

EXPANDED LEARNING OPPORTUNITIES PROGRAM

Prepared by:
Desert Sands Unified School District Educational Services

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

Expanded Learning Opportunities Program Plan

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

Local Educational Agency (LEA) Name: Desert Sands Unified School District

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Dr. Reynaldo J. Carreon Academy
2. Carrillo Ranch Elementary School
3. James Earl Carter Elementary School
4. Desert Ridge Academy
5. Amelia Earhart Elementary School
6. Gerald R. Ford Elementary School
7. Benjamin Franklin Elementary School
8. John Glenn Middle School
9. Herbert Hoover Elementary School
10. Indio Middle School
11. Andrew Jackson Elementary School
12. Thomas Jefferson Middle School
13. Lyndon B. Johnson Elementary School
14. John F. Kennedy Elementary School
15. La Quinta Middle School

16. Abraham Lincoln Elementary School
17. James Madison Elementary School
18. James Monroe Elementary School
19. Richard Oliphant Elementary School
20. Colonel Paige Middle School
21. Ronald Reagan Elementary School
22. Theodore Roosevelt Elementary School
23. Harry Truman Elementary School
24. Martin Van Buren Elementary 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

1—Safe and Supportive Environment

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

DSUSD Core Value: Inclusion *We believe that inclusion embraces all forms of human differences and abilities. Therefore, we promote access to educational opportunities and social emotional support in a safe, secure, and nurturing climate of high expectations.*

A safe and supportive environment consists of two distinct components: physical procedural structure and climate of external factors, supporting both the social and emotional development of the student.

Addressing the physical and procedural requirements of the Desert Sands Unified School District (DSUSD) Expanded Learning Opportunity Program (ELO-P) take place on clean and safe school campuses and are supervised by contracted community-based organizations (CBOs) to operate the day-to-day program. Student supervision is supported by site administration, campus security agents, and school resource officers. Access to and from the campus is regulated by the district with an established point of entry for program drop off and pick up during operating hours. All other gates and entries are closed during program and non-program hours. Synergy Student Information System (SIS) is used to track daily attendance for students enrolled in the program, and parents/guardians will be required to sign students when a student is picked up. During daylight savings time, program hours will be adjusted and parent permission slips will be required for any student walking home. Student absences from the program will be verified using the DSUSD SIS and contacting the school office as an additional safety measure. SIS is a valuable resource for the program, providing physical, health, and medical information for each child enrolled. This information will be made accessible to the ELO-P staff.

CBO staff supervising the day-to-day program will be easily identified by their organization's uniform shirt and name tags. All contracted CBO staff are required to meet the qualifications of a para educator as defined by DSUSD when working with and supervising students. They will also be required to complete background checks, fingerprinting, CPR and TB tests. The day to day operational ELO-P staff will receive ongoing professional development (PD) and updates on health and safety procedures. ELO-P staff participation and training content will be tracked using sign-in sheets and agendas for all training dates.

ELO-P will be included in each site's school safety plan. The ELO-P will adhere to all practices outlined in the host site plan, with emphasis on The School Threat Assessment Response (STAR) which includes: lockdown, lockout, evacuation, and shelter-in-place. The utilization of STAR enables staff and students to learn and to follow specific directions without having to be familiar with extensive protocols for multiple emergency situations. ELO-P staff will receive yearly training, and be updated on changes in protocol and procedures. Fire and earthquake drills will be conducted routinely and documented by date and time.

Two forms of electronic communication will be used at each school site, and each staff member will carry a radio for daily communication. The site leader will also carry an emergency radio to communicate in-house with school administration, and district security office after hours.

All ELO-P's at school sites will have medical emergency supplies at hand. Staff will receive annual training on basic first aid procedures and receive CPR certification. In the event of a major emergency, all sites will be instructed to call 911 for assistance and inform the student's parents of any incident that may have occurred. Incident reports will be well documented and submitted to proper channels.

External factors that may negatively affect a child requires a need to have a supportive social and emotional environment. Many students enter our system with trauma related problems that we may or may not be aware of. Yet the child's trauma is evident in behaviors such as acting out, withdrawing, absenteeism and refusing to participate when present. Our recent pandemic has contributed to trauma related concerns in children and adults. As a learning system, we save lives, and if we keep that in mind, we work to continuously improve on what we do and create the conditions where everyone is considered. Students deserve our best and the ELO-Ps at DSUSD needs to be a place where every child is greeted by name, and accompanied with daily smiles from adults happy to see them. Positive reward systems, group acknowledgements and ceremonies emulating the host site will be implemented for consistency and reinforcing the school climate and practices. Positive praise can completely change a child by helping them identify rewarding behaviors and build on these characteristics.

When students are taught coping skills and productive ways to communicate their needs, their behavior, social skills and self worth improve. At DSUSD, Social, Emotional Learning (SEL) and Positive Behavioral Interventions and Support (PBIS) systems of support are used to improve student behavioral and academic outcomes at all school sites. The ELO-P will embrace these systems of support through PD, and implementation of activities and curriculum designed to teach coping skills. The SEL model focuses more on long-term emotional gains while PBIS focuses on positive behavioral interventions on

an as-needed basis. SEL practices address establishing safe and caring learning environments by focusing on settings and conditions, systems of inequality, innovative relevant ways of teaching, and connected and reciprocal adult-student relationships. SEL and PBIS training provided to the ELO-P staff will be implemented and practiced. Results will be evident by observing a positive delivery approach where students are encouraged and supported for success. Conflict resolution and coping skills will be taught to students and practiced when addressing conflicts or negative behavior. The staff's approach will be non-threatening in order to stop the hurt or avoid escalated negative behavior.

In collaboration with the DSUSD Student Assistance Program (SAP) an effective three-tier program is offered by the district. Tier I is universal prevention for all, emphasizing prosocial skills and expectations by teaching and acknowledging appropriate student behavior. Tier II intervention is layered support service for students requiring additional support beyond tier I. These activities include, intervention, group-counseling, and SAP support. Interventions may include small group counseling for issues related to anger, social-emotional issues, and grief. These activities require facilitation for open group support and provided throughout the school year. Tier III consists of more intensive intervention from a multi-disciplinary team. SAP marriage and family therapists and interns provide intensive intervention using individual and family counseling for students. SAP counselors provide therapeutic interventions to support students and their families. The SAP staff work with school staff and guardians to develop positive behavior support plans that set behavior goals and provide accommodations to support positive behaviors. The ELO-P staff will implement any of the tiered support recommendations made for a student, only if the host school site shares recommendations that may be beneficial to the student when participating in the ELO-P. Restorative Practices (RP) is presently being introduced at DSUSD, RP is a social science that focuses on repairing the harm done to people as opposed to punishing bad behavior. Other key intervention programs that may be include in the program are: educational intervention groups, prevention and cessation of alcohol, tobacco, and other drugs, and suicide prevention & awareness. As mandated reporters, the ELO-P staff will submit confidential referrals to access services for students through the appropriate channels.

Inclusion and equity in all aspects of the program makes for a better quality program for all families. When planning the ELO-P, the staff met with all five DSUSD parent advisory groups through virtual meetings. The committees were provided with an overview of the program, the program requirements and examples of the opportunities available for the students. During the meetings parents were invited to submit a request for proposal and teach a specific area of expertise they have to offer, be it cooking, dancing, art, music and other enrichment activities that may be of interest to the students.

Parents and community members were also invited to participate in the *ThoughtExchange* (TE), a survey addressing needs and interests. Notification to participate was included in the elementary and middle school newsletters.

