EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

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Board Approved: June 30, 2022.

This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)
Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: PUC Triumph Charter Academy & PUC Triumph Charter High School

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

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<thead>
<tr>
<th>Site Name</th>
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<tr>
<td>1. PUC Milagro Elementary School*</td>
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<td>2. PUC Community Charter Elementary</td>
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<td>3. PUC CALS Middle School*</td>
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<td>4. PUC Excel Charter Middle School*</td>
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<td>5. PUC Community Charter Middle School*</td>
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<td>6. PUC Lakeview Charter Academy*</td>
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<td>9. PUC Inspire Charter Academy</td>
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Expanded Learning Opportunities
Program Plan Guide

Note: “*” indicates an ASES program site.

Purpose

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

Definitions

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

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

Instructions

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

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

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.
The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at [https://www.cde.ca.gov/ls/ex/qualstandcqi.asp](https://www.cde.ca.gov/ls/ex/qualstandcqi.asp).

### 1—Safe and Supportive Environment

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

All our programs will be offered on the schoolsite.

Safety is of enormous importance at Partnerships to Uplift Communities (PUC) and we ensure that all students are supervised, cared for, and supported at all times. A leader is on campus at all times until the last child leaves. Supervision is plentiful and emergency procedures are reviewed continuously with all staff members.

During the Summer Expanded Learning Institute, ASES staff and Expanded Learning staff (paid for under ELO-P funding), will be trained in safety protocols. PUC Schools’ Safety Plan will be reviewed along with policies and procedures. This includes the roles and responsibilities, child abuse reporting, employee expectations, employee use of technology (such as social media and texting guidelines and best practices). The Safety training will be led by our Operations Director or a representative. The Operations Director will review emergency procedures such as Emergency Drills, how to evacuate students from buildings during an earthquake and search and rescue procedures to ensure they understand what to do in case of an emergency. This will include a school map of the emergency routes and updated classroom rosters. They will also be trained on how to utilize the intercom system in case of an emergency on campus. Student health plans will also shared with the after school staff to ensure student safety.
The Director of Clinical Counseling and the clinical counseling staff will review de-escalation protocols and setting appropriate boundaries with students. The Human Relations staff will review expectations and guidelines as outlined in the PUC Schools’ Employee Handbook. In addition, during the summer break all employees will be mandated to receive training in various subject areas such as Mandated Reporter: Child Abuse and Neglect, Bloodborne Pathogen Exposure Prevention, Sexual Harassment: Staff-to-Staff, Staff-to-Student, Youth Suicide: Awareness, Prevention and Postvention. Food Services Team members are required to have a Food Handler Certification. They also will receive additional training such as Food Safety and Kitchen Sanitation, Food Service Equipment-Safe Use and Sanitation, Foodborne Illnesses.

At the beginning of each year, all Site Coordinators will have an orientation meeting with their staff and review school-site expectations, safety protocols specific to their site. They will also be provided with either ASES or Expanded Learning shirts, which are required to be worn when on duty. Each school will provide walkie-talkies, first-aid kits, and a copy of the Emergency Plan. Each Expanded Learning and/or ASES program will be required to conduct safety drills as outlined in the Emergency Plan and to document dates/times in their Emergency Plan binder in alignment with the regular instructional day. The Site Coordinator will keep a copy of an Emergency List with emergency contacts for all students within the Emergency Plan binder. All PUC Schools staff will attend an annual CPR/First Aid class to review CPR and First Aid procedures. In addition, the ASES/Expanded Learning Program Director will work with PUC Nurse to ensure that all Site Coordinators and at least one Site Leader has CPR/First Aid certification.

To further ensure student safety in the after school program, the PUC School ASES and Expanded Learning Programs will require that all students who attend the after school program sign in to the program using the EZ Reports scanning option and signing in via paper sign-in, which is monitored by an after school frontline staff member, who initials each students sign in once they have signed out. Adults (must be 18 years or older) who come to pick up a child from the program must them sign out and be ready to show a valid ID identification that matches each student’s contact release form, as necessary.

The PUC ASES and Expanded Learning Programs will have an Early Release Policy which they will follow.

PUC ASES/Expanded Learning Program Site Coordinators will update their school ASES/Expanded Learning Program webpage to provide current contact information and other relevant information. PUC ASES/Expanded Learning Program Site Coordinators will provide parents/guardians with either their cell phone number or the
phone number to the after school room, as well as the location of ASES classrooms through a monthly ASES Newsletter.

COVID-19 RESPONSE:

The COVID-19 pandemic has impacted our community from the way we work to the way we are educating our students. As Los Angeles County and Los Angeles City responded to the COVID-19 pandemic by initially shutting down most business and suspending in-person education for most educational institutions.

Through the leadership of its Superintendent and Deputy Superintendent, and in alignment with Los Angeles Unified School District, on March 13, 2020, enacted a multi-phased response to the COVID-19 pandemic. All schools were physically closed and switched to "virtual" or distance learning for the remainder of the 2019-20 school year. Fortunately, schools were physically re-opened for the 2021-2022 school year.

The safety procedures put in place and modified throughout the pandemic will be followed by afterschool staff. Safety procedures will consist of symptoms screening, health & safety classroom capacity numbers, face coverings, regular hygiene practices, and sanitizing throughout the school day and after school day is completed. Designated health services areas will also be used to support students with everyday health needs and those who have manifested suspect COVID-19 symptoms.

Staff and students will be encouraged and provided instructions to self-screen for symptoms at home. Active screening, in which students and staff entering the school will be screened with a temperature check and review of signs/symptoms, will be implemented if deemed necessary. PUC Schools will work with Los Angeles County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, or school response as needed.

With some of the program requirements being waived for the 2021-22 school year, each program has responded to their unique school needs. Staff will continue to be provided additional training on the most current procedures and protocols. PUC Schools added Coronavirus Awareness, Coronavirus: Cleaning & Disinfecting your Workplace, and Coronavirus: CDC Guidelines for Making & Using Cloth Face Coverings.

Supportive Environment:

PUC ASES/Expanded Learning Programs will utilize the standards-based, research-based curricula in reading, math, science, and social studies as provided by the regular
day program. These academic materials and resources are woven into the program schedules on a regular basis to ensure academic and literacy support for participating students. Each program offers time to assist participating students with homework and provide additional intervention on subject matter determined by the school administration and teachers. The after school frontline staff in the classroom keeps a Weekly Student Report of students’ homework and behavior progress; which is then collected and shared with regular classroom teachers at the end of the week. The regular classroom teachers are encouraged to review the Weekly Student Report and make comments and/or give suggestions. These reports are reviewed by the site coordinator. Reports provide information that helps monitor student progress and is used to adjust and change plans to be responsive to student needs. The information is shared with the respective frontline staff member to better build lesson plans to support the needs of the students and/or grade level.

