AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN

Old Adobe Union School District
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This Program Plan Report is required by California *Education Code* (*EC*) 8482.3(g)(1).

Revised January 2025

After School Program Plan

Grant ID Number:	49-23939-7084-EZ
County District School (CDS) Code:	49708470000000

Indicate the appropriate scope of the plan from the following:

A. Local Educational Agency (LEA) (Including COE and Direct Funded Charters)

Authorized Signatory (Fiscally responsible for the program.)

Name and Title:	Eric Alvarez, Chief Business Official
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Name(s) of After School Program Site(s)

Site name and the projected daily attendance:

Site Name	Project Daily Attendance
1. La Tercera Kids Care	# 84
2. Miwok Valley Kids Care	# 84

Target population for each program:

Target Population	Percentage of School Population
La Tercera Elementary (300 students 24/25)	
1) Low socioeconomic	36%
2) English language learners	20%
3) Homeless & Foster Youth	1%
Miwok Valley Elementary Charter (282 students 24/25)	
1) Low socioeconomic	65%
2) English language learners	45%
3) Homeless & Foster Youth	0%

After School Education and Safety
Program Plan Guide

Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in California *Education Code* (*EC*) sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. Social and Emotional Learning is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions
- Understand and manage emotions

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC* Section 8482.3[g][1]). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

Old Adobe Union School District
After School Education and Safety
Program Plan

1. Safe and Supportive Environment

How will students travel safely to and from the program site?

Old Adobe Union School District (OAUSD)'s Kids Care Expanded Learning Programs are located on each of the district's five elementary school campuses. Bus transportation to and from the program sites is not necessary during the school year because each school has its own program. However, busing is available between school sites if needed.

Upon the end of the school day and the start of the Kids Care Expanded Learning Program, transitional kindergarten and kindergarten students are picked up on foot from their classrooms by Kids Care staff and walked to the program area where they are signed in. Students in first through sixth grades walk to the designated check-in area where they are signed in by program staff. Any student who is expected but does not arrive at the program is accounted for by program staff. No child who is expected at the program but does not arrive is *presumed* to have had a schedule change; this information must be confirmed by a parent/guardian. Students are signed out by an authorized adult when they are picked up from the program.

What initiatives and measures will be taken by the program to create safety procedures that are aligned with the instructional day?

The Kids Care Expanded Learning Program is committed to ensuring that all district students and staff are safe and secure. In accordance with the California Department of Education Code, Kids Care upholds the policies and procedures enforced during the regular school day, which ensures collaboration with the school.

Staff and Safety:
Old Adobe Union School District employees must complete a DOJ and FBI background screening and provide a negative TB test as part of the district hiring process. Mandated Reporter training is required upon employment with the district and annually thereafter. Proof of COVID vaccination and/or submission to regular COVID testing is also a requirement of employment. As part of a Kids Care team staff must maintain current Adult/Child First Aid and CPR certification and also Food Handler certification.

Site Managers consult with school site nurses as needed to determine if any medical and/or disability action plans are needed for students enrolled in the program. If medical

and/or disability action plans are required student enrollment is delayed just long enough for staff to be appropriately trained and prepared. Site Managers are active members of student educational support teams at their school sites and regularly participate in IEP, SST, and 504 meetings.

Volunteers and Safety:
Per the program's Volunteer Process and Procedures, volunteers are fingerprinted when required by the district (as stated in Education Code 8483.4) and must provide a negative TB test or completed risk assessment. Volunteers must complete the district's *OAUSD School Volunteer Application – Parents or Community Member* as well as the *Kids Care Expanded Learning Program Volunteer Application*. Volunteers are never left alone with students and must review our Maintaining Professional Boundaries with Students handout before they begin.

Students and Safety:
Students are supervised with staffing ratios not to exceed 20:1 for 1st through 6th graders, and ratios not to exceed 10:1 for transitional kindergarten and kindergarten students. Students must be signed in and out of the program each day; any absences from the program are confirmed by a student's parent/legal guardian. Student emergency information is collected on student registration forms, which must be fully completed prior to student start date. Registration forms are kept at the program site in both a central location and in the Emergency Backpack, which travels with the group. Site Managers have access to additional district-maintained student information as back-up. Registration forms contain information on each student's parent/guardian, indicate all parties authorized to pick-up the child from the program, and provide medical information and authorization for treatment in an emergency. Those approved to pick up children must provide identification upon request prior to signing the student out. Persons not listed as a designated alternate for pick-up will not be allowed to remove a student under any circumstance.

Students are expected and supported to meet school site's safety standards. If an injury occurs on site or if a student struggles to meet program safety expectations, an Incident and/or Injury report is used to document the situation. These reports are completed by program staff and/or by the program Site Manager, who reviews the situation with parents/guardians. Copies of these reports are kept onsite and also submitted to the Director of Child Development. The Director follows up with staff, students, and/or families as warranted by the severity of the situation.

Program Structures & Safety:
Program schedules are posted daily with the activities that are available to promote student agency, competency, and understanding of the routine. Program spaces are shared with the regular school day, are maintained by district personnel, and conform to the Americans with Disabilities Act. Kids Care program staff are equipped with walkie-talkies as a communication system and a means to alert each other and facilitate measures to

keep students safe in case of an emergency. Sites each have a cell phone so that parents/guardians can reach their child(ren) in case of an emergency.

In collaboration with Redwood Empire Schools Insurance Group (RESIG) and as part of the Quality Improvement Process, an emergency operations plan was developed and is reviewed annually by March 31st. Emergency procedures are reviewed with staff at the beginning of each school year and summer program. The Emergency Operations Plan includes prevention, preparedness, response (evacuation, relocation, lockdown), and recovery procedures. Emergency drills are scheduled with varying days of the week and time of the day. Fire drills are practiced four times per year. Earthquake drills are conducted three times per year. Lockdown safety drills are conducted bi-annually. The plan includes annual inspection of fire safety equipment, including fire extinguishers, fire alarms, carbon monoxide detectors and clearly marked exits and posted evacuation routes.

How will the program provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students?

The developmental, physical, and social-emotional growth and safety of students is the highest priority for our program. These aims are facilitated by an increasingly qualified team of staff, who provide a variety of experiences and support to students in both individual and group settings. Staff receive ongoing professional development in areas of student engagement and classroom management, such as Positive Behavior Interventions and Support (PBIS), Positive Descriptive Acknowledgements (PDA) and emotional deposits, trauma-informed care, Self-Determination Theory, Welcoming Schools, the concept of student *buy-in*, and equity and inclusive practices. In these ways and more, the Kids Care Expanded Learning Program is not only aligned with the instructional day but is taking an active approach to be district leaders in equity, inclusion, and student wellness and safety.

Developmental:
At Kids Care, through participation in a variety of structured and unstructured activities, including arts, sports/recreation, science, homework, music, special events, etc., students make positive connections, find inspiration and creativity, and build on their skills and interests. Kids Care is a gender-, body-, ability-, and background-inclusive program. This informs all facets of our program, including but not limited to our activities, our discussions, and our approach to management and engagement. Our staff has received and will continue to receive professional development centered on inclusion and equity. We will continue to reflect upon and modify our program policies in order to grow our equity and inclusion practices. For example, Kids Care has taken the initiative to adopt a holiday-neutral policy in alignment with NAEYC's anti-bias eduction and stance on holidays and the Learning for Justice Social Justice Standards.

Social Emotional:

Opportunities for students to play and interact with peers and adults help them to develop and refine their social-emotional skill sets. Kids Care teams facilitate the use of reflection sheets, social problem solving methods, and a restorative justice approach in a PBIS framework in order to support students in navigating relationships and solving conflicts.

Positive Behavior Interventions and Supports (PBIS) is a framework for building relationships and managing classrooms that has been adopted by the OAUSD schools and is being implemented in Kids Care. According to the Center on PBIS:

> *Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.*
>
> - *Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.*
> - *Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.*
> - *At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.*

By focusing first on building relationships between students and between students and staff, Kids Care staff supports a positive classroom climate in which all students feel comfortable and confident.

Additionally, OAUSD has adopted Second Step, a Social Emotional Learning (SEL) curriculum designed to help build children's resilience, self-mastery and empathy for others. According to Second Step, their program helps students "grow and develop into well-rounded individuals by equipping them with the human skills they need to navigate their lives successfully. Second Step® Elementary is a leading research-based curriculum for students in Kindergarten–Grade 5." Second step materials are available to program staff to lead activities and reinforce lessons introduced during the school day as needed.

Physical:

Regular physical activity and care is embedded into the Kids Care program through both structured and unstructured group sports and games. Staff run students through organized

sports like soccer and basketball and lead structured games such as Sharks and Minnows. When it will benefit students and/or to augment the strengths of existing staff, we partner with third party contractors to provide additional physical education, or hire PE Techs to join our regular staff team. Students have access to school play structures as well as program-owned equipment. Free choice time allows students time to rest, play, imagine, think, move, and socialize. Programs are set up with cozy nooks for reading, table space for art, Lego, and board games, and ample lawn and structures for gross motor activity. Research has shown that increased exercise and opportunities for free play can have an enormous impact on both improving a child's physical and emotional well-being and supporting academic growth by providing a shift in focus that helps with information processing.