Contributing to a safe and supportive environment, the ELO-P staff will recruit and hire personnel who are diverse in experiences and identities. Many of the students will be able to identify with and share similar backgrounds with staff members who may be from

their own neighborhoods. Program communications will be translated into Spanish and guidance will be provided to families to continue to access services when needed.

A safe and supportive environment may be conducted off school grounds and supervised by trained qualified staff in settings that meet the required safety and emergency preparedness. Transportation cost may be provided to sites located off school grounds at full cost or shared with appropriate parties (CBO or parents). The off school ground program sites may include, but not be limited to: Indian Wells Tennis Gardens, The Living Desert, McCallum Theater, Children's Discovery Museum, PS Aerial Tramway, Palm Desert Aquatics Center, Pawley Pool, Old Town Artisan Studios and other local museums and community centers.

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.

DSUSD Core Value: Service We believe that positive customer and community service distinguishes the district and gives it a competitive edge. Therefore, we model timely and professional interactions with our community

The ELO-P plans to follow the five learning principles developed by Temescal & Associates Learning in Afterschool & Summer (LIAS). *Learning that is active, Learning that is collaborative, Learning that is meaningful, Learning that supports Mastery and Learning that expands horizons.* These five principles were used as the building blocks when California developed the California Quality Standards (CQS). In addressing the CQS active and engaged learning, it is our intent to reduce the absentee rate in the district by providing experiences that are active and engaging for the student.

CA Quality Standard 2 Active and Engaged Learning includes two components; educational literacy and educational enrichment activities.

Educational Literacy

Each ELO-P school site will select a school liaison who will be the go-between with the district office ELO-P department, the host site, and the CBO staff who provide services to the school. The school liaison will assist the CBO staff with curriculum alignment per grade level, and the academic, social, and emotional needs of the students. Assessment data from the regular instructional day program will be used to guide services for the school year. The CBO staff, guided by the school liaison, will develop and update an annual ELO-P site plan. The California Quality Self Assessment Tool (QSAT) will be used by the CBO staff as a navigation tool throughout the school year to informally assess the progress of the program. Based on their observations and self assessment the CBO staff will collaborate with school liaison and ELO-P district staff personnel and decide to either continue working on the same CQS or select a new focus standard for the following school year. The results of the self assessment will be shared with the host school site, parents and ELO-P district office personnel. School sites that are identified as

Comprehensive Support and Improvement (CSI) will receive additional staff development support on academic interventions for the ELO-P.

ELO-Ps will offer a variety of services that contribute to the development of educational literacy skills, a sampling of these services include:

Credential teachers hired by the host school sites will provide targeted intervention instruction during the educational component of the expanded learning programs, while the CBO staff assist students with homework help in small groups by grade level or individual tutoring sessions.

Imagine Language & Literacy program will be offered to English as second language learners (ELL) to support literacy skills. Students will be able to record themselves talking, singing, and reading. These recorded activities allow students to practice language production and then review their recordings to check their progress in both English and Spanish language.

The CBO staff also plan to incorporate a variety of disguised learning activities such as novel study, story reenactments, synonym bingo, word competitions, place value bean toss, sum it up and countless other games that reinforce grade level skills. Student teams from participating schools will participate in district-wide academic competitions that include: *Battle of the Books*, a reading incentive program for students in 3rd through 12th grades. Students read books and demonstrate their abilities and to test their knowledge of the books they have read. *Spelling Bee*, a spelling competition designed to increase vocabulary. *Science Fair* competitions consist of student-created project entries that use the scientific method to test a hypothesis. The projects are judged for accuracy and creativity. *Math Field Day and Robotics Field Day* are days of mathematics competitive activities and robotics that promote reasoning, teamwork, and problem solving skills. These events encourage students to participate in district, county and state competitions that promote school pride and a sense of achievement and belonging.

Students in grades 3rd through 8th will have the opportunity to access the district's FEV Tutors program. FEV Tutor service is a national tutoring service providing 1 – 1 virtual tutoring services through chat dialogs that are driven by individual student data in an effort to personalize and maximize support for each student. DSUSD students access the service for academic homework support using Chromebooks supplied by the district.

DSUSD recognizes that student success is achieved through sound educational practices implemented by all. As an Advancement Via Individual Determination (AVID) school district, AVID professional development will be scheduled by the ELO-P department for the CBO staff. Training includes strategies on lesson delivery, classroom management, and effective supervision. These practices ensure that the educational literacy component of the program is aligned and maintains consistent practices between the K-12 instructional day and expanded learning programs.

As ELO-P develops it is the intent to create a Science, Technology, Engineering and Math education (STEAM) ecosystem. The most effective STEAM education takes place where expanded, informal learning and K-12 regular day learning are integrated, and is often referred to as STEAM ecosystems. To fully embrace a STEAM approach combining science, technology, engineering, math and art, the disciplines will be integrated into a cohesive learning model based on real-world applications that creates a blended learning environment.

Science, math, technology, digital literacy, and engineering experiences will align with the California Next Generation Science Standards (NGSS) and the California math standards covering the key performance expectations for K-8 science and math. Program design and activities will be hands-on and inquiry based including physical and sensory exploration along with discussions, questions, and writing. Lessons will be stand-alone sessions with specific goals addressing the appropriate grade level themes supporting the district's newly adopted science curriculum. *California Elevate Science-Savvas* and math programs *InVision and Go Math*. Students will also gain a broader understanding that technology is any thing or process that people create and use to solve a problem or need and not limited to a belief that technology is solely electronics. Activities will include but are not limited to; Common Sense Media, Expeditions Pro, robotics, coding, website development, animatronics, engineering for kids, Minecraft, Engineering in Elementary (EiE), and assistance with science day projects and math field day teams.

The Desert Recreation District (DRD), a community based organization, contracted by Desert Sands to provide after school child care presently serving 13 of the district's 16 ASES programs utilizes *Mizzen by Mott*. This innovative application is designed to help plan and deliver lessons and activities for grades K-12 in formats from 30 minute activities to multi-week modules. Selection of lessons include a broad range of subjects that complement a STEAM approach to learning. The program provides a professional development component supported by research based practices. All modules have been specifically designed for expanded learning programs at no cost to school districts. The *Mizzen by Mott* program will be used in the ELO-P.

Educational Enrichment Activities

In addition to the services provided by the daily after school staff, the ELO-P will be supplemented by contracting visiting artists and organizations to further enhance available opportunities for students. Enrichment activities give the student more time to study concepts with greater depth, breadth, and complexity.

In designing the education enrichment component of the ELO-P, parent and community input was sought. The ELO-P district staff attended all DSUSD parent advisory committee meetings to introduce the ELO-P, answered questions, and encouraged suggestions for the program plan. School principals are also presently collaborating with their school community, as they revisit the school's vision as to how an expanded learning program will support it. Students in the After School Safety and Education (ASES) program were also involved in the program design by participating in a Google survey with selections of enrichment activities that would be of interest to them.

A Thought Exchange Survey (TE) was created and made available to the community in both English and Spanish language. The TE question was, *“As we work together to provide expanded learning opportunities that focus on developing the academic, social, emotional, and physical needs and interests of our TK-6 grade students, what are some important things for us to consider as we develop our new Expanded Learning Opportunities Program?”*

TE results revealed that 156 parents and community members participated in the survey sharing the following responses.

Is your son/daughter currently enrolled in an after school program

- 78% No
- 3% in ASES
- 15% in fee based program

What grade span is your child currently enrolled?