To further support student academic achievement, the ASES/Expanded Learning Program Site Coordinator actively communicates with the site administrative team and the regular day teachers to get feedback regarding student performance on state and district assessments. The ASES/Expanded Learning Program Site Coordinator, site certificated lead, the ASES/Expanded Learning Program Implementation Coordinator and the ASES/Expanded Learning Program Director collaborate with the frontline staff and Inclusion Assistants in creating lesson plans that are aligned with the academic lessons and standards that are offered during the regular school day. These lesson plans align with the regular academic lessons offered during the school day; however, use a more hands-on, engaging approach to give students another perspective of the subject matter as well as getting students to actively engage with learning. These lesson plans are extended activities that may include; art, writing, math, physical education, nutrition, multicultural components, STEM/STEAM, and an English Language Learner extension which addresses the English Language Development standards. Participating students also have the opportunity to use regular instructional day tools, resources, and programs; such as, iReady: Math and Reading, Clever.com, KidzLit, etc. during the after school hours.

Specific to PUC Milagro:

In developing our students’ mind, body, and spirit, PUC Milagro’s ASES Program has a Reading to Grow component where students read for a minimum of 20 to 30 minutes depending on the grade level. In addition, Science Development Coordinator who works with the frontline staff in developing Science lessons that are hands-on and are designed to enhance scholar creativity. For example, students are engaged in STEM investigations and tasks. The goal to see themselves as scientist/engineers. They use Exploratorium Kits and Apex Lessons. Students are also engaged in creative
tasks that require their use of imagination and creativity. Imagination Workshop occurs every Tuesday and Friday. Students switch between science and creative exploration.

To ensure all students benefit from different opportunities that are offered during program hours, the ASES Program maintains its student-to-staff ratio of no more than 20 to 1. Activities planned are age and grade level appropriate.

Social-Emotional

PUC ASES/Expanded Learning Programs will ensure that the school site programs align their behavioral and social support with the regular day school. PUC Schools has implemented a Multi-Tiered System of Support. This includes a Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI). PBIS is a way for schools to encourage good behavior and teach the students about behavior and making the right choices. PBIS focuses on prevention versus punishment. The ASES Program at the school site also uses PBIS during program time to align with the regular school day and follow the school rules and expectations. Second Step, a research-based social emotional learning (SEL) curriculum, may be used at some programs. PUC ASES/Expanded Learning Program Site Coordinators will be trained during the ASES/Expanded Learning Summer Institute on how to align the ASES/Expanded Learning Behavior Plan with the school’s PBIS plan.

PUC ASES/Expanded Learning Programs Site Coordinators and tutors will go through training in growth mindset and trauma informed care. During these trainings, PUC ASES/Expanded Learning Program Site Coordinator and tutors will be given resources and materials to implement and incorporate in their weekly lesson plans such as; mindfulness activities and strategies, behavior reflection or think sheets, growth mindset activities, and more.

To help the students feel welcomed and safe in the after school program, the after school staff will take the time to build relationships with their students. In doing so, the after school staff will know the student’s likes and dislikes, student’s triggers, and addresses each of the students by name. After school staff will utilize the Community Circle, taken from the Tribes Curriculum and other Team building activities help students learn how to work as a group or as a team in accomplishing a goal. These activities will build a safer and more welcoming classroom environment and overall program. Collaboration will exist between PUC ASES/Expanded Learning Site Coordinators and site administrators to create a social-emotional support group for all the students.
We also have an extensive Clinical Counseling Program that will allow students to access mental and emotional health professionals that can guide and support them, if needed.

**Specific to PUC Milagro:**

In addition to above, PUC Milagro will incorporate the following to their Social Emotional Learning (SEL) learning:

1. Restorative Practices:
   a. Three Pillars of Restorative Practice
   b. Problem Solving Dialogue
   c. Restorative Circle
   d. Reflection Time
   e. Giving Back

2. A focus on the following core competencies:
   a. Self-Awareness,
   b. Self-Management,
   c. Social Awareness (Social Imagination),
   d. Positive Relationship Skills,
   e. Responsible Decision Making

**Physical Needs of Students**

PUC Schools places a priority on the physical needs of students. This priority extends to PUC ASES/Expanded Learning Programs. PUC ASES/Expanded Learning Programs will offer recreational enrichment opportunities on a daily basis. Each program will provide age-appropriate activities and clubs that engage student participation such as; art, dance (Hip-Hop, Folkloric), chess, garden, various sports (non-competitive), cooking/nutrition, hands-on science, and coding/robotics.

PUC ASES/Expanded Learning Programs will offer an Athletic Program that will include the following: soccer, football, basketball, cheerleading, and volleyball. All sports will be offered to both boys and girls and will be offered at various times throughout the school year. All students will be eligible to participate.

PUC ASES/Expanded Learning Programs Site Coordinator in collaboration with the school Site Leader will collaborate with community partners to bring different opportunities to their school site. Our partners will offer participating students and families a chance to see, explore, and learn new skills and learn about what their community has to offer. PUC ASES/Expanded Learning Programs Director will coordinate with the PUC Schools’ Food Services Department to provide a nutritious meal.
supper meal and/or a snack daily to their participating students. The PUC Schools’ Food Services Department will ensure that the nutritious supper meal and/or snacks meet all state guidelines and requirements. These nutritious snacks will provide students with nutrition during after school care and enhance their learning abilities by contributing to their physical and mental well-being.
2—Active and Engaged Learning

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

PUC ASES/Expanded Learning Programs Site Coordinators will collaborate with the regular day school to ensure that best practices are in place during the after school hours, such as research and/or evidence-based practices to guide and plan their educational literacy and educational enrichment activities. By aligning the regular school day with the after school program academic performance will be enhanced and positive youth development achieved. Site administrators, regular day teachers, and site coordinators will review data from various sources, such as; iReady Math and Reading formative assessments, CAASPP Math and English Language Arts, English Language Proficiency Assessments for California (ELPAC), district benchmarks, and data-driven instruction and interventions. This information will be used to create the focus of the program and help streamline the daily schedule. The information will also be used in trainings and meetings with the after school staff to support the learning focus for their group of students. The after school instructional assistants and tutors will then use this information to help them with lesson planning and activities.

The planned activities of the PUC ASES/Expanded Learning Programs will help provide positive youth development as they will feel they have a voice in what they do. They also will get a chance to take leadership roles with their peers or younger aged-students. Examples of activities that will take place are cross-age reading buddies, where older students go and read to younger students; WYSE, where girls in program get to participate in learning leadership and building character; and student leadership, where selected students represent their fellow peers in choosing what enrichment and clubs the program.

Hands-on, project-based learning will take place at the individual sites that will be designed to meet the needs of their learning community. These activities and events will include; Kindness Week, Character Counts Week, Autism Awareness Week, Red Ribbon Week, Lights On, multicultural fair, talent show, Science, Technology, Engineering, and Math (STEM) projects, and service learning projects.

