood School
3. Commonwealth School
4. Fern Drive School
5. Golden Hill School
6. Hermosa Drive School
7. Laguna Road School
8. Maple School
9. Orangethorpe School
10. Pacific Drive School
11. Raymond School
12. Richman School
13. Robert C. Fisler School
14. Rolling Hills School
15. Sunset Lane School
16. Valencia Park School
17. Woodcrest School

### Purpose

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

### Definitions

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

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

## **Instructions**

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

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

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

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

## 1—Safe and Supportive Environment

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

Fullerton School District's Expanded Learning Opportunities Program (ELO-P) plan, ENCORE (ENrichment and CORE instruction), will be provided in a multitude of ways both before and after school at all 17 FSD elementary and K-8 sites. ENCORE will include academic support in the form of interventions, homework help, tutoring and more. It will also include enrichment activities and opportunities that encourage students to expand their horizons, explore new things, and follow their passions.

We have partnered with district and community agencies such as Tutor.com, Breakthrough Sports, Discovery Cube, ASEP SoCal, and more to provide a safe and supportive environment for students to learn and explore. The ENCORE team will develop a sense of safety and belonging for the students and their families through these community collaborations and by the development of positive relationships. The physical safety and security of our students will be met through a firm foundation of behavior expectations, the hiring of qualified staff, as well as safety drills and protocols that will be set forth through the program. Attendance will be taken at the start and end of each session and students will follow dismissal procedures set by the program and school to ensure safety upon dismissal.

## 2—Active and Engaged Learning

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

The ENCORE program aims to engage students in specialized programs (e.g. coding, speech and debate, drones, sports, etc.) as well as provide academic support (Delta club, tutor.com, homework club, etc). The program will provide students with academic support to enhance the core subject matter taught during the instructional day through a myriad of avenues. Interventions through DELTA club, tutor.com, FEV tutoring, homework clubs, and more will provide students different opportunities to strengthen their competencies in core subject areas. The program will also provide a variety of enrichment opportunities that reflect the students' high level interests. With authentic experiences in mind, the ENCORE team and site leadership will personalize the opportunities unique to each site.

## 3—Skill Building

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

ENCORE builds upon the safety and sense of belonging established through positive relationships and integrated support systems to provide rich learning experiences and knowledge development. By maintaining high expectations for all students and intentionally linking program goals and curricula with 21st-century skills to develop skills, habits, and mindsets, students thrive and engage in their growth.

The ENCORE team will challenge students through specialized clubs, workshops, and activities. In doing so, students will be presented with opportunities to build their skills in STEAM, sports, arts, games, and more.

The ENCORE program will offer intercessions during the summer including JumpStart for English Language Learners, Summer Learning Academy for academic interventions, and ASES Steam Camp for creativity and innovation. The programs provide participants a place to develop their soft skills and academics.

#### 4—Youth Voice and Leadership

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

At FSD, students' self identity, opportunities and experiences, and impact to the community have been a focus within the district to help guide students to become more confident in expressing their learning needs and goals, in addition to building student agency and leadership. Leadership, Student Ambassadors program, ASB, PATHfinder group, and such programs will be offered for students to utilize their voice and exercise leadership skills.

Enrichment activities will include opportunities for students to work in teams to collaborate and develop a stronger youth voice and leadership. Students will also have an opportunity to engage in an array of enrichment activities, some of them tailored to student input (robotics, coding, Rubix cube, chess, sports, drones, STEM, etc). Student input and feedback will be gathered through surveys and conversations with each age group to determine future enrichment opportunities and troubleshooting to ensure that our programs are setting out what they intended to do.

#### 5—Healthy Choices and Behaviors

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

ENCORE promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices in an environment that supports a healthy lifestyle by following the guidelines set in the District Wellness Policy. Health and wellness will be continually promoted throughout the ENCORE programs with the following focus areas:

Physical education and activity

Nutrition services

Positive social-emotional climate

Community involvement

#### 6—Diversity, Access, and Equity

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

FSD's ENCORE program will promote diversity and celebrate the students' unique cultures and backgrounds by providing opportunities for students to highlight their culture and backgrounds through student voice and choice (feedback, activity/program selections, etc.).

FSD provides its staff with training on diversity, equity, and inclusion to ensure that all students feel heard and represented. Unduplicated students including English learners, socio-economically disadvantaged students, foster youth, and homeless students will receive priority enrollment (though all are welcome) in ENCORE programs. ENCORE information will be available in English, Spanish, and Korean to ensure all families can access the information in the language that is most accessible for them.