- 21% TK-K
- 44% 1-3
- 34% 4 - 6
- 18% N/A

What activities would your son/daughter be most interested in? (Multiple choices allowed)

- 81% Sports including cheerleading and dance
- 62% Art
- 51% Music
- 44% Academics

What schedule meets the needs of your family?

- 58% after school
- 18% 2-3 times a week
- 17% Summer School
- 4% Intersessions
- 3% before school

Utilizing the feedback from our parent groups, school site administrators, community members, and students, the ELO-P contacted CBOs who were invited to participate in a series of virtual meetings introducing them to the ELO-P. The ELO-P staff reviewed funding sources, program requirements, DSUSD hiring requirements and overall program expectations. All meeting slide presentations were shared with the CBOs. An informal request for proposal (RFP) was developed and distributed for CBOs to submit. The RFP

outlines a description of their services, cost, supplies needed, capacity of services and where the location of the activity would take place. The ELO-P allows services to take place on or off school grounds. A spreadsheet of CBOs with their contact information and websites and the RFPs will be distributed to DSUSD principals and district personnel who will review the RFP's. Selection of services that best meet the needs of each school site will be made by DSUSD staff and the district contractual procedures for board approval will follow. The RFP process will remain on-going for CBO's that would like to participate at a later date.

Students will have the opportunity to enroll in the enrichment programs during the enrollment period. The enrollment process will include flyers and registration forms giving students a voice when selecting a program with the student's parent support. When programs fill to capacity, a waiting list will be developed and the student will be offered an alternative choice of programs available or scheduled at a later date.

The day-to-day child care/enrichment partners include the Boys & Girls Club of the Coachella Valley, Desert Recreation District, and YMCA of the Desert. As a collective group, they all share a common mission of positive youth development. These organizations will be essential partners of the ELO-P. The staff will facilitate a nurturing safe environment for students to be in until a parent picks them up. The shared responsibility of a student between the CBO staff, and parents forms a trusting relationship between the participants. The CBO's programs help the district meet the nine (9) hour ELO-P requirement of providing daily services. Students in the program will be provided with an array of positive youth development programs, academic enrichment, along with social, emotional, and physical activities throughout the year. The activities are not random selections but rather intentional activities selected by CBO staff who work closely with the school's liaison, and the district's ELO-P staff. Each school's CBO team will develop a written program improvement plan that is aligned to the California Afterschool Quality Standards (CAQS). These site plans will be submitted annually to the district office and publicly displayed at each school site. The ASES staff were extremely instrumental during COVID-19 pandemic distance learning. The ASES staff participated as support personnel to the regular day program during distance learning as 1-1 tutors in small group interventions, breakout groups, and whole group discussions under the supervision of the credentialed teacher. In turn, the ASES staff received daily training on best practices on academics, behavior and enrichment modeled by the regular day classroom teacher to whom they were assigned. This collaboration strengthened the relationship between the regular day program and the ASES program. It is the intent to have many of the ASES staff participate in the ELO-P bringing with them best teaching practices and model these delivery systems with new CBO staff working in ELO-Ps.

In addition to the core group of providers, DSUSD has received interest from the following youth development partners in the community. These include and are not limited to the following.

Sports: First Tee Golf of Coachella Valley, Coachella Valley Firebirds Street Hockey, Robinhood Archery Academy, Sportslife Magazine, Love & LOve Tennis Foundation, after school intramural sports, cheer club, So. Cal Coyote

ART: Coachella Valley History Museum, Young at Arts, Old Town Artisan Studios, Tools for Tomorrow, Raices del Valle, Finest Touch Designs, Green Room Theater Company, Scrap Gallery, McCallum Theater and various independent artists,

Music: Coachella Valley Symphony Instruments, Academic of Musical Performance Camp, Heatwave, Missoula Children's Theater, Raices del Valle

Academics: Smart Education, CV History Museum Jr. Historians, Distance 2be Traveled (desert ecosystem), Startup Smartup Entrepreneurs, Garner Holt Education (animatronics), Spanish/French language classes, Children's Discovery Museum

Leadership: Bianca Rae Foundation, Rae of Hope, Angel Light Academy, Girls Scouts, Boy Scouts, Rock digi, So Cal Coyotes

As the program develops, additional partnerships will be added.

3—Skill Building

Describe how the plan will provide opportunities to experience skill building.

DSUSD Core Value: Kindness *We believe that kindness promotes and inspires a positive school and work culture as well as a healthy community. Therefore, we engage in various activities that define, promote, and encourage kindness, empathy and generosity.*

Real-world experiences require the use of 21st century skills that fall into one of three categories: learning skills, literacy skills, and life skills. The ELO-P will have 21st Century skills embedded and interwoven in a wide variety of academic and enrichment components that are aligned with school site goals. A sampling of these activities are described below.

The four "C's of 21st Century Learning Skills are critical thinking, creativity, collaboration, and communication. Activities addressing the four C's include:

Imagine Language & Literacy for English Language Learner (ELL) students. Students will be able to practice language production by recording themselves and self assessing their progress.

Disguised learning will take place daily using games and healthy competitions between teams. Critical thinking and collaboration will be evident by the number of students participating in DSUSD Math Field Day games, Battle of the Books, Spelling Bee, and the Science Fair.

The Coachella Valley Museum's *Jr. Historians* programs include hands-on activities and old-fashion games immersing students into the past. The blacksmith class is an excellent example of critical thinking lessons and activities, bringing attention to tools created in the past based on necessity, reinforcing the motto "necessity is the mother of invention". In today's world this motto can be summed up as "technology".

Old Town Artisans Studio's *Youth Intro to Ceramics* program teaches students techniques and tools of the craft in small group settings. Learning to build with tools other than the pottery wheel is key to understanding the art of clay. Students explore the various capabilities of the slab roller, extruder, and numerous hand tools, laying the foundation for other ceramic disciplines, all while creating a functional ceramic piece from start to finish.

Tools for Tomorrow utilizes a specifically designed arts literacy curriculum developed by the founder and author and artist. The program integrates creative writing, drama, art and music. The goal of the curriculum is to provide arts literacy by teaching the fundamentals of each of the disciplines while emphasizing the process through hands-on experiences.

The category of literacy skills of the 21st century skill set include; literacy in information, literacy in media and literacy in technology. All three disciplines share common indicators when taught. These indicators are:

- finding and researching information from accurate resources
- critical reading and interpretation
- safety and security measures
- what's the users purpose

An additional measure taken by DSUSD addressing safety and security in technology, is having all DSUSD parents sign an annual acknowledgement of the Responsible Use Policy (RUP) form, found in the beginning of the year electronic registration packet.

Enrichment programs using literacy skills are described below.

Expeditions Pro is a district facilitated virtual reality field trip program for students. Students are instructed on properly handling and using the electronic goggles. Before usage, students plan the expedition by researching the area they're about to explore and familiarize themselves with the topography, botany, and ecology of the area. The expeditions are related to a general theme found in the grade level curriculum.

Garner Holt Educations through Imagination is a STEAM education and career exploration company that provides environments to create and engage students in real-world, hands-on applications to make things move. Students create a one-of-a-kind imagination factory. The animaker space allows students to access Computer Numerical Control (CNC) machinery for milling. Students also have access to 3D printers, vacuum former, laser cutters, airbrushing equipment, sewing machines, and computers with software used in the design and manufacturing industry. Garner Holt staff teach how these resources are used and discussions lead to what is potentially possible.