For example, during Red Ribbon Week, students will learn about living a safe, healthy and drug-free life. Lessons and activities will be planned that focus on the Red Ribbon Campaign Theme of the year, such as “Life Is Your Journey, Travel Drug Free.” Students and staff will sign a pledge, make “drug-free” themed posters, and other activities during that week. In addition, students will participate in Project-based Learning projects through the PBL “Weekly Warm-ups.” These weekly warm-ups are self-contained lessons that are usually themed-based. For example, during November,
students in elementary grades are asked to think about what “thanksgiving Day is all about, and create a character to represent Thanksgiving. Students in the middle grades are asked to develop service learning projects to help their community, such as; beautification of the school, recycling, helping others, etc.

PUC ASES/Expanded Learning Programs will build community events that include families coming and seeing what the program has to offer. These community events will include the Red Ribbon celebration, multicultural fair, talent show, and STEM projects and presentation. For the Multi-cultural celebration there will be various activities, such as STEM, offerings of various foods from around the world. The multicultural fair event allows for students to learn information from their after school tutor about various cultures. Then, at the multicultural fair, the students will have the opportunity to present to their parents and peers about what they have learned about either their own culture or a culture/country assigned to them. The program staff will teach students about other cultures and celebrate everyone’s differences and similarities. Some programs will collaborate with the merged high school at the school’s site.

PUC Schools also puts a high priority on the Arts. With the support of the regular day Arts programs some of the ASES programs will have a student-led talent show during the after school hours. Selected students will help after school staff organize, market the event, set-up, and even serve as Master of Ceremonies (MC) for the event. All students in program will be encouraged to participate in the talent show. Students will come together and create skits, build bands, and show off their skills and talents to their peers, staff, and families.

Each PUC ASES/Expanded Learning Program will have STEM projects and presentations incorporated into their program lessons and schedules. Some of the programs will invite their parents and community to come take part of the STEM activities. The Site Coordinator will collaborate with the school Site Leader to host a STEM/Science focus at one of its Family Nights where the PUC ASES/Expanded Learning Program will share some of the STEM/Science projects to showcase and represent their after school program. Just as PUC Schools has student-led parent-teacher conferences, the STEM/Science project must be student-led and presented by the students. The event will be open to our educational partners, the school’s parents, families, learning community, governing board officials and members, administrative and leadership team, teachers and staff, community.

In alignment with PUC’s third commitment: “Students commit to uplift their communities now and forever,” PUC ASES/Expanded Learning Programs will have monthly, quarterly, and yearly service learning projects. These service learning projects are an extension of the regular day community-project program and created to teach students
about their community and the world around them on how each of them can make a
difference in someone’s else life. Service-learning projects will include, building a
school garden and giving vegetables grown to families in need, holding a food drive,
writing cards to the veterans or creating Christmas Cards for children in long-term
hospital care due to severe illnesses, clothing drives, decorating boxes and bins for
food for the holidays. This will give a chance for students to be empowered and make
a difference in their community.
3—Skill Building

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

Academic support and literacy are a priority in the daily schedule of PUC ASES/Expanded Learning Programs. PUC ASES/Expanded Learning Programs will have the following distinctive components supported with resources and materials aligned to California Common Core Standards. Students will rotate through the components of Academic Assistance (Homework Support), Academic Enrichment (Literacy/Language Arts and Math enrichment).

Academic Assistance (Homework Support):

The goal of the Homework Support program is to closely mirror the Common Core-aligned learning environment of the school day. Students will work in small groups to complete assignments assigned by their core content teachers. Program Leaders will be trained in the use of common instructional practices so that they can facilitate and support student learning. If you were to walk into our Homework Support program you could expect to see our scholars practice college ready study skills such as problem solving with a partner, practice reading strategies in small groups, and receiving feedback from peers and Program Leaders to revise their work.

The structure of the Homework Support program will allow PUC scholars to be placed in groups of approximately 20 for grades 1st through 6th grade and groups of 10 for TK and Kindergarten. Homework assistance will be provided daily to all scholars for 45 to 60 minutes. The staff will collaborate with teachers in regards to progress made on student’s homework completion. Groups will work in a classroom setting, generally one group per room. Supervision will be provided by at least one Program Leader, or, as needed, the Site Director or the equivalent. The ratio of students to adults may be reduced with use of volunteers, college and high school student interns and service learners.

While these goals and structures will remain consistent across all school sites, additional design elements will be individualized for each school context.

The goal is to smoothly transition into the Homework Support program. Program Leaders will regularly visit classrooms at the end of the school day to record homework expectations and rationale in order to best guide student work time after school. This time will foster communication between classroom and afterschool teachers in order to target assistance and problem solve to best meet student needs. As part of this academic component, students will have the opportunity to access adaptive online
programs such as iReady, to support their individual needs as well as provide additional academic support. The Homework Support program will also include learning activities such as experiments and projects that will be an extension of the thematic units being covered in class.

A blended learning structures from the school day will blend seamlessly with the afterschool program. In addition to completing paper and pencil assignments that are assigned by their teachers, PUC Inspire scholars will be able to use Chromebooks to access online resources such as Google Classroom, Kahn Academy, iReady, IReady Math and Achieve3000. Having individualized learning online allows the after school program to differentiate supports for each student. For example, students who are above grade level or are classified as gifted and may finish written assignments early can then read articles in Achieve3000 or complete activities in IReady Math that push their independent skill level. Conversely, students with IEPs or ELs can watch instructional videos on Kahn Academy or access teacher-created resources through Google Classroom in order to solidify their understanding or answer questions before completing assignments independently.

Regardless of these site-specific details, Homework Support at PUC Schools is grounded in helping our students to establish study skills and habits that will ensure they are ready for success in college and beyond.

**Academic Enrichment:**

Because our goal is to support holistic child development, students will be offered a variety of activities across the various curricular domains. Some will be designed to provide remediation, while others are meant to expand students’ knowledge and experience. Examples of PUC Schools academic enrichment activities include:

**Literacy/ Language Arts Enrichment:** Up to 60% of our students were at some point classified as English Language Learners. Therefore, improving English language and literacy skills is an essential programmatic element for our afterschool program. Literacy enrichment activities will be selected using data from multiple sources including SBAC assessment data, Lexile reading levels and classroom assessments. Certificated Teachers will work with the Site Coordinator to analyze this data to inform appropriate grouping and activities for all students. The Site Coordinators will in turn work with the paraprofessional educators to plan appropriate enrichment activities that foster literacy in out-of-school settings with students in grades K-6th.

The primary goal of our literacy enrichment activities is the alignment to and the support of mastering the California Common Core State Standards in English/Language Arts. The standards will be integrated into the curriculum, including 1) exposure to a wide range of genres, in addition to a variety of print and non-print texts so that students
acquire new understandings about themselves and the world around them; 2) the opportunity to apply a wide range of verbal and written strategies to comprehend, interpret and evaluate text in a variety of contexts and for a variety of purposes; 3) development of an understanding of and respect for diversity in language use and patterns across cultural groups; and 4) learning to participate in discussion and analysis in a reflective and critical manner. Further alignment will also be pursued with California’s new ELD framework to include programmatic elements that explicitly teach language functions and provide vocabulary and pragmatics practice as well.