Our Miwok Valley Kids Care Expanded Learning Program is enrolled in the Child and Adult Food Program (CACFP) and serves a supper meal to all students in attendance. Students are encouraged to take and consume at least 3 of the 5 components offered (dairy, fruit, vegetable, whole grain and meat/meat alternate). Students who are hungry outside of the supper meal are offered fruit, protein, or select whole grain options. "Seconds" are available during supper on almost all components. Students are encouraged to hydrate throughout the program hours. Our La Tercera Kids Care Expanded Learning Programs serves a robust three or four component snack with "seconds" available on almost all components. Fruit, protein, or whole grain options are available throughout the program day. We believe in feeding kids and ensuring that no child is hungry on our watch. We believe that trusting students' cues regarding when they are hungry and supporting their positive relationship with food is a foundational component of student well-being, safety, and development.

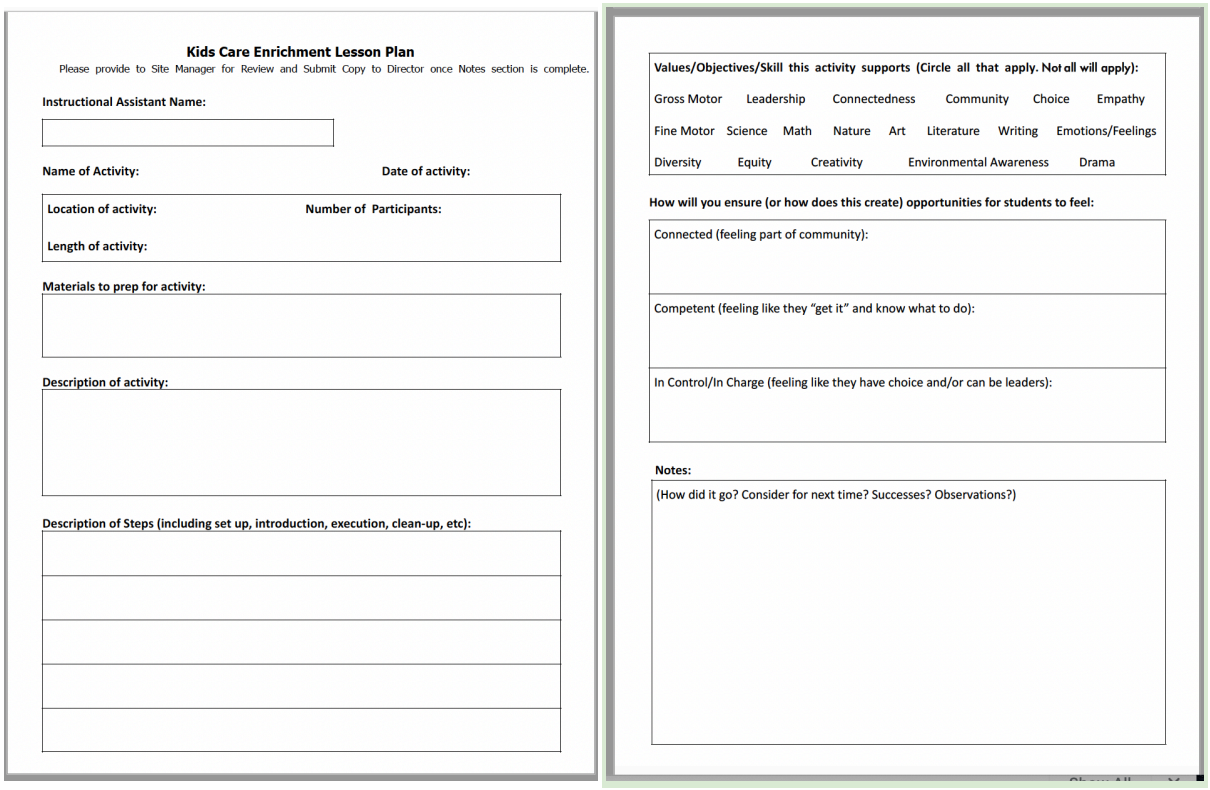
2. Active and Engaged Learning

What best practices are used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development?

The Kids Care Expanded Learning Program is designed to meet the academic needs of the students by providing multi-layered support and resources. The educational element is designed to help students meet state and local academic achievement standards in core subject areas and to meet the needs identified during the needs assessment, specifically homework completion and English Language development. The Kids Care Expanded Learning Program provides daily homework assistance as well as informal tutoring for students identified by families and/or teachers as needing additional academic support. Academic assistance is coordinated by program staff and informed by school personnel.

Strategies used to ensure alignment to the school day and enhance academic performance and positive youth development include, but are not limited to:

- *Provide grade-level informed homework rooms: S*tudents are grouped with grade level peers during homework time so that they can focus on grade level assignments and use peer collaboration to deepen their understanding of the curriculum. Kids Care is committed to providing an appropriate space, time, materials and resources for students to work on homework during program hours. Kids Care schedules 45 minutes to one hour for grades 1 through 6, Monday through Thursday or Friday as needed. Students have an opportunity to work on assigned homework in accordance with OAUSD grade level guidelines on appropriate homework time increments (10 minutes per grade level). Kids Care staff provide homework support, guidance and clarification when necessary.
- *Identify and perpetuate the schools' goals, objectives and culture after school*: While afterschool programs are recognized as distinct enrichment environments, it is important for Kids Care program staff to be aware of state and local school curriculum standards during program planning. This strengthens the ties between program goals and school teaching objectives and leads to a more seamless transition in learning for students.
- *Share data:* Sharing tests scores, grades, behavior reports and other important student information between learning environments facilitates instruction and enhances student outcomes. The Director of Child Development is familiar with the California School Dashboard and reviews data periodically with school principals. Site Managers and Instructional Assistants are in regular communication with classroom teachers as well as students' families in order to best plan and execute their support.
- *Develop enrichment curriculum:* Staff are provided with time, resources, and planning templates to create, execute, and reflect upon meaningful enrichment activities and lessons. Staff have access to an activity planning library as well as a resource room filled with curriculum kits and materials. Staff can request the purchase of the specific supplies needed to implement the activities of their choosing.



Kids Care Enrichment Lesson Plan

Please provide to Site Manager for Review and Submit Copy to Director once Notes section is complete.

Instructional Assistant Name:

Name of Activity: **Date of activity:**

Location of activity: **Number of Participants:**

Length of activity:

Materials to prep for activity:

Description of activity:

Description of Steps (including set up, introduction, execution, clean-up, etc):

Values/Objectives/Skill this activity supports (Circle all that apply. Not all will apply):

Gross Motor Leadership Connectedness Community Choice Empathy

Fine Motor Science Math Nature Art Literature Writing Emotions/Feelings

Diversity Equity Creativity Environmental Awareness Drama

How will you ensure (or how does this create) opportunities for students to feel:

Connected (feeling part of community):

Competent (feeling like they "get it" and know what to do):

In Control/In Charge (feeling like they have choice and/or can be leaders):

Notes:

(How did it go? Consider for next time? Successes? Observations?)

Sample Lesson Planning Template

How do program activities provide positive youth development and hands-on, project-based learning that will result in culminating products or events?

At the Kids Care Expanded Learning Program students have the opportunity to participate in meaningful ways through a variety of activities. Kids Care ensures that students have a voice, leadership opportunities, and meaningful involvement in the program. We provide each young person that we serve an opportunity to feel competent, connected, and in control.

Kids Care programming features both adult-facilitated and student-led, emergent activities. Adult-facilitated activities are embedded in thematic units that follow student and staff interest and include but are not limited to structured art projects, science experiments, runners club, picture books read alouds and related activities, building competitions, and gardening. Students take the lead in makerspaces (e.g. "inventors workshop"), imaginative play, puzzles, board games, outdoor play, and unstructured arts and crafts.

Our programs are still in the process of moving toward a true project-based learning approach, one that will involve identifying and addressing issues within the school and local community using cross-curricular strategies.

If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program. Not applicable. We do offer intersession programming but it is not funded through Summer Supplemental.

3: Skill Building

How do the program's educational literacy and educational enrichment activities contribute to the improvement of student academic achievement as well as overall student success?

To support students academically, we provide homework assistance that addresses the needs of the students by providing appropriate space, time, materials and resources during program hours. Students have an opportunity to work on assigned homework in accordance with OAUSD grade level guidelines on appropriate homework time increments (10 minutes per grade level) for students in 1st-6th grades. Kids Care staff provide homework support, guidance and clarification when necessary. A built-in reading time during homework ensures students reach their reading goals and creates a literacy-rich environment in the program. Program libraries provide students access to high-quality, high-interest books in both English and Spanish for homework or leisure reading. Skill-building activities are available for those students who finish their assigned homework early or who do not have homework. Crossword puzzles, flashcards, problem solving games, computer or Chromebook-based applications such as IXL, and small group educational games help reinforce core curriculum, academic standards, and foundational skills. Kids Care staff work with classroom teachers and families to tailor and target their academic support to best meet student needs.

Enrichment activities provide students with important learning opportunities and rich, creative experiences to complement what they learn during the traditional school day. Enrichment sessions are designed to meet the academic, social, and recreational needs of the students in a high-interest, student-centered environment. Alongside their friends, students choose from a variety of structured enrichment activities including inquiry-based science, digital media arts projects, foreign language instruction, nutrition education, and fine arts instruction (including instrumental music, choral singing, dance, and performing and visual arts) as well as technology curricula like KidzScience and SnapCircuits.

How are the planned program activities based on the school and community needs for a before school, after school and/or supplemental program?