Sports Life Magazine (middle school edition), first published January, 2022, featured 10 articles written by ASES students at Desert Ridge Academy and Jefferson Middle School. Students collaborated in small groups with guided instruction when researching information. Before writing the actual articles, research material was reviewed for accuracy. Some of the students had the opportunity to conduct virtual interviews via Zoom. Prior to the actual interviews with professionals, students practiced Zoom meetings using the questions they had prepared with classmates. Students learned that the entire process before publication requires a complexity of integrated skills to complete a published written project. The experience proved to be successful for the students involved and the ELO-P will contract with Sports Life to continue services for projects.

Media Production is an enrichment opportunity where students learn the basics on how to use radio and video equipment to develop content for interviews, educational segments, and interacting in the production environment.

21st Century life skills include flexibility, leadership, initiative, productivity, and social skills. Flexibility is practiced at all times; be it a time change, equipment changes, taking turns in games or changes in weather conditions. At all grade levels students are taught to find solutions to daily changes or situations that occur due to unforeseen circumstances. These lessons may occur individually or in small or large group settings as the problem arises. The more students participate in the problem solving process, the more they are likely to apply the skills to their personal lives and minimize frustration levels when things don't work out according to plan.

The Boys and Girls Club of the Coachella Valley, an ELO-P future partner utilizes several nationally recognized youth development programs addressing life skill characteristics. These include:

Intramural Sports where students participate in flag football, cheer, volleyball, basketball, soccer, and softball. Games will be scheduled with other expanded learning programs within Desert Sands.

Drama Matters promotes a love of drama while increasing appreciation for this art form. Weekly 60 minute sessions consist of short warm-ups, a main activity of games, script work and a cool down. Skill building activities range from set design to directing.

21st Century social-emotional skills include critical-thinking, self-awareness, and self-motivation. These skills are found in the following student activities:

Diplomas to Degrees is a postsecondary readiness program. It encourages teens to make connections between their interests and future career paths, to plan and prepare to enter postsecondary education, and develop the skills and attributes to be successful in their educational endeavors. This program focuses specifically on entry into two- or four-year colleges and universities, community colleges, vocational/technical schools, and U.S. military colleges.

Money Matters promotes behavior-changing financial education to help teens get on the path toward budgeting, saving and investing, planning for postsecondary education, and financial freedom. The program equips teens to make wise financial decisions throughout their lives and invest in themselves and their futures.

Passport to Manhood is designed for boys between the ages of 8-17. Each *Passport to Manhood* session focuses on a specific aspect of manhood through highly interactive activities. *Passport to Manhood* represents a targeted effort to engage young men in discussions and activities that reinforce positive behavior. *Passport to Manhood* consists of 14 sessions, each concentrating on a specific aspect of character and manhood through highly interactive activities.

SMART Girls focuses on guiding girls in developing and adopting a healthy attitude and lifestyle, as well as acquiring and maintaining a positive self-concept, positive peer relationships and sound decision-making skills. Girls earn badges as they complete and master each session.

The Desert Recreation District will also be an ELO-P contributing partner providing diverse programming that includes and not limited to: Intramural Sports where students participate in flag football, cheer, volleyball, basketball, soccer and softball. Games will be scheduled with other ELO-Ps within Desert Sands. *Sports, Play, and Active Recreation for Kids* (SPARKS) a nationally recognized program developed at California State University San Diego promoting healthy lifestyles, nutrition, motor, and social skills.

First Tee of Coachella Valley - Local golf instructors teach students to golf using skills that comprise the core value of the First Tee Program: honesty, integrity, sportsmanship, respect, confidence, responsibility, perseverance, courtesy, and judgment.

USTA's Net Generation (NetGen) - students will receive weekly tennis instructions and play tournament style matches amongst their peers and other school sites within the district. It is anticipated that students will participate in the BNP Kids Day when all activities are operating at pre-COVID level.

Intersession days will include Avid Bridge into Summer, Avid STEM, Migrant Education Saturday program, and CBO summer camps. As new community based organizations are contracted the list of opportunities for the students will expand.

4—Youth Voice and Leadership

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

DSUSD Core Value: Respect *We believe that the unique contributions made by each member of our educational community make us stronger. Therefore, we demonstrate consideration, thoughtfulness, attentiveness, politeness, courtesy, civility, and deference in our interactions with others.*

Youth voice and leadership opportunities are abundant throughout the program. Basic roles range from table and team captains, line leaders, distributing and collecting supplies, buddy partners between grade levels, and basically any task that needs to be completed with a student placed at the helm. These operational responsibilities provide a sense of oversight and task completion. During daily pick-up, parents are informed on

how their children led groups or tasks, and are provided with verbal or written suggestions on building leadership skills at home.

Student voice and leadership consists of two different skill sets; style of delivery and the ability to accomplish the task. If we stop to look at how students execute a task, we'll observe a variety of styles without the students being aware of their actions. All individuals have a style best suited for them and reflected in the delivery of the task at hand. Students are exposed to a variety of leadership styles from their teachers, parents, friends, community members, and celebrities. Most of the time, styles are blended and fluid. As we execute our programs identifying four different types of leadership styles through reflection and discussions will take place. Understanding and differentiating these techniques will allow students to develop their own leadership style over time. The four basic leadership styles are: direct, coach, support and delegate.

Students will be given the opportunity to provide feedback on activities they participate in and suggest what activities they'd like to see in the future. This may be accomplished with an impromptu verbal response or an end of the week Google survey. Questions may include: Were you able to complete the activity? What did you find most difficult? What did you discover doing the activity? The data will be used in the Continuous Quality Improvement (CQI) process and used when planning new activities. Parents may also share their comments and concerns with program staff and participate using Google form surveys throughout the school year.

ELO-P students will practice sharing their viewpoints, concerns and interests in aspects of the program they are involved in. Their suggestions will be taken into account and used to modify the program accordingly.

Torch Club will be introduced to the ELO-P. This is a student-led club for middle school students with elected officials such as a president, vice president, secretary, and two treasurers. *Torch Club* focuses on student leadership and community service projects. *Torch Club* members may also run snack bars, and facilitate after school events such as school carnivals, dances, and holiday parties.

Enrichment programs focusing on creativity, self-expression, and professional skill building will be added through-out the school year. These partnerships include environmental organizations, student-led art installations, theater groups, sport competitions, cultural awareness activities, weekend and summer leadership retreats.

Building resilience is a process that supports student voice and leadership. DSUSD plans to partner with The Rae of Hope Retreat, which attracts 400 students annually, including DSUSD students. This annual event provides a "voice for the voiceless". The students rotate in breakout groups led by influential figures, news anchors, athletes, and celebrities with the belief that "the messenger is just as important as the message". The inspirational group leaders share their stories of their own insecurities and experiences and how they worked on overcoming their fears. The safe space environment allows students to open up and share their insecurities and realize that their peers also have similar experiences.

Service learning projects will be developed to connect students to their community under the supervision of credentialed staff members. Quarterly or annual service learning projects and resources will be identified and promoted at sites. Students will organize

registration, promote, market, and participate in student-led culminating events and field trips. Organized clubs will require DSUSD school board approval.

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 programming.