A secondary goal of our literacy enrichment activities is to expose PUC Scholars to “big ideas” that will foster character development and encourage them to grapple with concepts such as responsibility, respect, perseverance, and multi-cultural understanding.

With these two goals in mind, each school will individualize the day to day program elements. The use of iReady as a tool to bridge learning gaps related to literacy, will also be used in conjunction with the Extended Learning Opportunities.

For PUC Milagro, Reading to Grow is implemented to ensure all students receive strategic instruction at their appropriate reading level. The quarterly student Lexile level reports will ensure that students are provided with the amount of rigor necessary at each level. The afterschool Reading to Grow extension will consist of students engaging with individual copies of text at their instructional level with the guidance of teacher questioning and instruction designed to propel literacy skills aligned to the Common Core State Standards. Classroom teachers will communicate their current focus and strategies to afterschool Program Leaders on a regular basis in order to ensure afterschool Guided Reading is aligned to school-wide practice and the school-wide vision. Site instructional leaders will oversee and support this two-way communication as well as provide Guided Reading training and coaching.

For the Middle Schools, we will foster collaboration in our scholars by facilitating literature circles where students can read articles or books in small groups and collectively ask and answer questions to further their understanding. We will also increase students’ connection to and leadership in their community. This can look like students reading articles from local publications, engaging in writing letters to the editor, or designing other public education pieces. We also plan to foster school site leadership through the establishment of a school newspaper and videoblog to educate and unite our school community.

**Math Enrichment:** As with our literacy enrichment initiatives, Site Coordinators will work with Credentialed Teachers to identify relevant data, focus standards and target students for math enrichment. The Site Coordinator will in turn assist the Program
Leaders lesson plan development and execution. Careful attention will be paid to this planning process in order to ensure alignment to all aspects of the Common Core Math Standards including the standards for mathematical practice as well as grade level content standards.

The structure of our math enrichment program is two-pronged and is consistent across both PUC Schools. To support fluency and grade level content mastery, students will spend at least three hours a week completing IReady Math activities. IReady Math uses a comprehensive placement test to diagnose gaps in students' mathematical understandings, both conceptual and procedural. It then assigns individualized student pathways to ensure those gaps are addressed before taking on grade level content. This first prong of our program aligns to our PUC Commitment that after four years with us all students are proficient and no longer have lingering skill gaps.

The second prong of our program seeks to increase math reasoning, explaining, modeling and generalizing by engaging students in collaborative learning around authentic math programs. Elementary examples of these inquiries can include opportunities to model with mathematics and use appropriate tools strategically via hands-on exploration and real world applications. For middle school students, inquiry questions can include, “Which cell phone plan is better for texting versus calling?” or “Is it worth it to buy a season pass to Disneyland?” or “Which is better in the long run: leasing or buying a car?”

The use of iReady as a tool to bridge learning gaps related to numeracy, will also be used in conjunction with the Extended Learning Opportunities.

By engaging students in both procedural and conceptual practice we hope to see rigorous math growth for all PUC scholars. We also hope to inspire a lifelong love of math and the use of mathematical thinking to solve everyday dilemmas.

Survey of School and Community Needs

PUC ASES Annual surveys were developed to assess the PUC ASES/Expanded Learning Programs and to gather any possible input for program improvement from the different educational partners; students, parents, regular day staff, after school staff, site administrators, site coordinators. Once surveys have been administered and collected, PUC ASES/Expanded Learning Programs Director will then analyze and disaggregate the information. The results from the surveys will then be compiled into the PUC ASES/Expanded Learning Programs Evaluation Report; which is presented to the PUC Schools’ governing boards, shared with participating school sites, and a copy will be posted on the PUC ASES/Expanded Learning Programs webpage. Our
goal is to gather and collect rich information, ideas, and suggestions that will be used in planning and improving next year's ASES Program.
4—Youth Voice and Leadership

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

PUC Scholars, who are in the program, will have opportunities to share their interests, concerns, or viewpoints in various ways that help the PUC after school staff in creating and establishing program expectations and practices along with the curricula and activities. During the first few weeks of school PUC after school staff will take informal and formal surveys from students to learn their interests, what they feel an after school program should be like, and what they know about the ASES Program. Some programs have student advisory groups and/or student leadership groups that help select enrichment activities. The PUC Food Services, on an annual basis, will survey all students in the afterschool program concerning which supper meals are popular and what other types of supper meals can be added. In addition, students will be invited to participate in tasting, scoring and providing feedback new meals. Meals with the highest scores and positive feedback will be added to the menu option.

All PUC scholars participating in the after school program, whether lower or upper grade, will have the opportunities in making choices when participating in program activities. Each program will be set up to allow for the opportunity for PUC scholars to choose which enrichment activities or clubs (i.e. cooking club or self-care club) they will participate in, such as sports club (Middle Schools), school and community events; talent shows, service learning projects, and a multi-cultural fair.

Specific to PUC Milagro:

Students will have a “Choice Time” where students will be allowed to choose between activities determined by the tutor. Some “Activities Stations” will include designing/building blocks/legos, Imagination (fake food and any other imagination tools), and creation (paper, crayons, markers, tape, glue sticks, etc.). During “Recreation” tutors use “Sparks” curriculum or other game resource. Each grade level will be allowed to select a designated area on the playground for their activity. Even during “Homework Assistance Time” students will be able to choose from “Choice Homework” or “Passion Project.”
5—Healthy Choices and Behaviors

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

At PUC Schools we are grounded in the belief that personal health is a cornerstone to success both as a student and as a lifelong learner and citizen. Because of this, PUC ASES/Expanded Learning Programs will be aligned to PUC Schools Wellness Policy and will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants for a minimum of 30 minutes daily and will be provided opportunities to participate and practice a variety of physical activities and skills. PUC ASES/Expanded Learning Programs will encourage additional healthy practices such as the following through its Clubs, Activities, and routines:

- Healthy eating/diet
- Healthy celebrations/party
- Choosing healthy snacks such as fruits

As with our instructional elements, our physical activity component will address the California Physical Education Content Standards so that students increase the development of their motor skills, become more aware of their body movements, work to develop physical fitness to improve both their health and performance, learn strategies to apply to both learning and physical performance and increase their abilities to work as a team.