Community needs are assessed through the enrollment process, through regular dialogue with and availability to parents/guardians of both enrolled and non-enrolled students, and through conversation with site principals, teachers, support staff such as school counselors and behaviorists, and through dialogue with and regular input from students. Contractors such as soccer coaches and local artists provide enrichment that students seek. Parents/ guardians are asked as part of their contract paperwork to identify whether they

would like their child(ren) to participate in Homework Club. Additionally, a text box was added to the Registration Form that reads "What else should we know about your child and/or your family?" When a student who applies to the Kids Care program has a 504 or IEP plan on record, Site Managers connect with classroom teachers, families, and specialized staff to ascertain whether additional scaffolds or accommodations will be needed to assist the student to be successful and supported in our program. Developing a stronger partnership and process with the Student Services department has helped our program to more successfully serve students with a wide range of needs. This evolution of our processes and programming allows us to have greater insight into student and family circumstances and to create a more flexible and responsive program.

4: Youth Voice and Leadership

How is student feedback, assessments, evaluations, and integration with the instructional day used to guide the development of training, curricula, and projects that will meet students' needs and interests?

Providing meaningful involvement for students in decision making, leadership opportunities, and overall program improvement is accomplished by soliciting and validating input from students and by implementing recommended programmatic changes and improvements whenever possible. Kids Care historically uses information gathered through student surveys, focus groups, and empathy interviews to help determine program needs, program design, program improvement, customer satisfaction, organizational development, and the evaluation of outcomes as part of our ongoing Commitment to Continuous Quality Improvement.

Hands-on, thematic learning activities and service learning projects provide opportunities for students to apply, reinforce, and extend skills and concepts taught during the school-day. Staff work with students to select and develop activities that reflect their interests and to provide opportunities for students to help plan and/or lead activities with their peers and/or with younger students. Common student-led activities include directed drawing and other art projects, read alouds, simple cooking projects, and teaching and leading group games. Staff build upon student interests, such as when a maker space "pizza parlor" concept became the basis for a month of building and creating, culminating in students writing out a menu, soliciting orders, and serving personalized "pizzas" to their peers in a program-wide grand opening of their pizza establishment. Opportunities like this allow students to develop a sense of ownership over and responsibility toward the program, and help them to feel that their interests and contributions are important.

Professional growth in youth development, curriculum development, and effective instructional practices and strategies are regularly discussed and reinforced at meetings, and staff training in responsive, emergent practices is provided.

What opportunities are provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership?

The Kids Care Expanded Learning Program is committed to providing students with meaningful involvement in decision making, to offering leadership opportunities, and to creating opportunities for collaboration in the program improvement process. We solicit involvement from all students in the establishment and maintenance of classroom agreements, in developing our programming, and in maintaining the overall climate of and rapport within our classrooms. Our goal is to foster students' feelings of self-efficacy, competence, and connectedness. By including students in our program creation and assessment we create a vital link in our ongoing Commitment to Continuous Quality Improvement.

First and foremost, our program has a strong emphasis for staff on building meaningful, authentic relationships with each student. Our goal is to help each student feel connected to staff, secure in their place in the program, and that they have at least one trusted adult to whom they can turn with concerns, ideas, or questions. One intended outcome of this goal is that students will readily share their thoughts and ideas with staff, and that they know that feedback will be respected, valued, and heard without negative judgement.

Surveys, focus groups, and empathy interviews with students, along with everyday conversation, provide staff with additional information about our program. Student feedback gives us a chance to note accomplishments and successes, to quickly address areas of concern, and affords students the satisfaction of knowing the value of their input. Students are surveyed regularly on general interests and satisfaction with the program. Information gathered through surveys include: voting on enrichment activities/offerings, soliciting ideas for project-based learning experiences (based on students' expressed interests), suggesting field trips destinations and/or guest speakers/contractors, etc. This data is used to develop the program's action plan. Additionally, students, staff, and families all participate in the districtwide YouthTruth survey, administered annually. The outcomes of this Youth Truth survey inform all components of the OAUSD district, including expanded learning.

Additionally, Kids Care students participate in an annual Kids Care program assessment, bringing their thoughts and desires to the forefront of the strategic planning for the following academic year. Student focus groups are conducted during regular program hours and take place in a quiet room with the length depending upon the energy of the group. Utilizing small, peer-driven groups promotes strong leadership and increased

participation. To help students we use play-based methods including doing an ice-breaker activity at the beginning of the session, which builds trust between participants and helps them to relax, incorporating hands-on activities such as a sticker poster or drawing activity. The focus group discussion is led by a facilitator whose open ended questions provide qualitative data including student's experiences, opinions, feelings and knowledge about a particular program topic.

How are students in lower grades able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).

At Kids Care we believe that every student, in both the lower and upper grades, need to feel agentic both by exercising choice and by having opportunities to be leaders. Everyone has leadership potential; leadership can be learned and developed through practice. Meaningful roles along with real responsibilities give students a sense of purpose and provide them with skill-building opportunities. The Kids Care Expanded Learning Program helps teach students from an early age that learning, leading, and serving are enjoyable and rewarding. The most common forms of community involvement are volunteering (when a youth donates time to work in the program) and community service (when a group of youth plan and organize a project to benefit the community). Service learning opportunities within the program may include: peer tutoring, buddy reading, 1:1 homework assistance, assisting with distribution of snacks/meals, helping with or leading art projects, and participating in selection and execution of national service learning projects (MLK Day of Service). Service learning focused beyond the program include activities such as creating tray favors for local residential care centers, creating and posting Black Lives Matter posters and similar, and writing letters to local civic leaders.

Students at all grade levels are given the flexibility to make choices that best meet their particular needs each day. Students are allowed to be creative and imaginative through reading, arts and crafts, and outdoor/playground activities. Throughout the afternoon at least two/three different activities and experiences are offered. Students may also choose from a variety of community/classroom jobs for which they are responsible for a rotating period of time.

Community involvement is a pivotal leadership experience for teaching students to navigate the systems of the real world and to be productive within them. Students in the higher grades are encouraged to exercise leadership skills by participating in these 3 ways:

- Students as Helpers: students develop and improve communication and leadership skills by acting as helpers for other students.
- Students as Planners: students help plan and put into action program activities and service projects.

- Students as Evaluators: by being involved in the evaluation process students help assess program effectiveness and steer the program's agenda

One of our program objectives is to encourage student participation in identifying, planning, and implementing service learning projects that meet a need in the community. Our community service learning method combines doing with purpose; having students identify issues, research challenges, create projects, take action, and conduct evaluations. In turn they are learning deeply about their communities and the larger society. Planning, coordinating and participating in fun, impactful service learning projects provides an enriching experience for students that not only connects them to their community but instills feelings of empowerment. Alongside caring staff, students develop essential character traits—confidence, responsibility, humanitarianism, equity-mindedness, and empathy.

5: Healthy Choices and Behaviors

What types of healthy practices and program activities will be aligned with the school wellness plan?

In support of the Alliance for a Healthier Generation's Healthy Out-of-School Time Initiative and OAUSD nutrition/wellness guidelines, our program serves food and beverages in amounts and types that promote lifelong health and help prevent chronic disease. This commitment is carried forward into the Kids Care Expanded Learning Program through participation in the At-Risk Afterschool Meals component of the Child and Adult Care Food Program (CACFP) where students are served a healthy supper every day. Students are encouraged to take a minimum of three items from five food groups with an emphasis on fresh fruits and vegetables and whole grains. All meals served meet the specific state and federal nutrition requirements as stated in California Education Code (EC) Section 49431 and AB626. Students have access to free, potable water during meal times in the food service area, and staff encourage students' consumption of water by educating them about the health benefits of water and the importance of hydration. Both students and staff are encouraged to carry refillable water bottles and enjoy the safe, clean drinking water freely all day, every day.

Nutrition plays a key role in the growth and development of children, and students need to be supported in making healthy nutrition choices. There are numerous opportunities for students to put their nutrition education to work while serving snacks/meals or during culinary arts programs. Program teams have access to a variety of curriculum designed to provide fun, engaging lessons and activities to teach essential nutrition information, for example the Dairy Council of California's *Healthy Choices, Healthy Me!* curriculum, cooking projects, and gardening.

All staff are encouraged to promote healthy school environments by being positive role models for healthy behaviors on school property and at school-sponsored meetings and events where students are present, including only eating/drinking items that comply with the District's nutrition guidelines. Staff will not use food or beverages as a reward for students' academic performance, accomplishments, or classroom behavior.

How will the program incorporate healthy nutritional practices, and what types of daily developmentally appropriate and/or research-based physical activities will the program conduct?

Physical activity is a planned part of the OAUSD Kids Care program, and staff members are intentional about planning rich and meaningful experiences to enhance student learning regarding the importance of physical activity, nutrition and hydration. Our program is structured to minimize sedentary behavior by providing activity breaks after sitting 30 minutes and/or offering flex seating options during homework assistance. Creating options for children to engage in healthy, inclusive play represents an important opportunity for learning to deal with both winning and losing with grace. The program provides safe, healthy, and developmentally age appropriate equipment for games, sports and activities, adequate indoor and outdoor facilities for physical activity. All students have an opportunity to participate in at least 30 minutes of daily physical activity including at least 50% of that time spent in moderate to vigorous activities such as jump rope, relay races, etc. Safety considerations include space for students to safely move without bumping into each other, appropriate temperature, sufficient lighting, activity space void of hazards, and access to drinking water.