DSUSD Core Value: Teamwork *We believe that together we are stronger. Therefore, we model positive relationships and unity of purpose in our interactions with others.*

The ELO-P will align with the DSUSD health and wellness policies. In the district's ASES programs, snacks were served for all students regardless of age, appetite, and activity levels. Recognizing the need to adjust menus for the students, DSUSD nutritional services department and the ASES program improved the menu by adding a “supper” menu to replace the snacks. The ELO-P anticipates offering a supper menu to all twenty four ELO-P school sites. Portion adjustments will be made for transitional kindergarten and kindergarten students as they enter into the program. A sample menu is listed below for ASES school sites. A challenge for ELO-Ps will be to provide services to an additional 8 schools as we proceed into the full implementation of the ELO-P. These challenges will be addressed and mutually agreed upon in collaboration with the DSUSD nutritional service department, so as not to impact a department beyond capacity. Options may include, catering from outside vendors, adding designated personnel, and providing extra duty for existing staff. These and other options would be paid for using ELO-P funds. The present ASES meal component for students would not have been possible without the support and guidance of our district nutritional service department. All student meals are served at no cost to the students.

Health oriented activities for the program include:

A sample of a blended nutrition and physical education activity for kindergarten - 2nd grade is called Chase the Banana. An employee dresses in a full banana costume and the students run laps chasing the banana. When a student passes the banana the student receives a token banana chip.

A truly successful signature program, developed by the DSUSD nutritional services department specifically for the DSUSD ASES program is *Nutrition Bites*. *Nutrition Bites* will continue to be implemented in the ELO-P. *Nutrition Bites* targets 3rd grade students during six week sessions and rotates to different school sites. The program includes basic nutrition education and cooking skills. The topics discussed cover *My Plate* nutritional guidelines, of the five food groups, nutrients, food labels, organic food and farming, food safety, physical activity & wellness, and healthy cooking methods. Instructional delivery includes hands-on activities, arts and crafts, creative writing, videos, and cooking demonstrations using a portable kitchen cart.

By participating in *Nutrition Bites* students will be able:

- to gain basic knowledge in nutrition and cooking methods.
- to create healthy habits that will follow them into the home.

- to adapt to healthy lifestyle changes.

The Nutrition Advisory Council I (NAC I) a 4th grade program serves as a link between students, school food service personnel, administrators, and the community. Not only is a NAC group a vehicle to spread the word about the important role good nutrition plays in students' lives, it provides important feedback from students on what they like or do not like about their school food service program. By involving students with NAC we will reinforce the idea that school nutrition programs are for them and they can make a difference.

The Nutrition Advisory Council II (NAC II) for grades 5th and 6th, goes into more depth with the subjects that were introduced in NAC I. Through health education, students learn skills to make healthy choices, avoid high-risk behaviors, and ways to communicate what they learn to their peers. By participating in the Nutrition Advisory Council II students will be able to:

- monitor healthy habits by logging in data and then analyzing results.
- to understand how to read food labels
- to understand the internal/external influences that affect their food choices, including advertising and marketing.
- support others in making healthy lifestyle choices
- make healthy food choices when eating away from home.

A fun interactive way to teach students what goes into a smoothie and just how easy they are to make is the use of a self-powered *Smoothie Bike*. Students will be able to make their own smoothie by pedaling a bike and then discuss the benefits of fresh produce, local products, and the concept of organic farming.

As the program develops, the ELO-P plans to form a collaboration between elementary, middle, and high school agriculture career pathway programs to assist and support school gardens throughout the district. Another gardening option is to have a *Flex Farm*, a fully self-contained vertical hydroponic system that is portable, requires a standard electrical outlet, and less than 10 square feet of space. A Flex Farm produces 25 pounds of organic food every 28-day cycle.

Healthy choices include a physical fitness component promoting healthy physical exercise. Students will improve their muscle strength, endurance, team comradery, and much more. Elementary and intermediate students will have the opportunity to participate in physical fitness clubs or intramural sports programs. A supplemental incentive to the intramural sports programs will include partnerships with US Tennis Association, First Tee Golf, and Firebird Ice Hockey. Clinics will be held at schools, and possibly include professional players as part of the training sessions. Field trips for students to local professional sports events will be arranged for actual spectator participation.

Elementary and middle school intramural sport programs allow schools of the same grade levels to have healthy competitions against each other focusing on the sport's fundamental skills while encouraging team camaraderie. Schools will have the opportunity to advance in points and participate in a league style championship that will take place at a local middle school or high school setting. Opportunities to compete against neighboring school districts have also taken place and may continue as the program continues to develop.

Creating an environment of healthy behaviors to support well-rounded students is a primary focus of ELO-P and plans to use the research based program *Kid-Grit* are in the works. A holistic SEL approach that promotes the nourishment of a child’s intellect, emotion, and intuition, along with conditioning his/her body through nutrient-dense food, movement, and breathing. The program consists of five modules with twelve lessons each and six service projects that engage students to think critically and develop a stronger sense of self, contributing to a more thoughtful and intentional person. The modules are mind, body, community, digital consciousness, and make it happen.

The ELO-P will leverage the district’s professional development plan on restorative practices (RP), the science of relationships and community. An example of an RP activity includes circle discussion groups, a safe place where everyone feels they are heard and belong as the students pass a token, referred to as a talking piece, giving everyone a chance to talk or respond to the topic at hand. Additional mental, physical and emotional support systems are described in Section I, Safe and Supportive Environment of this plan.

A sample after school student menu.



SUPPER @ SCHOOL



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Yogurt(37)&Nutrigrain Bar(25) Fresh Fruit Fruitable (14) Milk-Chocolate(23) OR Milk-White(16)	Beef Taco Stick (31) Fresh Fruit Veggies Milk-Chocolate(23) OR Milk-White(16)	PB & J Uncrustable (32) String Cheese (1) Fresh Fruit Veggies Milk-Chocolate(23) OR Milk-White(16)	Turkey & Cheese Sub (22) Fruitable (14) Apple Sauce(14) Milk-Chocolate(23) OR Milk-White(16)	Crunchy Chicken Salad with Small Roll (34) Fresh Fruit Veggies Milk-Chocolate(23) OR Milk-White(16)
MENU SUBJECT TO CHANGE WITHOUT NOTICE				
		() gms. Carbohydrates		* indicates pork

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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.

DSUSD Core Value: Inclusion - *We believe that inclusion embraces all forms of human differences and abilities. Therefore, we promote access to educational opportunities and social emotional support in a safe, secure, and nurturing climate of high expectations.*

DSUSD Core Value: Equity- *We believe that student and staff outcomes are not predicted by race, ethnicity, or socioeconomic status, and that everyone can attain mastery of essential skills given appropriate time and resources. Therefore, we demonstrate high expectations for all and build self-efficacy to ensure success.*

ELO-P plans to secure personnel of various cultures and ethnicities to work with students and families as mentors and school support partners. The daily contact between CBO staff and parents will help create relationships between social circles that may have never been connected. Both the parent and CBO staff will have a shared responsibility for the care and well-being of a student thereby creating a trusting bond. Trusting relationships supports breaking down stereotypical roles that may have been in place prior to their shared responsibilities.

All staff members will receive on-going training on equity and diversity to ensure the program creates an environment that promotes diversity and celebrates students' cultural and unique backgrounds. Examples of activities promoting diversity, access, and are included below:

The ELO-P will make every effort to support English learner (EL) students in all areas of the curriculum and social settings. CBO staff will read aloud to students to model inflection of words, sentences, and promote vocalization. Using visual and physical learning strategies like picture cards, YouTube, ReadWorks, drawings, and role playing connects concrete objects with the meaning of a spoken word or sentence. EL students are purposely assigned to work in group settings with English only (EO) students on group projects/assignments to listen to, and interact with English speakers. EL students are never forced to speak aloud and are allowed to use their native language if it makes them comfortable.