In order to support developmental milestones, the program design will be differentiated by grade level. In elementary school the program will focus on locomotor and non-locomotor activities. An essential component will include the development of social skills and exposure to playground games and sports. In middle school, we will support teenage development by engaging students in trying new skills and developing self-confidence through participation in group fitness classes such as yoga, Zumba, and Bootcamp video courses. We will also support social and team building development through the use of intramural athletic teams for boys’ and girls’ soccer, boys and girls basketball, girls softball, girls and boys volleyball and co-ed flag football. It is our hope that the physical activity component of our afterschool program encourages all students to enjoy and have the skills to maintain a healthy, active lifestyle not just while attending program but for the rest of their adult life.
PUC ASES/Expanded Learning Programs will provide a supper meal or nutritious snack to participating students during after school programming through the CACFP program which will be administered by our current sponsor, Our Little Helpers. This is to ensure that students are not feeling hungry or that their energy level has fallen which will support their ability to focus and contributes to their physical and mental well-being. Studies show that students whose nutritional needs are met have less issues with attendance and discipline and are more attentive to learning.

The following nutritious snacks or supper meals is a sample of what will be served and that are in compliance with the California Nutrition Guidelines and School National Lunch Program:

Nutritional Information: Snack

- Nutritional information is current as of 12/1/20 and will be updated as applicable
- Snack meals can be served with a ¾ cup piece of fruit
- The fruit is not included within the nutritional information for the snacks on this report. This information is provided in a separate report.
- If the snack meal pairing includes fruit juice, this will be noted in the meal name and the juice will be included within the nutrient information.
- To determine the correct menu item on the report, please refer to the production record (MPR) for that day.

Carbohydrate Information:
If calculating the total grams of carbohydrate per meal, please account for carbohydrates from the fruit that may be served with the snack by using the separate report that includes fruit, see below for an example.

Sample Snack Meal (corners with fruit)
1. Locate the appropriate menu item name on each report. The appropriate meal size and portions should be selected for the student’s age/grade group.

<table>
<thead>
<tr>
<th>Recipe Description</th>
<th>Port Size</th>
<th>Cal</th>
<th>Carb g</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNR, SAMPLE SNACK</td>
<td>1 EACH</td>
<td>100</td>
<td>2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fruit Nutritional Information – select appropriate portion sizes for age/grade group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recipe Description</td>
</tr>
<tr>
<td>FR, APPLE 3/4 CUP</td>
</tr>
</tbody>
</table>

2. Add up the student’s menu item selections to calculate the total carbohydrates from the meal:

Snack 14 g 
Apple (3/4 cup) 20.58 g
Total Carbs for Sample Meal = 34.58 g

This information is provided as a helpful resource only. Students and families should ultimately be responsible for diabetes self-management.
6—Diversity, Access, and Equity

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

<table>
<thead>
<tr>
<th>PUC ASES/Expanded Learning Programs will create an environment that promotes diversity and provides activities and opportunities to celebrate students’ cultural and unique backgrounds by ensuring there’s a diverse group of students participating in the program. Since each program in the PUC Schools’ network will be run and located at each school site, the student demographic make-up of the after school program mirrors the regular day school demographic make-up. As previously mentioned, the majority of students in the PUC Schools’ network are Hispanic, however, other represented ethnicities include African-American, Filipino, and White. This general understanding of the student demographic make-up is used to help site coordinators in the hiring process. Documents, notices, and flyers going home will be provided in English and Spanish. PUC ASES/Expanded Learning Programs Site Coordinators will create a Scope &amp; Sequence by month that highlights various holidays or contributions from various ethnicities or by gender. For example, Black History Month in February or Women History Month in March. Based on the Scope &amp; Sequence, PUC After school staff will plan lessons, activities, and events to promote culture awareness and acceptance through multicultural fair and presentations, holidays around the world, Literature, clubs; Spanish literacy and cultural lessons, and Cultural dance lessons will also be offered including folklorico, if available.</th>
</tr>
</thead>
</table>

Each PUC ASES/Expanded Learning Programs Site Coordinator will work with their respective Site Leader, Inclusion Specialist, and ELD Coordinator to plan and provide support to students with disabilities, English language learners, and any students who have potential barriers to participate in the program. In order to provide support and opportunities for these students to participate, each PUC ASES/Expanded Learning Program site will design the program to accommodate the needs of the students. For example, when possible, students with disabilities will be provided an Inclusion Assistant during the after school program. The after school program will also make accommodations for students that are Foster Youth, Homeless, and/or have custody issues to still allow them access to the program. Any students with program day accommodation will have appropriate and/or reasonable documentations in place.
7—Quality Staff

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

All staff and volunteers will be required to fulfill health screening and fingerprint clearance requirements according to PUC policy. All staff and volunteers must have current evidence of freedom from TB. PUC employees and volunteers must pass a Live-Scan, with the exception of local high school students. All staff who do not have the minimal education level of an AA degree must be working towards furthering their education by enrolling at a college or university at least part time.

Many of our staff are students who graduated from our schools thus have great passion for supporting our students and programs. The PUC HR department is responsible along with support from the PUC ASES/Expanded Learning Programs Director and School Leaders for ensuring all staff meet the minimum requirements for employment and retention at PUC.

Staff will be recruited through Job Flyers posted throughout the home office or school sites, Job Listings via the college Career Center websites, personnel search assistance like Craigslist and EdJoin, and word of mouth. All PUC ASES/Expanded Learning Programs staff members will be provided staff development opportunities and trainings throughout the year to help them grow in their skills and abilities as they relate to working with children. A number of our staff will be instructional aides at sites during the instructional day and bring added quality to our program through their experiences. It is our goal that college age staff will major in areas of education and working with children. They will provide motivation, energy, and enthusiasm to our program even though they may only be part of our staff for a short time.

PUC schools conduct their own trainings three times a year known as PUC-Wide PD Days. Each school site program provides their own site-specific professional development that aligns with their school needs. Coaching and mentoring are offered to provide support and guidance after walk-through observations completed by after school supervisors at the site and PUC Schools level.

Staff development opportunities will be continuously offered to the PUC ASES/Expanded Learning Programs Site Coordinators for themselves, and their staff based on needs. The PUC ASES/Expanded Learning Programs Director forwards all appropriate professional development opportunities on to the School Leaders and Site Coordinator. PUC ASES/Expanded Learning Programs Site Coordinators will offer staff opportunities based on the determined needs of staff. All PUC ASES/Expanded Learning Programs staff will be invited to attend the PUC Kick Off event at the beginning of the school year. Individuals are also encouraged to participate in staff
development that will meet their personal needs. PUC ASES/Expanded Learning Programs Site Coordinators attend an PUC ASES/Expanded Learning Programs Summer Institute and will meet on a monthly basis or as needed. These meetings will focus on compliance, programmatic and safety topics.