The program provides a variety of physical activity options that are fun, recreational and life-long learning opportunities. Staff engage with students by offering a variety of physical activities, involving youth in deciding what types of activities are offered, encouraging them to be active and modeling active behaviors. We believe that kids have innate leadership, and give them easy ways to take responsibility for the quality of play and for each other. Ultimately this fosters greater independence and leadership among children. Activities may include but are not limited to NASA's Train Like an Astronaut, yoga, dance, martial arts, and large and small group games.

Soccer, a favorite sport among the students, provides opportunities for them to warm up, practice specific skills, participate in games, drills, and scrimmage tournaments. The average soccer player runs approximately seven miles throughout the course of the game; the mix of sprinting with endurance running develops long and short muscle fibers and also aerobic as well as anaerobic capabilities. Our program currently contracts with a local organization, the National Academy of Athletics, to offer soccer clinics that augment the soccer that students play with program staff and among themselves.

The Center for Wellbeing *iDo26.2* innovative walking/running program is designed to encourage and enable regular physical activity in our students as part of a healthy family lifestyle and to create a positive exercise experience. Inspired by this program, students at Kids Care have the opportunity to work toward completing at least one marathon distance of 26.2 miles (13.1 miles for grades K-1) during the school year. Progress is charted and successful "marathoners" receive a iDo26.2-inspired foot token for each mile they complete.

In the past Kids Care has contracted with *Flying Angels Gymnastics* to provide weekly tumbling and gymnastics classes for students in TK-3rd grade. Gymnastics enrichment programs help students incorporate strength, flexibility, speed, balance, coordination, power and discipline. The Gymnastics Academy of Boston also believes, "Gymnastics gives children an opportunity to learn about social skills like listening, following directions, taking turns, being quiet and respecting others". We have also contracted with *Kidding Around Yoga*, to provide a weekly yoga class in a kid-friendly, child-centered, creative, musical fun way. Yoga enrichment programs are associated with building concentration, increased confidence and positive self-image, being part of a healthy, non-competitive group, and developing body awareness. Partnerships such as these are driven by student interest and may be reestablished in years to come.

What are 3-5 examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program?

Sample Snacks:

1% milk Hard-boiled egg Fresh whole apple Goldfish crackers	1% milk Teriyaki Chicken Bites Fresh strawberries Wheat Thin crackers	1% milk Whole Wheat Bagel Cream cheese or sunbutter Fresh cucumber slices &/or banana Cheese sticks

Sample Supper Menu:

Old Adobe Union School District

After School Supper Menu February 2023

Monday	Tuesday	Wednesday	Thursday	Friday
6	7	8	9	10
Whole Grain Muffin 1oz Fresh Vegetable 1/2 cup Fresh Fruit 1/4 cup Sunflower Seeds 1oz Hard Boiled Egg	Whole Grain Cookies 1oz Vegetable Juice Box 4.23oz Fresh Fruit 1/4 cup Hard Boiled Egg	WG Graham Crackers 1oz Fresh Vegetable 1/2 cup Fresh Fruit 1/4 cup Sunflower Seeds 1oz Cheese 1oz	Whole Grain Bagel 2.6oz Cream Cheese 1oz Fresh Vegetable 1/2 cup Fresh Fruit 1/4 cup Hard Boiled Egg	Whole Grain Sunchips 1oz Fresh Vegetable 1/2 cup Fresh Fruit 1/4 cup Sunflower Seeds 1oz Cheese 1oz
13	14	15	16	17
No School **Lincoln's Birthday** **Holiday**	Whole Grain Crackers 1oz Fresh Vegetable 1/2 cup Fresh Fruit 1/4 cup Hard Boiled Egg String Cheese 1oz	Whole Grain Cereal Fresh Vegetable 1/2 cup Fresh Fruit 1/4 cup Sunflower Seeds 1oz Cheese 1oz	Whole Grain Chips 1oz Vegetable Juice Box 4.23oz Fresh Fruit 1/4 cup Yogurt 4oz String Cheese 1oz	Whole Grain Tortilla Chips 1oz Salsa 1/4 cup Fresh Vegetable 1/2 cup Fresh Fruit 1/4 cup Hard Boiled Egg
20	21	22	23	24
No School **President's Day** **Holiday**	Whole Grain Muffin 1oz Fresh Vegetable 1/2 cup Fresh Fruit 1/4 cup Sunflower Seeds 1oz Hard Boiled Egg	Whole Grain Cookies 1oz Vegetable Juice Box 4.23oz Fresh Fruit 1/4 cup Hard Boiled Egg	WG Graham Crackers 1oz Fresh Vegetable 1/2 cup Fresh Fruit 1/4 cup Sunflower Seeds 1oz Cheese 1oz	Whole Grain Bagel 2.6oz Cream Cheese 1oz Fresh Vegetable 1/2 cup Fresh Fruit 1/4 cup Hard Boiled Egg
27	28	3/1	2	3
Whole Grain Sunchips 1oz Fresh Vegetable 1/2 cup Fresh Fruit 1/4 cup Sunflower Seeds 1oz Cheese 1oz	Whole Grain Crackers 1oz Fresh Vegetable 1/2 cup Fresh Fruit 1/4 cup Hard Boiled Egg String Cheese 1oz	Whole Grain Cereal Fresh Vegetable 1/2 cup Fresh Fruit 1/4 cup Sunflower Seeds 1oz Cheese 1oz	Whole Grain Chips 1oz Vegetable Juice Box 4.23oz Fresh Fruit 1/4 cup Yogurt 4oz String Cheese 1oz	Whole Grain Tortilla Chips 1oz Salsa 1/4 cup Fresh Vegetable 1/2 cup Fresh Fruit 1/4 cup Hard Boiled Egg

Supper includes 8oz of 1% Milk

It may be necessary for occasional food substitutions.

This institution is an equal opportunity provider.

6: Diversity, Access, and Equity

How will the program create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds?

Interrogating and continuously improving the ways in which we establish and maintain an inclusive and equitable program is paramount to Kids Care leadership. For example, in 2020/2021 the program adopted a policy of "holiday neutrality," with the charge that our classrooms remain holiday-neutral spaces that celebrate students rather than privileging any one holidays or set of holidays over any other. Staff are required to teach about all holidays in a given season if they chose to introduce one. This policy aligns with NAEYC's anti-bias eduction and stance on holidays and the Learning for Justice Social Justice Standards. We have adopted gender neutral bathrooms at all sites. Developing staff knowledge, awareness, and appreciation of the diversity in the surrounding community helps create a culturally competent program. A tone of respect and inclusion is established by including signs and announcements in students' family languages. Staff affirms and respects each student's culture, religion, home language, gender identity and sexual orientation, and family values in all verbal and non-verbal exchanges. We provide books, art, and projects that incorporate diverse representations of gender, culture, class, nationality, race, gender identity and sexual orientation, and ability/disability. From books to bandaids, program materials reflect the backgrounds and languages of the students and are up-to-date in terms of representation and inclusive messaging.

The Kids Care program is committed to hiring staff from diverse backgrounds; each site has at least one multilingual staff member. It is critically important that families feel

supported and connected to the program, in part through knowing that they will be able to communicate their needs and concerns in the language in which they are most comfortable.

Professional development in Equity Leadership through Nicole Anderson & Associates was provided district-wide in 2020/2021. Staff is receiving professional development in disability inclusion (Common Ground Society) and LGBTQIA+ inclusion (Welcoming Schools) among other diversity, equity, and inclusion training.

How will the program reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program?

As required under the provisions of the U.S. Department of Education General Education Provisions Act (GEPA; Section 427), the Old Adobe Union School District has set forth policies and procedures to ensure equitable access to, and participation in, all federally-assisted programs for students, teachers, and other program beneficiaries with special needs. Students with disabilities, students who are English Language Learners (ELLs), students experiencing homelessness, migrant students, and/or students with physical, developmental, psychological, sensory, or learning disabilities, shall not be excluded from the program, regardless of the level or severity of need, provided that they can be safely accommodated. It is our responsibility to establish these safe accommodations.

The Kids Care Expanded Learning Program provides inclusive learning environments that give students with disabilities and exceptional needs the opportunity to take part in activities that support and inspire. Kids Care program staff create a safe space where students of all abilities can learn and grow in collaboration and community, respecting and appreciating one another's similarities and differences. The flexible and adaptable nature of our programs make them a valuable source of support for all students—including students with disabilities and exceptional needs—helping them reach their full potential in and beyond our program. The Kids Care program modifies our activities in a variety of ways in order to address the different learning styles and needs of the students based on age/grade level, interests, and any physical or learning disability.

Priority enrollment is given to students who qualify under the McKinney-Vento Homeless Assistance Act and Foster youth (AB 1567), students who are eligible for Free and Reduced Price Meals (AB 130), and students who are designated English Learners. The Director of Child Development notifies the OAUSD community when the priority enrollment window will open and advertises the program and the priority enrollment categories via Parent Square/email, paper flyer, text message, and at public Board of Education Meetings.