A variety of accommodations made for students with disabilities during the regular day program will be implemented in the ELO-P in order to make for a smooth transition from regular school day to the ELO-P. CBO staff may attend IEP meetings when invited to ensure communication across all levels of service. CBO staff will be consistent with intervention strategies outlined in the student behavioral contracts to redirect unwanted behavior by using positive behavioral strategies and use of incentives. Open communication will be encouraged between regular day staff, CBO staff, and parents allowing for minor program adjustments during the year. Additional equipment and supplies required of a student with disabilities will be secured prior to starting the ELO-P. Additional strategies for students with disabilities include limited classroom distractions and maintaining a positive tone of voice. Assignments and tasks will be at student learning level and extra time will be allowed to complete assigned tasks. Other modifications may also include limited changes of group rotations, classroom placement, and adjustments of time for meal distribution.

As for potential barriers, all students in foster care are given priority enrollment. Foster care students benefit from the social and emotional components of the ELO-Program, by having a consistent daily schedule, location, and consistent adult supervision contributing to improved school attendance and a sense of belonging and stability.

The ELO-P will celebrate a variety of cultures and diversity through enriching experiences throughout the year. Visiting artists will provide classes based on cultural awareness activities. Black history, latino history, women's history, US holidays, and

other locally celebrated events will be promoted to bring awareness and an appreciation of history that are outside a student's circle of influence.

7—Quality Staff

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

DSUSD Core Value: Excellence *We believe that setting high standards helps us realize our vision. Therefore, we model continuous improvement and high expectations for all.*

Staff Professional Requirements

The CBO staff is required to meet the requirements of a para-professional as defined by DSUSD. The district personnel department hosts three paraeducator testing dates per school year. Desert Recreation District (DRD) and the Boys & Girls Club submit names of participants to the district recruitment and examination specialist. Participants are required to pass the exam or show completion of two years of higher education study equivalent to 48 college credit units or hold an associate's or higher level degree. Tutoring assistance for CBO staff to pass the para educator assessment will be offered by DSUSD and CBO to improve the success rate and retain staff.

Professional Development

A priority component for expanded learning is to build capacity with the CBO staff to ensure quality programming throughout the entire system of service.

DSUSD ELO-P takes responsibility to support its collaborative partners to new paraeducators by developing a strong professional development component at no cost to the CBOs including staff hours to attend all regularly scheduled meetings. The extended support for our partners solidifies the relationship while accomplishing program goals. An annual beginning-of-the-year two-day training institute is held for CBO staff. Training may include motivational speakers, social emotional learning, AVID strategies, lesson planning, behavior management, California Quality Standards (CQS), attendance recording, updated procedures and policies, Child Protective Service (CPS) reporting, nutritional education, and emergency protocols. Staff development continues throughout the year at regular monthly meetings. Two non-school days during the year may also be calendarized for staff development. Collaborative partners allocate funds within their negotiated contract for site leaders to attend the *Best Out Of School Time* (BOOST) conference that is held locally in Palm Springs. Funding for conference and release time will also be secured for school liaisons to attend BOOST.

A trainer of trainers (ToT) staff development model and associated cost of programs will be implemented for ELO-P district-wide. The model is intended to engage master trainers in coaching new trainers who are less experienced with a particular topic or skill. The ToT model can build a pool of competent instructors who can then teach the material to others. The model creates a broader reach that is sustainable and is much more cost and time efficient. Training may be provided by DSUSD academic liaisons, project facilitators, certified teachers, and outside providers on specific programs or equipment usage. These training may include but not limited to: AVID, SEL, street hockey, tennis, STEAM activities, and using 3-D printers as solutions.

Expanded learning staff will receive a complete schedule of staff development classes offered by the district's ELO-P staff, RCOE Region 10 team, links to the *California After*

School Resource Center (CASRC) website, and the California School-Age Consortium (CalSAC) that provide direct access to resources for daily programming.

Recruitment and Hiring

DSUSD contracts with CBOs to recruit and hire. Staff will be sought through word-of-mouth, referrals, job fairs, and employment websites such as; *Indeed.com*, *Trovit.com*, *Purplebriefcase.com*, *Simplyhired.com*, and *Glassdoor.com*. When the CBO receives the applications from the various sources, they all go through automatic filters for minimum qualifications of one-year experience working with children and youth, customer services skills, and special skills, or talents. Cleared applications are sent to the hiring supervisor where the application is reviewed. Assessment testing results are sent to the candidate and face-to-face interviews are held by a panel of two or more supervisors. If determined to be a good fit, the applicant is sent to pre-screen drug clearance, FBI background clearance, reference check, and education confirmation. These procedures may vary slightly between CBOs. Many of the recruits may be former students who once participated in various community organized youth activities that wish to give back to programs they participated in. Once hired, the candidates will be responsible for passing the paraeducator test or completing 48 college credit units.

Continuous Professional Development

CBO staff will be in a prime position of preparing for tomorrow's workforce. Once perceived as part-time employment has now blossomed into a training ground or farm team of future educators. This specialized culturally diverse group of educators will receive updated training in curriculum, team work, communication, problem solving, and first hand experience working with culturally diverse groups of students, parents, and school staff. Their skills and experiences are attributes that employers have come to value. Through activities and experiences such as competency based learning, hands-on STEAM educators, mentorships, and apprenticeships, afterschool and summer programs are becoming an essential piece in re-envisioning career pathways for not only after-school staff but also school aged youth. Presently, the California After School Network (CAN) is in partnership with CalSAC to expand training and PD resources to after school personnel. A lofty goal for ELO-P is two-fold:

- Work in collaboration with local post secondary institutions and CDE to ultimately increase access into and through teacher preparation programs, resulting in more diverse teachers who are better prepared to meet the needs of students, especially those of color and multilingual students.
- Collaborate with DSUSD Career Pathway programs and provide supervised internship/apprenticeship opportunities for high school students.

In order to ensure quality programming throughout the entire system of service, building capacity, and helping staff stretch without breaking, are essential components of the ELO-P vision.

8—Clear Vision, Mission, and Purpose

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

"The Future Is Here!" captures the essence of DSUSD's mission and vision statement and nine core values guiding all principles and services provided throughout the district. The nine core values are: relationships, respect, innovation, inclusion, teamwork,

kindness, equity, excellence, and service.

DSUSD Mission: *To inspire and nurture every student...one opportunity at a time.*

DSUSD Vision: *We will be the district of choice to successfully prepare every student for college, career, and life.*

DSUSD values along with the corresponding belief and action statements have been shared throughout this program plan.

- ELO-P's vision is to be a contributing participant in realizing the DSUSD vision and mission and achieving the goals outlined in the LCAP.
- ELO-P's purpose is to keep kids safe, to inspire learning, provide unattainable experiences, and give working parents a peace of mind.

DSUSD Local Control and Accountability Plan (LCAP) is a three-year plan, updated annually, that includes the district demographics and goals for all students with specific actions for implementation and measurement of student groups across multiple performance indicators: achievement, engagement, outcomes, school climate, parent involvement, services, course access, and state standards. All district services are aligned to reinforce and provide support to achieve the goals outlined in the plan.