During the PUC ASES/Expanded Learning Programs Summer Institute, Site Coordinators will meet for professional development that may include the following:

- Continuous Quality Improvement (CQI) Cycle & Development
- PUC Vision & Mission Review
- Attendance Compliance
- Leadership Development & Coaching
- Lesson plan development and the delivery of lessons/activities
- Classroom and Behavior Management

Site Coordinators are also invited to attend the following from the Expanded Learning:

- BOOST Conference Attendance
- Region #11 Local Learning Community Meetings
- ASES Advisory Committee Meetings

In addition, Frontline Staff, along with Site Coordinators, attend an additional two-day ASES Summer Institute that covers the following:

- CPR and First Aid Training (safety need)
- Emergency Preparedness
- Quality Standards
- Boundaries and De-escalation
- Parent Engagement
- Social Emotional Training
- Other trainings and staff development offered through the Expanded Learning and other agencies.
8—Clear Vision, Mission, and Purpose

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

**OUR VISION:**

Upon graduating from 8th grade, PUC Schools’ scholars will have the necessary foundation to be successful throughout their high school career, including the skills, knowledge, and mindsets that are essential to become future college graduates and contributing members of the community. We will achieve this goal through a rigorous instructional program grounded in the Common Core State Standards, maintaining high expectations for all students, and cultivating a positive culture of individuality. This will be done through:

- A developed, organized, compliant and thoughtfully executed program design.
- Building skills, fostering activity, creativity and discovery to raise achievement.
- Collaboration with regular day staff and across schools for greater student results and program excellence.

**OUR MISSION:**

It is our mission to enhance students' abilities to succeed in college, leadership, and life by providing students and families opportunities to explore their passions, become better prepared for college, and engage intellectually and socially on a level that is unable to be reached during the regular school day.

The PUC 3 Commitments are the driving force behind the ASES program:
CORE VALUES:

- Learning should be joyful.
- All employees will be viewed holistically.
- Parents are equal partners and our most important clients.
- PUC schools will provide access and opportunity for all students to reach their potential.
- No tolerance for bullying.
- A variety of learning opportunities will be offered before, during, and afterschool.
- All educational partners will engage in service to the community.
- Learning will be personalized.

OUR GUIDING PRINCIPLES:

- PURPOSE
- ACHIEVEMENT
- COMMUNITY

PUC ASES/Expanded Learning Programs will be totally embedded in the schools we operate. Because we operate both the schools and the programs, total alignment is achieved in goal setting, program planning and outcome determination.

The program’s goals are:

- Improve student achievement in reading/language arts and math by providing additional daily skills practice during PUC ASES/Expanded
Learning Programs as evidenced through school common assessment data and CAASPP’s results utilizing raw and scale scores.

- Coordinate the PUC ASES/Expanded Learning Program with site goals through articulation meetings between the site administrator, teacher liaison, district administrator, PUC ASES/Expanded Learning Programs Site Coordinator, and PUC ASES/Expanded Learning Programs Program Director.
- Assure that the hour of homework assistance is not interrupted by other activities.
- Behavioral concerns and office referrals decrease due to improved student behavior through promoting good character by rewarding positive behavior and citizenship.
9—Collaborative Partnerships

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

PUC ASES/Expanded Learning Programs staff and collaborative partner meetings are a critical component to improve the quality of our programs. In order to ensure a strong relationship with collaborative partners and PUC ASES/Expanded Learning Programs school sites, PUC ASES/Expanded Learning Programs will conduct at least six PUC ASES/Expanded Learning Programs site coordinator meetings and annual PUC ASES/Expanded Learning Programs school site principal meetings. PUC ASES/Expanded Learning Programs will also meet with partners to discuss and plan future enrichment, program needs, educational activities, and professional learning opportunities. PUC ASES/Expanded Learning Programs Director will utilize resources from the LACOE Expanded Learning Region 11 to conduct training and activities for the instructional assistants and tutors about the Quality Standards for Expanded Learning in California and the Continuous Quality Improvement (CQI) process.

PUC Schools, as a long-standing member of the community, has also been in regular collaboration with all its neighbor partners. Organizations like the local Boys and Girls clubs at times share space with us and many faith-based institutions look to offer space usage for us as well. One of our greatest partners particularly in the area of youth development is Youth Speak! Collective. At the core of each program is the realization that education and opportunity are crucial to success. They support our students in providing meaningful civic engagement opportunities that show our students how they can give back to their communities. These are just a few examples of partners we have worked with in the past and will in the future as well in service of our students.

<table>
<thead>
<tr>
<th>Collaborative Partnerships and Description of specific Duties/Responsibilities or Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner</td>
</tr>
<tr>
<td>Partnerships to Uplift Communities (PUC) Schools</td>
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<tr>
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</tbody>
</table>
internal departments and services will support the diverse needs of after school programs.

Overall program administration, financial accounting, PUC ASES/Expanded Learning Programs Director and ASES Implementation Coordinator devoted to program success, compliance, mandated reporting and ongoing evaluation, and provide ongoing professional developments and workshops. Campus Club collaboration on the national celebration of Lights On Afterschool as well as other after school events and opportunities.

**Special Education**: PUC’s Special Education Department assists with the understanding and accommodation and support of our students that are on IEPs and/or 504s.

**Food Services Operations Department**: PUC Schools operates the *National School Lunch Program (NSLP)* and the *School Breakfast Program (SBP)*. The Food Services Operations Department ensures all compliance areas of the *School Nutrition Program* are met. It also partners with a CACFP Sponsor – Our Little Helpers, Inc., to serve Supper meals to all students enrolled at PUC Schools and children age 18 or younger.

**Assessment Department**: PUC Schools Assessment Department provides data for analysis and staff development on the usage of web-based assessment tools such as *Tableau or Schoolzilla*.

**PUC National Finance Dept.**: PUC National maintains PUC School site accounting records using the SACS (Standardized Account Code Structure). PUC National Finance staff develop revenue projections based on California Governors’ budget as well as other revenue projections such as ASES grant funding.
**Expanded Learning Opportunities**

**Program Plan Guide**

<table>
<thead>
<tr>
<th>Human Resources:</th>
<th>PUC Human Resources Department assists with the hiring, evaluation, payroll, and mandated training process and policies for staff working in the after school program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Department:</td>
<td>PUC technology department supports all technology purchased with grant funding. The department provides assistance with networking, product repairs, product use, and provides staff development.</td>
</tr>
<tr>
<td>LACOE Expanded Learning</td>
<td>Provide training opportunities, technical assistance, and support with trainings. Provides monthly coordinator meetings to provide updates, input and feedback.</td>
</tr>
<tr>
<td>WYSE (Women and Youth Supporting Each Other)</td>
<td>The WYSE branch, a 501(c)(3) non-profit organization, at Occidental College, in Los Angeles held 15 curriculum-based mentoring sessions throughout the year with 5 consistent mentees who are selected based on at-risk factors.</td>
</tr>
<tr>
<td>Youth Speak! Collective</td>
<td>Youth Speak! Collective (Northeast San Fernando Valley) is a 501 (c)(3) non-profit organization, a youth-driven initiative empowering low-income communities in the Northeast San Fernando Valley with the skills necessary to pursue higher education and create strong communities. The organization was founded based on an understanding that students were disengaged from their community and schools, which resulted in an epidemic of high-school dropouts and community-wide dis-empowerment. Since its inception, Youth Speak Collective has provided hundreds of Northeast San Fernando Valley youth with important opportunities to engage in the community’s civic activities and to give them a way to channel their intellect and ambition in a productive manner.</td>
</tr>
<tr>
<td><strong>CityLife</strong></td>
<td>CityLife in Downtown LA offers students experiences to explore their city and engage with educational partners to strive for positive community change.</td>
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<tr>
<td><strong>Boys &amp; Girls Club</strong></td>
<td>Boys &amp; Girls Club. Of San Fernando Valley is an after school program that promotes social, educational, and character development for children ages 6-17. They provide space such as the gymnasium.</td>
</tr>
<tr>
<td><strong>Better 4 You Meals</strong></td>
<td>Founded In 2011 Better 4 You Meals (B4YM) serves school districts, charter schools, private schools, summer camps, and after-school care providers. B4YM has helped drive major increases in school meal participation throughout California.</td>
</tr>
<tr>
<td><strong>Local Recreational Centers</strong></td>
<td>PUC Schools partners with the following recreational centers to host their athletic sports events: El Cariso Community Regional Park, San Fernando Regional Center, Downey Recreational Center.</td>
</tr>
</tbody>
</table>
10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