The Kids Care environment is a unique informal learning environment that benefits English Language Learners in a number of ways. First, after school and summer learning programs have been found to improve both academic achievement and social development of ELL youth. Second, oral English language development can also be enhanced by attending a high-quality afterschool program. Engaging after-school programming motivates children to use their English to participate in games, activities, and projects. Third, the informal environment and lower student-to-staff ratios in an expanded learning program offers rich language-learning opportunities that complement ELL teaching and learning during the school day. Supportive adult and peer relationships that develop without the pressure of grades and tests help students feel safe using their emerging English, and allow them to take risks going further with new vocabulary. Through improv games, modeling, and rapport-building, Kids Care staff are intentional in developing a classroom culture that promotes vulnerability and communication, supportiveness, and a willingness to take risks and to make and learn from mistakes.

There are occasions in which a student struggles to meet safety expectations in the Kids Care program, namely being safe with their body, hands, and words, and remaining with the group/not eloping. This can become a barrier to program participation. The Kids Care Expanded Learning Program floor staff and leadership work exceptionally hard to support such students to be successful. We take the following approach:

- Collaborate with classroom teachers, specialized staff, and families to learn what strategies work during the classroom day and at home. This may include convening or participating in IEP meetings, 504 meetings, and/or parent/teacher conferences.
- Establish and maintain an environment that supports students' unique needs with choice, flex seating, accommodations around program participation looks like (for example, permission to remain at the ball wall rather than join the community gathering), access to sensory materials, access to calming/quiet spaces as well as opportunities to move, access to snacks, and access to supportive adults who are ready to help students identify their needs, listen and empathize, and get those needs met.
- Develop individualized accountability charts, choice menus, and scaffolds for students, and/or Behavior Action Plans for staff to more effectively work with students and meet their needs.
- Bring on additional staff to further lower ratios as needed

7: Quality Staff

How will the program's administrators ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.

A maximum ratio of 20 students to one adult is maintained at all times for students in 1st through 6th grade. A maximum ratio of 10 students to one adult is maintained at all

times for students in transitional kindergarten and kindergarten. Site Manager and Instructional Assistant staff members are required to meet the California Department of Education Requirements for Paraprofessionals:

> High school diploma or the equivalent ***AND***
> Two years of college (48 units), or A. A. degree (or higher), ***OR***
> Pass Sonoma County Instructional Assistant exam with a score of 70% or better in both English Language Arts and Math.

The District's Human Resources Personnel Technician verifies educational units and/or successful completion of the Sonoma County Instructional Assistant examination prior to employment with OAUSD. Verification of these requirements is maintained in the staff personnel file at the district office.

How will the experience, knowledge, and interests of staff be considered in the planned recruitment and hiring process for staff?

The Kids Care Expanded Learning Program is committed to recruiting, selecting, and retaining highly effective staff, and recognizes that high-performing staff is the program's most important asset. Comprehensive recruitment is focused on identifying individuals who are bilingual, who are from diverse backgrounds, and who have passion and respect for working with young people, the concrete skills to do so effectively, and a desire to continue to learn and grow through collaboration and professional development. Recruitment begins with an internal job posting to identify any current district employees who are interested in the open position. The positions are then posted on the district website, EdJoin, local college and university job boards, and other job listing websites. Additionally we spread the word of open positions through our school community and the community at large; word of mouth can help spread the news and reach people when printed notices do not, using word of mouth increases our recruitment of a more diverse group of candidates.

Potential candidates are screened and interviewed by a team of program leadership. Using the team interview approach helps ensure the candidates recommended for hire will fit in with the team. Equally as important as the core interest and skills are key dispositions or temperaments. Staff must have the ability to work cooperatively and collaboratively with fellow faculty members, parents, community organizations, and the business community. As with any profession, it is important to find work that fits individual personalities and skills in order to build competence, personal contentment, and professional satisfaction. Once selected, the new staff members are contacted by the Personnel Technician to schedule an appointment for fingerprinting and completion of required paperwork.

What type and schedule of continuous professional development will be provided to staff?

A Kids Care professional is a special person in the lives of children. As they work with students, they master skills, develop friendships, grow in independence, and move to new levels of thinking and understanding about themselves and the world. The program year kicks off with a Site Manager retreat to revisit program goals and to identify areas of priority for the upcoming program year. New and returning staff attend an orientation with the goal of building community, sharing expectations, agreeing on a training plan and quality standards, and establishing a shared vision. Professional development topics are determined by staff input and program needs. To ensure a comprehensive professional development program for staff working within the program, a combination of training activities will be utilized, including the use of curriculum training materials, on-site training, workshops, conferences, local network meetings, webcasts, and memberships to recognized after school organizations. Effective classroom management and student engagement strategies are discussed regularly one-on-one and case-by-case and are reinforced at staff meetings.

There is currently a revitalized understanding in the Old Adobe Union School District that it is critically important that classified staff, including the Kids Care teams, are provided with robust professional development opportunities. District-wide professional development is offered in August and January and department-wide professional development is offered at three other points in the year. Staff are paid to attend professional development sessions that occur outside of their regular work hours. Recent trainings include but are not limited to:

- Establishing Effective Classroom Environments (Spring 2024 and ongoing)
- Engaging Each and Every Students (Fall 2023 and ongoing)
- Reframing Student Behaviors & Positive Descriptive Acknowledgments with Suzy Merideth (Spring 2023)
- Early Learning Institute's Promoting Children's Success: Building Relationships (Fall 2022)
- Positive Behavior Interventions and Support (Spring 2022 and ongoing)
- Welcoming Schools (Spring 2022 and ongoing)
- Common Ground Society (Spring 2022)
- Trauma-Informed Care (Fall 2020)
- Equity Leadership with Nicole Anderson and Associates (Fall 2020/Spring 2021)
- Motivation and Self Determination Theory (Spring 2021 and ongoing)
- First Aid/CPR (must stay up-to-date)
- Food Handlers Certification (must stay up-to-date for CACFP staff)
- Mandated Reporter Training (annually)

Site Managers and the Director of Child Development integrate staff development into the day-to-day program through formal mentorships, informal coachings or modeling, and opportunities for feedback and reflection. Senior staff regularly impart the intangibles of youth work in ways that might only be superficially covered in training. Novice staff members are invited to observe high-quality staff in action and work collaboratively with

their more senior colleagues to design activities. In addition to the professional development that is provided on site and locally, Site Managers and line staff are encouraged to attend training opportunities sponsored by CAL-SAC and other regional and statewide organizations. The Site Managers are encouraged to participate in the yearlong Advocacy Ambassadors Program.

As part of the Commitment to Continuous Quality Improvement process, the program will use self-reporting surveys and observations to examine professional development satisfaction and overall impacts. Surveys will be conducted biannually to identify priorities in training needs and to ensure professional development activities are completed successfully. The Director of Child Development will ensure all meetings and activities are completed and that staff attend all professional development sessions. Professional development activities are documented through attendance logs, meeting agendas, performance evaluations, and feedback inventories. Additionally, related afterschool professional development information, resources and best practices will be disseminated and circulated regularly amongst all staff. Staff skills can be expanded either through training or individualized feedback. Staff evaluations are another format for encouraging staff to reflect on personal progress and areas for improvement. The Director of Child Development completes annual evaluations based upon reviewing written job descriptions with established expectations for performance.

Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended. Not applicable

8: Clear Vision, Mission, and Purpose

How were the needs of the community, students, parents, and school identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), and how will those needs be addressed?

Petaluma is a suburban community with a population of approximately 60 thousand people located at the southern edge of Sonoma County. It is a community surrounded by agricultural areas and many individuals who come to work in this industry have an elementary school education. The cost of living index shows that Petaluma is more expensive than many areas in California with the cost of housing being the biggest factor. According to Realtor.com, in November 2024, the median listing home price in Petaluma, CA was $1.2M, trending up 19.5% year-over-year. The median listing home price per square foot was $575. The median home sold price was $900K. Homes for rent in Petaluma have a median rental price of $3,65. Petaluma's proximity to other Bay Area counties does open the door to greater employment options and higher base wages; but consequently it also results in longer commute times and increased need for before and after school programs for some families.

La Tercera Elementary has an enrollment of 300 students in TK-6th grade in the 24/25 school year. 35% of the students are Hispanic, 4% are Asian American Pacific Islander, 3% are Black, and 4% are multi-racial. Under 1% are American Indian. 53% are white. 20% of students are English Language Learners. 36% of students are documented as eligible for free/reduced meals. According to CAASP data, 60% of students did not meet standards in English Language Arts and 73.6% did not meet standards in Math in the 23/24 school year.

Miwok Valley Elementary Charter School has an enrollment of 282 students in TK-6th grade in the 24/25 school year. 64% of the students are Hispanic, 6% are Asian American Pacific Islander, 3% are Black, and 6% are multi-racial. Under 1% are American Indian. 22% are white. 45% of Miwok Valley students are English Learners; 65% qualify for free or reduced price meals. According to CAASP data, 75.5% of students did not meet standards in Language Arts and 84% did not meet standards in Math in the 23/24 school year.

Data from the most current available Sonoma County Child Care Needs Assessment by the Sonoma County Child Care Planning Council highlights the disparity between available supply and demand for school age childcare in the county:

> *For school age children, ages 5 to 12, 80% of total demand is currently met. There is a need for 14,638 spaces and only 11,752 are available in the County. This leaves a shortage of 2,886 school age spaces.*

Demographics in our district indicate that many families that are in need of care at La Tercera Elementary and Miwok Valley Elementary Charter School are not able to access fee-based programs, summer camps, or other enrichment activities. There are limited options for free or sliding scale programs, and many have waiting lists. The average school age child care monthly cost ranges from $250-$500 per month; this is out of the price range of many families at the targeted schools.