Located in the central area of the Coachella Valley, Desert Sands Unified School District (DSUSD) primarily serves the socioeconomically and ethnically diverse populations from the cities of Bermuda Dunes, Coachella, Indian Wells, Indio, La Quinta, Palm Desert, and Rancho Mirage. The district currently operates eighteen elementary schools, six middle schools, four comprehensive high schools, two alternative high schools and one virtual education school. In addition, the district operates an early childhood learning center that includes eight special education early childhood programs along with three Head Start and State Preschool programs. The remaining Head Start and State Preschool programs are housed throughout the district. The district is one the largest employers in the Coachella Valley (nearly 2,800 employees), covers more than 752 square miles of Riverside County, and operates on a projected annual budget of \$309,006,788. As of August 2020, the district's enrollment for students (inclusive of two charter schools) in TK-12 was 28,000, of which 73.7% were of Hispanic descent, 18.1% were white, 1.6% were African American, 2% Asian, and 4.6% other ethnicity. The diversity among the population is evidenced by the 41 different home languages reported. However, Spanish is the home language of 94.9% of the district's nearly 6,150 English learners. The district has an unduplicated pupil percentage of 73.4%, 23.5% are English language learners, 70% are from low-income families eligible for free or reduced-priced meals, including 84 foster youth and 253 homeless students, and 11.1% are students with Individual Education Plans (IEPs).

Desert Sands has built an impressive array of CTE program choices over the past five years, with approximately 38% of 10-12 grade students enrolled in a career or interest-themed program during the 2017-18 school year. Rigorous, A-G approved coursework, fostering career and college readiness, is accessible at all high school campuses. The 58.2% of DSUSD's 2020 graduates meeting the UC/CSU entrance requirements was nineteen percentage points greater than the A-G completion rate just six years ago. According to the most recently available data from the National Student Clearinghouse, 61% of DSUSD class of 2020 graduates enrolled in a two or four-year college within a year of receiving their high school diploma. Desert Sands is committed to continuous improvement by reducing the academic gaps and ensuring equity for all

students to access the opportunities, supports, and tools needed that ensure college, career, and life readiness.

ELO-P will acknowledge the district's successes as outlined in the LCAP for TK- 12th grade and continue to support the positive growth.

DSUSD's ELO-P model outlines the shared responsibility between schools and local CBOs. Each school site CBO staff will be responsible for creating annual ELO-P goals and strategies addressing the goals at the beginning of the school year. The learning strategies will be based on the needs of each specific school community and encompass all aspects of the program. Emphasis will be placed on academic progress and behavioral changes identified in the LCAP in the areas of ELA, mathematics, chronic absentee, and suspension rates. Descriptions of specific programs for these targeted areas are found in the *Active and Engaged Learning Section 2* and *Healthy Choices and Behaviors section 5* of this plan.

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.

DSUSD Core Value: Relationships *We believe that meaningful collaboration is vital to our success and that trust, open, and honest communication build positive relationships. Therefore, we deliberately make personal and meaningful connections with students, parents, staff, and community members.*

The DSUSD ASES program began in 2007 with collaborative partnerships. Each of the sixteen expanded learning schools contracted with a CBO to staff the day-to-day operations. The principals select a school employee to act as a liaison who oversees the program and is the point of contact for the CBOs. The school's liaison acts as the gatekeeper for program enrollment, sets behavioral expectations, and ensures that academic and enrichment activities are aligned with the regular day. DSUSD contracts the Desert Recreation District, Boys & Girls Club of the Coachella Valley, and YMCA to operate the day-to-day operations with supervision provided by the administration of each school. The ELO-P will continue to contract with existing partners at sixteen schools, along with additional CBOs to meet the demand of the expanded services to seven additional school sites included in the program.

As we designed and developed the newly funded ELO-P, the collaboration process included hosting virtual meetings with all elementary and middle school principals, and state and federal departments, all of whom provide direct student services. ELO-P staff also met with the following Parent Advisory Committees (PAC), Migrant Education PAC, Native American Education (PAC). African American PAC, District Advisory Committee (DAC), and District English Learner Advisory Committee (DELAC). All groups were informed of the ELO-Program, its requirements and the opportunities available for the students. Community outreach also took place using Google surveys in ASES programs for students and a Thought Exchange (TE) community questionnaire for parents. The TE question posed was:

“As we work together to provide expanded learning opportunities that focus on developing the academic, social, emotional, and physical needs and interests of our TK-6 grade students, what are some important things for us to consider as we develop our new Expanded Learning Opportunities Program?”

Based on responses received from the TE, 78% of participants do not have students in afterschool programs and would like their child to participate in expanded learning opportunities. Parent comments embrace similar sentiments:

“I have multiple kids with needs from homework to arts. We currently have to take time off from work, with a pay cut, to pick kids up from school. This would keep the kids in a safe, friendly environment.”

“Many parents are trapped between making too much for the “free” and not enough to “afford”.

As the program develops and matures, all efforts will be made to continue the collaboration process in order to seek as many resources and expertise as possible.

Community Based Organizations

Desert Recreation District
Boys & Girls Club of CV
YMCA of the Desert
Academy of Musical Performance
CV Firebirds
Bianca Rae Foundation
CV History Museum
Distance 2b Traveled
First Tee
Tools for Tomorrow
Girl Scouts of San Gorgonio
Heat Wave

Raices del Valle
Love and Love Tennis Foundation
Old Town Artisan Studios
Finest Touch Designs
Sport Life Magazine
Robin Hood Archery Academy
SMaRT Educaiton
Start Up Smart Up
Imagination Learning
Children’s Discovery Museum
Local Artists
Animal Samaritans

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

DSUSD Core Value: Innovation *We believe in innovation as a mindset that propels continuous improvement. Therefore, we demonstrate the innovator’s mindset by constantly introducing new ways of doing things so that outcomes are improved.*

The DSUSD ELO-P plan is an overarching plan written with lofty goals that will be met over time. Achievable goals will be realized by using a model of preparing, assessing, planning and improving. Many of the best practices currently found in the ASES program will be implemented in the ELO-P. The quality improvement process was first introduced to DSUSD in the fall of 2015. These quality standards were shared with ASES staff

during PD training, with discussions on meaning and what they looked like in practice. Staff use the standards as a tool to guide program development and to assess the quality of the program. Meetings were conducted to discuss the possibility of developing a customized assessment tool or using an existing one. After careful review of various out-of-school time assessment tools, the ASES team selected the California Quality Self-Assessment Tool (QSAT) as it most closely aligned with the quality standards and, as fate may have it, the QSAT was selected by the California Department of Education (CDE) as the ELO-P assessment tool. The Continuous Quality Improvement (CQI) plan is included as a monthly agenda item during ELP meetings. DSUSD recently received technical assistance through the Riverside County Office of Education (RCOE), Region 10, specifically on the CQI process. An RCOE professional development trainer met with district and CBO site leaders to review the CQI plan and assist staff when writing their site specific CQI program plans. The 2021-22 school year, the district focus is Youth Voice and Leadership, while keeping a mindful eye on all quality standards throughout the program day. The ELO-P will use these best practices in conjunction with the ASES staff.

On the advice of our Region 10 team, the choice to work on one standard at a time began in 2016. The following is the list of standards the ASES program identified to date.

- 2016 Family Involvement
- 2017 Alignment and Linkages with the School Day
- 2018 Safe & Supportive Environment, Healthy Choices & Behaviors
- 2019 Diversity, Access & Equity
- 2021 Quality Staff and Collaborative Partnerships
- 2022 Youth Voice & Leadership

The process begins at the site with the gathering of data using feedback from students, parents, and school and program staff. CBO staff complete the assessment using the CQSA tool. The information gathered is used to formulate the program goals and objectives for the selected quality standard. Program goals and objectives will be reviewed during monthly meetings by the CBO staff from each school and the process is repeated.

11—Program Management

Describe the plan for program management.

DSUSD Core Value: Service We believe that positive customer service and community service distinguishes the district and gives it a competitive edge. Therefore, we model timely and professional interactions with our community.