## 7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

The ENCORE team consists of the following personnel:

Jason Chong, Director of Ed Services

Tamara Ligon, ELO-P Program Specialist

Megan Foti - ELO-P Clerk

When securing team members and community partners, the ENCORE team considers the balance of talents and skills for each program at each site. The team ensures consistent academic assistance along with enrichment opportunities. The community partners in which the ENCORE program will partner with will follow the general guidelines and screening process of applicants that the FSD has set forth to ensure that our students are in good hands. As high quality staff is utilized, the programs will allow for students to be engaged with the staff through various opportunities such as projects, activities, academic assistance and more.

## 8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

It is our mission to promote the potential of all children and youth. We are committed to providing children and youth with a developmentally appropriate and caring environment that supports emotional, social, cognitive, and physical development before and after school hours. We are committed to establishing a community where children, parents, teachers, and staff together will be engaged in an inspiring, joyful, and inclusive environment.

The dual purposes of the expanded learning programs for school-age children are to provide academic support and enrichment opportunities. The ENCORE team designs educational experiences to have value that provides intrinsic factors that support the development of resiliency skills. Children will have a myriad of possibilities investigating the Arts, STEM, social engagement, and other curricula. Through active participation, children will learn to make appropriate choices while being engaged in the ENCORE programs.

## 9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

As community partners are recommended for ELO-P implementation, ENCORE has partnered with Discovery Cube, ASEP SoCal, Tutor.com, Boys and Girls Club, OC United, and Breakthrough Sports to offer a variety of services to FSD students through the ENCORE program. These partners share the same vision and mission of supporting students in their growth and providing experiences not available during the school day. In addition, the ENCORE team will collaborate with educational partners to provide input and feedback on program design, goals, impact, and areas of growth based on program evaluation.

## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The ENCORE program will utilize data from multiple sources to assess the effectiveness of its programs and areas in which improvement can be made. To ensure effective operation of the program and continuous quality improvement,

the ENCORE team will utilize feedback forms, surveys, and follow up meetings with partners and sites will allow for feedback for reflection and program improvement. After each year, the ENCORE team will evaluate the outcomes of the programs to ensure alignment with the ELO-P requirements and guidelines as well as effective and quality implementation across the district. Updating and enhancing the goals with all partners will also be a priority so that communication and expectations will be clear.

## 11—Program Management

Describe the plan for program management.

FSD's ENCORE program is overseen and run by the ELO-P division of the Educational Services Department team and has been systematically organized to provide support, direct services, and quality program assurance to students. The ENCORE team manages the program and works with community partners, site admin, teachers and IA staff to ensure all programs are running as intended and communication lines are kept open between sites and the District Office. The initial planning will be done by the ENCORE team to align the goals of the ELO-P with the goals of ENCORE. The site level implementation will be conducted by the ENCORE team and site administrators to ensure the site plans are aligned with the goals of the ELO-P. Ongoing monitoring will be conducted by frequent check-ins. After each program, a debrief will show the needs to improve and enhance programs for future implementation.

Sample School Programming (Trimester 1):

BEFORE SCHOOL (7:00am - 8:00am)

MONDAY: Tutoring, Delta Club, Reading Club

TUESDAY: Tutoring, Delta Club, Reading Club

WEDNESDAY: Tutoring, Delta Club, Reading Club, Fluency Club

THURSDAY : Tutoring, Delta Club, Reading Club

FRIDAY: Tutoring, Delta Club, Reading Club

AFTER SCHOOL (2:30pm - 4:00pm M, T, Th, F)

MONDAY: Tutor.com, Speech & Debate

TUESDAY: Tutor.com, Dance, Softball, eSports, Tales of the Whale

THURSDAY: Tutor.com, Sports (basketball, soccer), STEM, Tales of the Whale

FRIDAY: Tutor.com, Stage, Drones

AFTER SCHOOL (12:10pm - 4:00pm Weds only)

WEDNESDAY: Tutor.com, Discover Cube (rotates with ASEP SoCal and Breakthrough Sports in Trimester 2 and 3)

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

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

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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

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

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

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

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



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

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

**EC Section 46120(c):**

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

**EC Section 8482.3(d):**

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

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

**EC Section 8482.6:**

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

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

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

**EC Section 8482.3(c)(1)(A–B):**

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

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

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