OAUSD Administrators, classroom teachers, and Kids Care program staff report that in many families adults work long hours and multiple jobs. The nightly demands of completing homework and carving out time to read together may be difficult to meet due to work and other home demands. Moreover, parents for whom their first language is not English and/or parents who report a high school education or less may be under-resourced in the time and specific academic skill set necessary to support students in completing homework.

Our Kids Care Expanded Learning Programs at La Tercera Elementary and Miwok Valley Elementary are open until 6pm and provide dedicated homework assistance to all students. Our programs are free to income-eligible families, and are offered at a sliding scale to all families. Kids Care offers scholarships to families who request further

assistance. The sites also offer before school care programs on the same sliding scale that open at 6:30 a.m.

In order to determine parental desire for expanded learning programs, a survey was developed and sent to parents of children in the targeted schools. The comprehensive assessment/review revealed the need for expanding youth services and academic support at these school sites. Waitlists for the programs at both sites indicate a continued need for the Kids Care programs.

Parent surveys indicate a desire not only for academic support but also for stimulating enrichment programs with STEM, visual/performing arts and sports/fitness activities. Kids Care staff develop daily enrichment, fitness & recreation, service learning and health programs as part of our regular expanded learning program. We contract with local specialists to provide specialty enrichment classes such as soccer and comic book drawing. There is no fee for children enrolled in Kids Care to attend these programs. Additional students from the school may enroll in specialty enrichment classes when space permits.

What are 3-5 program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met?

Site-specific community feedback identified strong interest in after school academic support programming (homework assistance) as well as supplemental enrichment programs being offered after school, during school vacations and over summer to help prevent summer learning loss. Families request programs where students have choices, are heard and respected, and are treated well by program staff. An updated OAUSD community Needs Assessment will be conducted in Spring of 2025 and will further inform our goals. Current program goals include:

1) *Establish a safe, supportive, inclusive, and respectful environment where students can grow their social-emotional learning, built upon strong, authentic, warm relationships between students and staff and among students.*

Students will grow socially and emotionally by participating in activities with their peers and by being supported by authentic, respectful staff. Staff guide students through problem-solving and decision-making opportunities that help students develop a sense of belonging and connection, a sense of agency, and a sense of capability and confidence. This environment and emphasis on social emotional learning is intended to increase student buy-in in the program, to grow their love of learning, and to help them feel invested in their school community.

2) *Provide a calm, collaborative, well-resourced environment to complete homework with support from highly-qualified staff.*

To accomplish this goal, our programs provide a designated time and space for daily homework assistance. Students are provided ready access to all necessary materials, technologies, and resources: ample paper and pencils, basic office and art supplies,

math manipulatives, high engagement reading materials, sensory fidgets, flex seating, and up-to-date Chromebooks. Staff encourage students to sit in grade or classroom groups and to collaborate when appropriate, and provide encouragement and support. Hopework assistance promotes student independence, confidence, teamwork, and academic skills.

3) *Expose students to engaging enrichment activities and opportunities in a well-organized classroom environment, including sports/recreation, science, arts, and games.*

With the support of the Director and Coordinator of Child Development, Site Managers work with Instructional Assistants to design a program schedule that includes multiple and varied enrichment opportunities each day. Some enrichment activities are staff led, some are emergent and build upon student interest, and some are fully student-directed. Students engage in a variety of activities each day and are given opportunities to make choices and to participate in activity planning. There is a deep commitment in our program to meeting students' needs, offering high-engagement activity choices and alternatives to promote agency, and tailoring our program activities and schedule to best support student prosocial participation.

Data collection related to these goals will include both formal and informal observation and assessment conducted by program leadership, student surveys, empathy interviews, reviews of major incident reports and incident management, and staff input during staff meetings, staff training days, or ad hoc. Admin and staff will review data collected throughout each semester to assess and revise CQI plans and program goals on an annual or semi-annual basis and as needed.

How has the program engaged stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community?

OAUSD Kids Care Expanded Learning Program stakeholder engagement begins with collaboration between the Director of Child Development and the school principals, District directors, program specialists, classroom teachers and support staff, and Co-Superintendents, all who share a vision of providing excellence in expanded learning programming and supporting all students to reach their full potential. The Director of Child Development participates in Executive Cabinet Meetings and Leadership meetings, and reports regularly at the public Board of Trustee meetings. By speaking and being at the table in these spaces the Director of Child Development brings the expanded learning perspective and voice to the decision making processes in the district.

Stakeholder engagement also includes the strong involvement of and communication with school staff, students, and community members, which is achieved through: 1) regular meetings between the Site Manager and the site principal, 3) regular communication between Site Manager, Instructional Assistants, and classroom teachers 4) conducting

ongoing evaluation of program components, 5) surveys of administrative, credentialed, and classified school personnel to assess effectiveness of the program, 6) celebrating and sharing successes, 7) student-guided visits with community members to see the program in action.

The program vision, mission, goals and objectives are reviewed by Kids Care staff and site administrators at the beginning of the academic school year and are revisited again mid-year. Developing "SMART" goals and objectives help provide a clear picture of the expected outcomes from program activities and can easily be incorporated into the continuous cycle of improvement. Statements of vision and mission are important so that everyone involved in the organization understands what will be accomplished and how it will be accomplished. Using a strategic planning process, we will help set and achieve short term goals while keeping sight of our long term vision. The process allows consensus-building and provides an opportunity to work with stakeholders to address the community's real needs and desires. It also allows community ownership of the vision and mission, putting everyone on the same page and greatly increasing the chances that efforts will be successful.

School personnel have been provided with an overview of the ASES program requirements, and primary stakeholders (student, parents and teachers) have been asked to identify gaps and program ideas. Student survey results indicated a desire for increased enrichment programming with sports/recreation, science, arts and music activities topping the list. Formal and informal polling of teachers identified the need for students to have more time to practice and reinforce standards taught in the classroom, reinforce English Language Development skills, and more time for enrichment activities that complement the school day program, including continued assistance with homework, daily designated supervised reading time and regular foundational math fact practice. In response to this feedback our program has partnered with third party contractors to offer soccer and comic book drawing, we have invested in high-quality math manipulatives, high-quality, diverse, high-engagement books, and new Chromebooks. We will continue to be responsive to student and stakeholder feedback as we strive to provide the highest quality program.

9: Collaborative Partnerships

What collaborative partners will be involved in the process used to plan, implement and update the after school program plan?

Collaborative partners in the process used to plan, implement and update the Kids Care Expanded Learning Program plan will include the Kids Care teams, site principals, OAUSD District leadership, classroom teachers and support staff, the OAUSD student and family community, Sonoma County early child care and education community, and district and

community organizations such as the OAUSD equity coalition and Petaluma TIDE: the Team for Inclusion, Diversity, and Equity.

List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

Daily Acts

Daily Acts is "a holistic education nonprofit that takes a heart-centered approach to inspiring transformative actions that create connected, equitable, and climate resilient communities." In 2024 and with ongoing work days, Daily Acts replaced large sections of lawn with climate resistant pollinator gardens at both Miwok Valley and La Tercera elementary schools. These gardens are part of the spaces utilized by our ASES programs and have led to emergent activities such as the creation of paper towel tube "binoculars" to focus attention on specific plants, insects, birds, and animals, the collection and propagation of milkweed seed to promote monarch butterflies, bird and bug identification, and various garden-inspired art projects.

Petaluma Kiwanis

The Kiwanis Club's organizational focus is on youth and the Key Club program is a natural way to foster student interest in and dedication to community service and leadership. Miwok Kids Care chartered a K-Kids Club. This service club is led by Kids Care students and provides the members with opportunities to perform service, build character and develop leadership skills. When active, the K-Kids program is open to any student who is interested in performing community service. When active, the group meets weekly throughout the school year and is supported by the Casa Grande High School Key Club members.

Petaluma Kiwanis also provides annual classroom and campus-based youth programs with micro-grants to support classroom projects. Kids Care has been awarded funds from these grants to support the purchase of new books for the Kids Care program libraries and for STEM curriculum and supplies.

Redwood Empire Schools' Insurance Group (RESIG)

Redwood Empire Schools' Insurance Group (RESIG) provides risk management programs and services to public school districts in Sonoma County. RESIG's Loss Prevention Department has provided Kids Care with guidance on the development of the Child Development Department Emergency Operations Manual and provided on-site training in emergency preparedness assistance and playground safety for Kids Care staff.

Student Services Department (OAUSD)

Over the past several years the Kids Care Expanded Learning Program has deepened its collaboration with OAUSD's Student Services department. We are in regular communication with the district's therapists, behaviorists, and other support staff around

meeting students' needs. We are active participants in IEP and 504 meetings. This collaboration has given Kids Care staff greater insight into students' individualized accommodations and needs, has helped us to be better heard in securing services for students, and has provided our program with greater support around working with students who benefit from Behavior Action Plans and/or other scaffolds. By actively destigmatizing disability and mental health, by respecting every facet of each students' identity, and by focusing first and foremost on relationship-building and meeting students' individual needs as a matter of course, our staff are better equipped to support students to be safe and successful in our program. Collaborating with the Student Services Department is both an outcome and a facilitator of this approach.

Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

Through continued networking and mutually-beneficial partnerships OAUSD Kids Care Expanded Learning Program will work to develop partnerships with school PTAs, the OAUSD equity coalition, Petaluma TIDE: the Team for Inclusion, Diversity, and Equity, the Sonoma County early child care and education community, the ECE and education departments at local institutions of higher education (e.g. Sonoma State University, Santa Rosa Junior College, College of Marin, UC Davis, UC Berkeley), and local organizations such as Petaluma Bounty, Mentor Me Petaluma, Sonoma County Public Library, Words Take Wing, and Amor Para Todas.

10: Continuous Quality Improvement

What measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instruction day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities? Explain how the measures are coherent with the instructional day and the goals of the program.

The Kids Care Expanded Learning Program will use student attendance and observable buy-in, program self assessment, parent satisfaction, and feedback from instruction day teachers to help to assess and improve the quality of the academic enrichment opportunities that the program provides.

To help demonstrate program effectiveness, OAUSD shall submit, using the unique statewide pupil identifiers, school-day attendance on an annual basis and program attendance on a semiannual basis. Research indicates that when children are engaged with after school programming their school attendance improves. Kids Care Site Managers and staff will utilize AttendanceWork's "Does Attendance Really Count in Our Expanded Learning Program? A Tool for Self

Assessment“ (November 2016) to examine whether the program policies and practices in place will optimize student attendance.

Self-assessment of program achievement consists of the selection of an appropriate assessment instrument, the engagement of key stakeholders in the assessment process, and a critical and reflective analysis of the assessment data. OAUSD's Kids Care expanded learning program will use the California Afterschool Network Quality Self Assessment Tool 2.0, the SACERS, and a modified CLASS Elementary K-3 as our self-assessment tools. Site Managers and the Director of Child Development will work together on continuous quality improvement efforts. Each program year, all program sites will conduct an authentic self-assessment utilizing the above quality self-assessment tool plus complementary surveys and/or empathy interviews with students, parents/guardians, and classroom teachers. They will review data to plan for improvement, develop quality action plans based on this data, and implement action plans for improvement. Data collected from the assessments will help identify program strengths and areas in which additional support and growth is needed and will be used to inform professional development and staff evaluations.

How will the program engage in a data-driven CQI process based on the *Quality Standards for Expanded Learning in California*? Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

It is our intention that the Continuous Quality Improvement (CQI) process will grow the quality of the Kids Care Expanded Learning Program to ever better meet students' needs, to grow student investment in their school community, and to complement the learning that takes place during the school day**.** Following the disruption to our typical programming caused by the COVID-19 pandemic, the focus of the past several years has been on growing staff numbers and on deepening staff practice through professional development and regular cycles of planning, implementation, and self-reflection. Under the leadership of the Director of Child Development who joined the program in August of 2020, Kids Care has had a renewed focus on individualized student care, relationship-building, and using a motivation-based rather than incentive-based approach to gain student buy-in. This focus has been at the core of all staff development, program planning, staff evaluation, and program CQI.

Our Continuous Quality Improvement(CQI) process is ongoing and involves a continuous cycle of planning, implementation, assessment, reflection, and improvement. The CQI process affects the organizational features and management practices that influence the quality of youth experience in our program. Effective CQI includes: (1) departmental and district leadership who set clear expectations around best and promising practices *and* provide scaffolds and feedback to support consistent adoption and implementation of these practices; (2) a program-wide culture of inquiry, reflection, and life-long learning; (3) Site Managers who are invested in maintaining and improving program quality; (4) multi-modal opportunities for site staff participation in decision making; (5) effective

assessments of and feedback on program performance; (6) in-service training to continue to deepen professional knowledge and skills.

The first step in the Kids Care CQI process was reviewing and redefining the program's vision and mission to address the new expanded learning program model. When mission, values, vision, policies, and practice are aligned, there is consistent messaging to all stakeholders, which is an important step in making desired changes. The mission, values, and vision statements will be revisited annually to ensure that policies, practices, services, and intended outcomes are all in accord with promising practice.

The California After School Network's Quality Self-Assessment Tool will be utilized to assess the program annually in the spring. Throughout the year the site teams gather real time data through surveys, observations, and empathy interviews to set sub-goals, assess progress, and determine next steps to improve practice. These results will help the Kids Care leadership team to create a Quality Action Plan (QAP) logic model to help identify what parts of the program need immediate attention. The QAP logic model will require step-by-step articulation of the SMART strategies and proposed action steps that will be implemented for quality improvement. The QAP logic model is helpful in documenting the resources the program needs to carry out the intended changes, and to articulate the impacts that the action steps are expected to have. Program goals will be revisited twice yearly to allow time for reflection, as well as possible refinement of the goals to better fit the program's current focus and stakeholders' current interests.

Kids Care Expanded Learning Quality Action Plan Logic Model

Identified Area for Growth/Change/Impact:

Related Goal(s) from the ASES/ELOP Program Plan:

Plan to Impact the Identified Area	Actions Needed to Enact the Plan (Including Resources Needed)	Person(s) Responsible	Short-Term, Measurable Outcomes	Long-Term Measurable Outcomes

Regular updates on how the QAP is being implemented, training activities being conducted, and improvement charting are important parts of any plan. The progress of the QAP projects will be documented using activity logs, meeting minutes, etc. Improvement efforts will be communicated through the various methods, such as: kick-off meetings or all-employee meetings; storyboards and/or posters displayed in common areas; sharing organization's annual CQI plan evaluation; e-mails, memos, newsletters and/or handouts; and informal verbal communication.

11: Program Management

How will program funding relate to the program vision, mission, and goals for each site or groups of sites?

Our Mission:

The OAUSD Child Development Department is dedicated to life-long learning, to continuous growth as educators, and to providing preschool and school-age children with safe, accessible, culturally competent, enriching, educational experiences in formal and informal learning settings. We commit to supporting students to feel motivated, curious, and

inspired to pursue their passions. We commit to fostering children's high engagement and safe behaviors in learning. We strive to partner with families and caregivers by providing resources and an environment that helps them to feel excited to leave their child(ren) in our care. We work alongside families, classroom educators, and additional stakeholders to do our best to meet the needs of each and every child and to support them to succeed.

Our Approach:

*The OAUSD Child Development Department is guided by **Self Determination Theory**, the theory of motivation that states an individual of any age will feel more motivated to engage in an activity or task if the individual is supported to feel 1) **competent** to complete it, 2) **connected** to others in doing it**,** and 3) like they have some **control** over the situation through choice and voice. Meeting these important **three basic psychological needs** of competence, connectedness, and control helps to foster an individual's well-being, goal orientation, and strong sense of self. At all levels of organization within our department we consider the role that self determination theory can play in cultivating community and success.*

Our Values:

The Child Development Department of OAUSD believes in respecting children as full human beings with beliefs, goals, valid emotions, and rich inner lives. We are committed to inclusivity, representation, working toward decolonizing education, recognizing families' funds of knowledge, and to respecting traditionally-excluded communities within and beyond our District. We celebrate radical body positivity, LGBTQIA+ Pride, neurodiversity, and social justice organizations such as Black Lives Matter and the Autistic Self Advocacy Network. We honor children: their interests, their lived experiences, and their growth. We acknowledge that the Old Adobe Union School District is a guest on the land of the Lekatuit Nation, speakers of the Coastal Miwok language and often known as the Coast Miwok people. This institution is an equal opportunity provider.

ASES funding increases access to affordable quality expanded learning programs in the district's underperforming and low-income schools by offering low and no cost programs for 84 at-risk students after school at La Tercera and Miwok Valley Elementary Schools. Our proposed costs are related directly to the program's goals, objectives and activities and are necessary to carry out the programs. 85% or more of the grant funding is allocated for the provision of direct services to students including salaries for professional and non-professional personnel, employee benefits and supplies. ASES funding enables the program to hire qualified staff; maintain an appropriate staff-to-participant ratio; provide appropriate opportunities for staff to develop as professionals; conduct regular program evaluation and use data to develop a continuous improvement plan. The remaining 15% of grant funds will support direct administrative costs and indirect costs (5% or the CDE approved Indirect Cost Rate, whichever is less).

What is the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

Recruitment, hiring, and retention of quality staff are essential building blocks of coherent, continuous quality improvement-based programming for students. Expertise across roles can strengthen all staff through sharing skills and taking leadership within and across schools.

The OAUSD Superintendent and the expanded learning leadership team have extensive experience and knowledge of both 21st CCLC and ASES grants and are familiar with all programmatic requirements.

The Director of Child Development will provide fiscal and programmatic oversight.

Special Programs staff will provide additional monitoring support, assisting in identifying and seeking out diverse funding opportunities and ensuring that expenses are supplemental.

The Director of Child Development holds a B.A. and multiple subject teaching credential from the University of California, Davis, a masters degree from Simmons College, and is a doctoral candidate in Education at the University of California, Berkeley. She has professional experience expanded learning from several different organizations (North Bay Children's Center and Fairfax-San Anselmo Children's Center) and is an experienced and capable researcher, communicator, and leader. She served as Co-Chair of the Child Care Planning Council of Sonoma County for six years. This individual serves as the primary contact for OAUSD in all matters related to the 21st CCLC program, including managing and implementing the educational program and budget described in the approved application. The Director of Child Development supervises the Child Development Program Secretary, Child Development Program Coordinator, two ASES Site Managers, and twelve+ ASES Instructional Assistants and Campus Aides. The Director of Child Development is responsible for the overall program administration and reporting and reports directly to the Superintendent.