PUC ELO-P Program or PUC ASES/Expanded Learning Programs has adopted the Quality Standards for Expanded Learning Programs as part of our continuous program improvement plan. “The purpose of the Quality Standards is to describe high levels of “Quality” of a program at the programmatic, staff, and participant levels.”

In addition, the Quality Standards for Expanded Learning in California is designed to assist after school programs to reach their highest potential in providing an effective after school program with quality to meet the needs of each learning community. These quality standards provide a common framework for school districts, communities, partners, parents, and after school programs across California. It also allows our sites to self-assess, plan for quality, observe quality in action, evaluate externally, and internally to continuously improve the PUC ASES/Expanded Learning Programs. Specifically, each year, PUC ASES/Expanded Learning Programs Site Coordinators, in collaboration with the PUC ASES/Expanded Learning Programs Director will choose at least two quality standards as their focus standards. One is chosen from the “Point-of-Service” Quality Standards, such as “Active and Engaged Learning” and one chosen from the “Programmatic” Quality Standards, such as “Quality Staff.”

The following will be the Continuous Quality Improvement (CQI) timeline and process for the PUC ASES/Expanded Learning Programs:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Task</th>
<th>Roles/Stakeholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>March/April</td>
<td>● Administer surveys aligned to Quality Standards</td>
<td>● ASES Implementation Coordinator&lt;br&gt;● Site Coordinator</td>
</tr>
<tr>
<td></td>
<td>● Annual Surveys</td>
<td>● Students&lt;br&gt;● Parents&lt;br&gt;● Site Administrator&lt;br&gt;● ASES Frontline Staff&lt;br&gt;● Site Coordinator</td>
</tr>
<tr>
<td>April/May</td>
<td>● Review results from surveys</td>
<td>● ASES Program Director</td>
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</table>
### Expanded Learning Opportunities

#### Program Plan Guide

<table>
<thead>
<tr>
<th>May/June</th>
<th>Site Coordinator</th>
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<tbody>
<tr>
<td></td>
<td>ASES Frontline Staff</td>
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<tr>
<td></td>
<td>Site Administration</td>
</tr>
<tr>
<td>● Review site results from surveys and CQI Plan</td>
<td></td>
</tr>
<tr>
<td>June/July</td>
<td>ASES Program Director</td>
</tr>
<tr>
<td></td>
<td>PUC Schools’ Governing Boards</td>
</tr>
<tr>
<td>● ASES Evaluation Report Presentation</td>
<td></td>
</tr>
<tr>
<td>JULY</td>
<td>NO PROGRAM</td>
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<tr>
<td></td>
<td>NO PROGRAM</td>
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<tr>
<td>AUGUST/SEPTEMBER</td>
<td>ASES Program Director</td>
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<tr>
<td></td>
<td>Site Coordinators</td>
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<tr>
<td></td>
<td>ASES Implementation Coordinator</td>
</tr>
<tr>
<td></td>
<td>ASES Frontline Staff</td>
</tr>
<tr>
<td>● Learn about Quality Standards and CQI process</td>
<td></td>
</tr>
<tr>
<td>● Improve/Revise CQI Plan-Choose focus Quality Standards (at least 2)</td>
<td></td>
</tr>
<tr>
<td>● Review/Plan CQI Plan</td>
<td></td>
</tr>
<tr>
<td>December/January</td>
<td>ASES Program Director</td>
</tr>
<tr>
<td></td>
<td>Site Coordinators</td>
</tr>
<tr>
<td></td>
<td>ASES Implementation Coordinator</td>
</tr>
<tr>
<td></td>
<td>ASES Frontline Staff</td>
</tr>
<tr>
<td>● Review CQI Plan and make adjustments for second half of school year</td>
<td></td>
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</tbody>
</table>

The needs of our program will be assessed by surveying the school leaders, staff, parents and students at our schools for what they believe the wants and desires of students may be. While our schools do very well in serving our students during the regular school day, much work is still needed and the after school programs will give the extra time on task and supports to truly propel students to success. PUC Schools is a data-driven decision-making organization and takes deep and thoughtful care to review all student data available to assess student needs. School leaders and staff regularly review benchmark assessments and yearly state level tests to determine student needs and determine program contents and direction. Regular school day staff will share data with PUC ASES/Expanded Learning Programs staff to jointly plan for program plans.

We have our own internal benchmark assessments as well as national tests that we administer periodically to inform us how the students are advancing. We store and
organize all data in our SIS system Power School and also utilize Tableau or Schoolzilla. This on-line system provides live data and is shared with ASES Site Coordinators through the School Site Leader and teacher interaction. Teachers work with the ASES Site Coordinators who provide a list of students are not meeting standards and is accompanied by weekly intervention materials that can be used by ASES staff. On a quarterly basis school staff share reports with ASES staff to monitor and adjust program elements for student participants.

At the beginning of each school year CAASPP's scores and initial classroom assessments are used to group students and set up academic monitoring for the school year. Data is collected and analyzed through LCAP/School Plan for Student Achievement (SPSA)/School Success Plan (SSP). CAASPP data are utilized to analyze effectiveness of the previous year’s program and adjust program elements as appropriate to address academic needs, e.g. reviewing homework support time and communication with classroom teachers for specific students. Professional development/training is scheduled to support staff in specific areas of need. Student data is reviewed and analyzed to make decisions regarding program elements for the balance of the school year.

PUC ASES/Expanded Learning Programs will be evaluated for effectiveness through the analysis of California School Dashboard Reports, CAASPP data, surveys, and attendance data. In addition, each of the school sites will look at discipline, overall school attendance, and PUC Schools’ common assessment data to determine overall effectiveness of the program at the site and for specific students.