Under the direction of the assistant superintendent of education services, an anticipated position of director of expanded learning programs (ELP) will be created to oversee the operation and management of grant awards for the ELO-P and ASES. The director will oversee and supervise all out-of-school time activities related to ASES, ELO-P, and other grant funded programs. A highly recommended position for the ASES and ELO-Programs is the addition of a project facilitator to guide and support school site liaisons, schedule PD, assist with curriculum alignment, and other certificated duties as assigned by the director. The supervisor of ELP, presently assigned to ASES will expand the scope of service to include the ELO-P. The supervisor and project facilitator will monitor school sites to ensure all program components and documentation of state and

federal compliance requirements are met. The director, supervisor, and project facilitator of ELP will collaborate with site principals and CBOs to assure the program is in compliance and quality service is being delivered.

The ELO-P funding is substantial, and as the ASES program and the ELO-P merge into one comprehensible program, funding oversight for both programs will increase. The task requires a dedicated position for management of these accounts. Therefore it is highly recommended that an accounting technician be created for the program. The ELO-P accounting technician will complete all budgetary and financial needs, process purchase orders, invoices, contracts, and expenditures related to ASES, ELO-P, and any additional expanded learning program funds received by the district. The office specialist will continue to perform his/her duties as assigned by the director of expanded learning programs. Detailed job descriptions for the director of expanded learning programs, supervisor of expanded learning programs, DSUSD project facilitator, and accounting technician are in the Department of Personnel DSUSD website.

Pending future ELO-P funding increase, strong emphasis will be placed on implementing state and federal initiative programs for TK through third grade monitoring and tracking students from the regular day to expanded learning time.

The district will also be mindful of the impact to present departments that provide personnel services and support to the ELO programs in the forms of direct and in-direct services. These departments include educational services, technology, nutritional services, personnel, facilities, security and maintenance, operation and transportation. Support may be provided by funding personnel in each department and paying for additional supplies, and equipment required of the ELO-P. Pending future ELO-P funding, possible expenditures of the ELO-P may include purchasing portable classrooms, vans and or cars.

DSUSD's ELO-P model outlines the shared responsibility between district offices, schools, and local community based organizations. All funding is received in the educational services division and budget allocations are distributed to each expanded learning program for enrichment programs. Administrative staff will negotiate independent contracts with local CBOs for the daily operation of the program. School principals will assign an academic liaison to work with the CBOs to ensure the alignment with the regular school day. School site ELO-P allocated funds are designated for interventions, enrichment programs, and related expenses of extra duty, materials and supplies. Each ELO-P site principal will be allocated a two-year ELO-P stipend for planning, designing and developing a quality site ELO-P school site plan. The district ELO-P staff will support the site based programs by providing a summer training institute each year. The ELO-P staff will continue to seek partnerships with CBOs who provide specialized services. Staff development will focus on building relationships and increase staff capacity in the program.

The ELO-P plan is a living document that will be reviewed annually. Significant changes of the program concepts and intent of the plan is required to be presented to the DSUSD Board of Education for approval. ELO-Ps will be extended to grades 7th and 8th based on space availability.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees. ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program?

DSUSD commitment to expanded learning opportunities is evident by creating a position for a director of expanded learning programs and support staff. ELO-Programs will be guided by the same vision, mission, and program requirements of the ASES program, with flexibility in augmenting and supporting the program by expanding services and making opportunities available to more students.

DSUSD will count existing ASES funded student attendance numbers as part of the unduplicated pupil population of students receiving access and services from ELO-P funded activities. Schools with existing ASES and ELO-P will add enrichment programs funded by ELO-P in conjunction with the daily after-school, before school, weekends, intersession, and summer programs. A registration period for the added enrichment programs will include ASES students and increase access and expand the number of participants to all TK - 6th grade with primary focus on unduplicated students. ASES attendance in elementary schools is capped at 84 students and middle school attendance is capped at 112, setting a limited number of students accessing programs. The ELO-P will increase access to services.

Schools presently not receiving or qualifying for ASES funding will be provided with the opportunity to have a childcare program at the site with services that meet the nine hour requirement. Non-ASES schools will also receive funding for enrichment components available to all TK - 6th grade through an open enrollment period for before/after school, weekends, intersessions, and summer programs.

All expanded learning programs will operate using the same protocols for safety, procedures, and staffing.

Transitional Kindergarten and Kindergarten

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

DSUSD is fortunate to have partners that include the Desert Recreation District and YMCA as our daily on-line staff for after school care. Each of these organizations presently have CA State Child Care Licenses, and have been in the early childhood care and education business servicing our community for children four years old and younger for a number of years. These providers will bring their skills, expertise, and employees to the district when providing service for the younger students. Student ratio will be ten students to one adult.

ELO-P opportunities will be available to TK-K students with activities that include monthly or quarterly classes in dance, yoga, art, music, drama, and sports.

The ELO-Program will enlist the assistance of Riverside County Office of Education for staff development services and guidance. The program will also recruit trained district project facilitators and retired staff specializing in TK/K strategies and curriculum development to assist with professional development.

Professional Development activities are scheduled for two days prior to the opening of the school year. Prior to the year beginning, staff will collaborate with the early childhood education (ECE) department for classroom set up, materials, and equipment possibly needed for the program.

Intersessions and summer school may include, and child-care services by local CBOs off school site grounds.

Pending future funding for the ELO-P, DSUSD may expand a pilot “DSUSD Early Literacy 5-Year Initiative” to all elementary schools in the district. The model incorporates six pillars: assessment and data analysis, professional development, coaching, vertical articulation, collaborative instructional planning, and leadership development. Implementation will ensure alignment of the preschool programs with TK and kindergarten and ELO-Ps, effective transitions between preschool and kindergarten entrance assessment, and build a solid early literacy foundation for kindergarten through third grade students.

To fully implement the DSUSD Early Literacy 5-Year Initiative, an early literacy coordinator will be required and six early literacy project facilitators. Guided by the early literacy coordinator, each early literacy project facilitator will be assigned three school sites to implement and support TK through third grade staff in ensuring a quality, sustainable early literacy program. Funding to implement the DSUSD Early Literacy 5 - Year Model will utilize future TK program funds, state, federal and private reading initiatives designated for professional development.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession days

Elementary School Daily and Enrichment Cycle #1 - August 16, 2022 - October 28, 2022 (10-weeks)				
Name	Grades	Days	Times	Registration
ASES/ELO-P daily includes academics	TK - 5	Mon- Friday	2:30 - 6:00pm	Registration Form
Art (multiple media)	TK-2	Mon/Wed	2:30 - 3:30 pm	Link

Our Desert	3-5	Tues/Thurs	2:30 - 3:30 pm	Link
Team sports	3-5	Mon/Wed	2:30 - 4:00 pm	Link
Dance/ music	TK-2	Tues/Thurs	2:30 - 3:30 pm	Link

Middle School Enrichment Cycle #1 - August 16, 2022 - October 28, 2022 (10-weeks)				
Name	Grades	Days	Times	Registration
ASES/ELO-P daily includes academics	6-8	Mon- Friday	2:30 - 6:00pm	Registration Form
Journalism	6-8	Tues/Thurs	2:30 - 4:30 pm	Link
Animation/Robotics	6-8	Mon/Wed	2:30 - 4:00 pm	Link
Music, Art, Drama	6-8	Tues/Thurs	2:30 - 3:30 pm	Link
Team Sports	6-8	Mon/Wed/Fri	2:30 - 4:00 pm	Link
Wood works	6-8	Tues/Thurs	2:30 - 3:30 pm	Link

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 non school days, 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.

California Department of Education 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.