The Child Development Program Secretary has two years experience performing a wide variety of secretarial, accounts receivable, and staff support duties similar to a school Office Manager. Prior to joining the Kids Care team the Program Secretary assisted in a Spanish immersion transitional kindergarten classroom and is fluent in both English and Spanish. The Program Secretary reports to the Director of Child Development.

The Child Development Program Coordinator has two years experience performing a wide variety of secretarial, accounts receivable, and staff support duties similar to a

school Office Manager. The Program Coordinator has many years of experience working in expanded learning. The Program Coordinator reports to the Director of Child Development.

Full-time program Site Managers are responsible for care and supervision of students and day-to-day program management. Site Managers provide leadership and assistance in the management of the Kids Care teams. Full-time leadership is key to the development, implementation, and sustainability of overall programs and individual sites. The Miwok Valley Site Manager has been with the program since 2010 as an Instructional Assistant and was tapped for the Site Manager position in Spring of 2021. In this role she has flourished. The La Tercera Site Manager holds a Bachelor's Degree and worked for 12 years in youth development with AmeriCorps and Boys & Girls Clubs of Marin and Southern Sonoma County before coming to OAUSD. She has been with our program as Site Manager since 2015 and runs an exemplary program. Site Managers report to and are supervised by the Director of Child Development.

Kids Care Instructional Assistants (IAs) are part-time staff responsible for direct supervision of students and the creation and delivery of the academic support and enrichment programs. IAs are assigned a specific homework/academic support group and work on many levels in order to oversee classes and activities in the program. As part of their work, these professionals use different strategies to support the academic, social, and emotional development of students enrolled in their classes. They promote positive behavior and assist students in participating in the different activities available to them. All IAs meet the minimum requirement for an instructional assistant for the district (48 units or passing the instructional assistant exam) and have First Aid/CPR certification. IAs report to the Site Manager and are supervised by the Director of Child Development.

P.E.Technicians are responsible for the creation and delivery of physical fitness and recreational activities to meet daily fitness goals for the grade levels (TK-K, 1-3 & 4-6) and to encourage and motivate children to be active. The P.E. Technician meets the minimum requirement for an instructional assistant for the district, reports to the Site Manager, and is supervised by the Director of Child Development.

Campus Aides actively supervise students on the playground for recess, during activities, and in the cafeteria during snack/meals to ensure student safety. Campus Aides do not provide direct student instruction; instead they build deep relationships with students and provide invaluable support to the smooth running of all facets of the program. Campus Aides report to the Site Manager and are supervised by the Director of Child Development.

Staff communication is accomplished through departmental and district emails accounts, regular staff meetings, department staff development days, observational feedback meetings and annual staff evaluations. In 2015-2016, time was added to the daily schedule for Kids Care teams to meet for a short time before the student schedule started.

These brief meetings cover more than logistics, providing key time for collaboration, program planning, and mini professional development sessions. Regular weekly prep time is scheduled to allow staff to create their program activities. Staff meetings, with agendas to keep the meeting focused and remind staff of program goals, are a great idea because they remind everyone of what the program should be working toward, as well as give staff time to raise concerns or share success stories.

Staff evaluations are presented to staff in Spring of each year on a yearly or bi-annual basis. New staff are provided a provisional evaluation within 2 months of their hiring and again at 5 months. The Director of Child Development is responsible for all staff evaluations and visits the Kids Care programs to observe staff and provide coaching throughout the year. A staff observation form is completed and shared with the staff member to provide constructive feedback and guidance.

What is the process and time frames for periodic review of the program plan and how will community partners and other external stakeholders be involved in the process?

The Program Plan is posted to the district website and is reviewed on an annual basis by the Director of Child Development, school site principals and program Site Managers in order to ensure that the plan continues to meet the needs of the program participants, academically, socially and physically. While this process formally occurs on an annual basis, there continues to be on-going formative assessment of the program in order to make mid-year adjustments as needed, rather than waiting until the next year to implement needed changes and updates.

What is the system in place to address the following program administration requirements:

- **Fiscal accounting and reporting requirements.**
- **Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).**
- **Attendance tracking, including sign-in and sign-out procedures.**
- **Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE's Policy Guidance Web page at** http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp.

Fiscal accounting and reporting for the ASES grant is managed through the OAUSD Child Development Department and Business Office, tracking and maintaining all fiscal records that meet local, state and federal guidelines, as well as those guidelines that govern the administration of grant funds. This includes the processing of purchase orders, approval of contracted services agreements, the maintenance of the General Ledger and all payroll related information by the Business Services accounting staff, etc. Budget report responses related to actual expenditure calculations and figures are generated by the Director of Business Services.

The Director of Child Development is responsible for submitting all attendance and fiscal reports accurately and in a timely manner, entering the data on the ASSIST web based reporting system. The Director of Business Services and the Director of Child Development work together to ensure all reports are completed and submitted to CDE within the ASES due dates.

ASES In-kind maximum 33% (of $302,172.02 is $99,716.77)

In-kind facility usage (maximum allowable)	**$75,543.00**	**25%**
ELOP funds	**$24,173.77**	**8%**

Daily Attendance Rosters- Sign-in/out sheets capture the daily attendance and allow tracking of program participation. Kids Care staff check-in the students and parents or other designated individuals are required to sign-out the student, indicating the time picked-up and an Early Release Code if applicable. The sign-in sheets are collected by the Site Manager who enters the attendance data into the attendance tracker. Attendance sign-in/out sheets are turned in to the Director of Child Development. These are reviewed for completion and accuracy by the Child Development Secretary. A bi-annual summary is printed and attendance data entered into ASSIST by the Director of Child Development. All attendance records are stored for the annual ASES audit and kept for 5 years.

Weekly Attendance Reports- A weekly summary of attendance is submitted every Tuesday to the Director of Child Development who consolidates and disseminates the organizational report to all stakeholders.

Early Release Policy - A signed copy of the Early Release Policy is required as part of registration in the program. We understand that situations do occur that cause students to need to leave early or miss a day altogether; however, it is a CDE policy that "Early Releases" need to be kept to a minimum.

OAUSD Kids Care Expanded Learning Program
Early Release Policy

Old Adobe Union School District (OASUD) Kids Care Expanded Learning Program sites operate ASES grant funded, comprehensive after school programs daily. Programs commence immediately upon conclusion of the regular school day, operate a minimum of 15 hours per week, and remain open until at least 6:00 PM on every regular school day.

Attendance Expectations

- Students are expected to stay for the entire program, every day it operates.
- Priority for student enrollment in the after school programs is given to students who fully participate in program offerings.

All student sign-in/out must be documented using the standardized Kids Care sign-in/out sheet. Elementary students must be signed out by an authorized adult unless specific written permission has been secured by the parent/guardian.

Students may, however, arrive late or leave the program early under conditions established by the program in advance and in writing. Grant money provides programming and failure to comply with grant regulations could result in a loss of funding for all students.

Benefits of Youth Staying for the Full Program

At OAUSD, we pride ourselves in creating a safe place to learn and grow, creating ongoing relationships with caring, adult professionals, providing life-enhancing programs and character development experiences and offering hope and opportunity. To get the most out of their time in the academic support, enrichment classes, leadership activities and other program offerings.

12: Sustainability

Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The Director of Child Development works closely with the Co-Superintendents, Chief Business Official, and school Principals to ensure that all funding is spent on supportive programs that help improve student achievement. OAUSD Co-Superintendents, Board of Directors, and Director of Child Development worked over ten years to expand the before and after school expanded learning programs from three to all five district school sites. This commitment to expanded learning programming is evidenced by the decision

to keep expanded learning in-house and to offer before school care (not grant funded) on a sliding scale.
The Kids Care Expanded Learning program is cost effective, in part because we are a district-run program that utilizes school facilities and does not incur additional brick and mortar expenses. Additional in-kind contributions of materials/supplies, technical assistance, staff development, and community volunteers provide a significant saving to the program operations. All in-kind services and tangible goods are documented and entered into a donor database identifying the service/item, the donor and its market value.

Our sustainability focus will be on finding innovative and creative ideas to implement the program in the future. The following strategies may be considered:

- Utilizing Expanded Learning Opportunities Program (ELOP) funds alongside ASES funding to create a comprehensive Tk-6th expanded learning program;
- Promoting and supporting local efforts to develop dedicated sources of revenue to support youth programming;
- Developing an annual drive for individual donors;
- Raising visibility of the program;
- Formalizing a recruitment partnership with the Petaluma Unified School District (Casa Grande and Petaluma High School) to create a source of high school seniors to serve as volunteers and apprentices;
- Formalizing a recruitment partnership with Sonoma State University and Santa Rosa Junior College to create a source of college students to serve as staff or volunteers;
- Apply to Junior League, John Jordan Foundation, Petaluma Education Foundation, Kiwanis Club and other service clubs and grant sources for funding to support youth services in our community;
- Do outreach to other community partner organizations to determine any possibilities for referrals of funding sources.

Program administrators will use feedback and evaluations from annual student, parent, and staff surveys to determine how and if the program is moving in the direction of our initial goals as part of our ongoing commitment to Continuous Quality Improvement. The Co-Superintendents, Chief Business Official, and Director of Child Development will meet monthly and as part of those meetings will review the program budget, sustainability efforts, and the progress being made in achieving budget and sustainability objectives.