There is a need for schools to reassess the areas of focus for the afterschool program in terms of academic support. Each school has analyzed their local data and will adjust their specific program to support the overall school’s academic goals. Current year data indicate a need to focus on both ELA and Math. See the following charts below:

**TCA ELA and Math Data:**
Since PUC Schools develops and operates both the charter schools applying and would develop and operate the after school programs as well, the potential for close and meaningful staff and leadership engagement is great if not completely guaranteed. The program has engaged and will continue to engage all educational partners in creation of the program’s mission, vision, goals, and expected outcomes based on the needs of the school. Annual surveys will be sent out to all educational partners to provide their input and feedback in the improvement of their site. This process will occur during the month of April.

The school leaders and site coordinator of the program will meet regularly to discuss student outcomes, program planning and resource allocation. They will review data and determine how best to meet student needs, the plan for staff collaboration and encourage regular communication between the after school staff and the regular school day staff. Because we run both programs the school leader is truly in charge and responsible for the whole day from 7 am to 6 pm. Our leaders take this responsibility very seriously and see after school as a wonderful place for students to learn but also have fun and explore new things.

In addition, PUC Schools engages educational partners via parent advisory committee meetings such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), PUC Superintendent focus groups, and the Local Control Accountability Plan (LCAP). As previously stated, Site Coordinators will attend monthly meetings to gather
information to share with school site administrators and the parents and school community learning committees. The Site Coordinators will also gather input and feedback from students, parents, and teachers. The program will also work closely with PUC Schools’ Director of Student and Parent Engagement.
11—Program Management

Describe the plan for program management.

Each PUC ASES/Expanded Learning Program site will assesses and utilizes funding for their program to support the vision, mission, and goals. School Leaders will be given an PUC ASES/Expanded Learning Programs budget at the beginning of each year by the Chief Financial Officer. The budget is then developed based on the needs of the individual school site’s program. Some sites leaders may choose to place a majority of their funds into hiring staff and supplies. The budget is then updated throughout the year. All purchases have to be approved by the School Leader and PUC Chief Executive Officer. PUC Home Office provides the PUC ASES/Expanded Learning Programs Director with regular budget expenditure printouts for monitoring the funds.

**PUC ASES/Expanded Learning Programs Director:**

PUC ASES/Expanded Learning Programs Director will be responsible for the overall implementation and monitoring of the student program. All State reporting, both fiscally and programmatic, will be completed by the PUC ASES/Expanded Learning Programs Director. Ongoing communication between all parties will be maintained. Onsite visits will be made to determine program needs and to schedule appropriate staff development. PUC ASES/Expanded Learning Programs Director will collaborate with the school personnel and PUC ASES/Expanded Learning Programs staff to meet program requirements.

**PUC ASES/Expanded Learning Programs Implementation Coordinator:**

PUC ASES/Expanded Learning Programs Implementation Coordinator will be responsible for assisting in the development and implementation of the PUC ASES/Expanded Learning Program for each school sites. In addition, the Coordinator will be responsible for coordinating and tracking student daily attendance. The Coordinator will support and manage the Site Coordinator as they implement teaching methods and ensure they are directed towards meeting and surpassing the standards. They will foster a safe and nurturing learning environment through organized classroom systems/procedures and managing student behavior to ensure all students are in attendance and fully engaged.

**School Site Leader:**

The principal will be the liaison between the classroom teachers and the Site Coordinator. He/she will help with matters regarding the use of the school facility and will collaborate with the Site Coordinator regarding student behavior and learning
concerns. The school leader will hire, supervise, ensure pay, and evaluate all program personnel. The school leader will also oversee and approve purchase of materials and managing the budget for the school site, as well as attendance reporting.

**Site Coordinator:**

The Site Coordinator will be hired and assigned by the School Leader. The Site Coordinator:

- Oversees Program staff
- The delivery of the program including supervision and instruction of students
- Site program operation
- Site attendance reporting to Program Director
- Maintains clear, regular communication with school staff and, specifically, with the principal and teachers
- Communicates with parents
- Orders healthy snacks and program supplies
- Oversees the lesson plans of the Program staff
- Supports student and staff safety
- Schedules of program components and use of space in collaboration with school staff
- Managing student behavior, in collaboration with program and school teaching staff;
- Providing coaching and other program-delivery support to after school program staff
- Completes paperwork required by the school or home office

This Program Plan (The Plan) will be considered a living document and will change as needs change. The Plan will be addressed at each of the first two Site Coordinator/Program Director/Principal meetings in July and August and formally reviewed for assessment and modification. At these meetings the expectations for the upcoming school year will be established. School goals and program goals will be reviewed and revised as appropriate. Meetings to review student attendance, behavior and academic progress with the PUC ASES/Expanded Learning Programs will be scheduled. These meetings will include review and revising the program goals as appropriate and keeping communication open between all parties. PUC ASES/Expanded Learning Programs Director and school leaders will be responsible for maintaining regular communication with PUC ASES/Expanded Learning Programs Site Coordinators and frontline staff. The staff liaison will communicate at a minimum of monthly with the program staff regarding student needs. Teachers will receive regular communication about student progress, homework completion, behavioral issues, etc. for individual students. The site leader will hold meetings with parents to
provide information and promote collaboration and input from parents regarding the program.

The collaborative members will include home office staff, school level staff and any contracted staff if external program providers are being utilized. It will be a collaborative effort of all contributors to make the program effective in order to affect students’ academics and overall learning environment in a positive way.

PUC Schools has an effective management and fiscal organizational structure in place that develops and implements policies, procedures, and practices to ensure the successful operation of both regular day and out of school time programs based on PUC Schools’ program goals, vision, and design. PUC ASES/Expanded Learning Programs Director in collaboration with the PUC Chief Financial Officer will ensure PUC ASES/Expanded Learning Programs adhere to local, state, and federal operational and reporting requirements and a financial analyst ensures that fiscal, accounting, and record keeping requirements will be maintained. The financial analyst and PUC ASES/Expanded Learning Programs Director will work together to ensure all reports are completed and submitted onto ASSIST (web-based reporting system) by the due dates and ensure PUC Schools is in compliance in all areas of spending.

The ELO-P grant will be fiscally monitored through PUC National’s Sage MIP Fund Accounting which follows all of the above requirements in the California School Accounting Manual (CSAM) and is able to create the financial reports necessary to meet the reporting requirements of the grant. This includes the processing of purchase orders, contracted services agreements, the maintenance of the general ledger, and all payroll related information by the Finance team. Each site budget will be reviewed by PUC ASES/Expanded Learning Programs Director, as needed, with site leaders and site coordinators. Schools will have the ability to monitor, revise, and make purchases on their budget at their site.

For purposes of the ELO-P, each school that has an ASES Program grant will use the ASES In-Kind contribution matching funds. The total of the local match funds (cash or in-kind) contribution is calculated to ensure compliance to the one-third of the state grant amount requirement, as well as to meet the restriction of 25% for facility usage.

The match contributions to PUC Schools’ ASES Program are listed in the table below. The contributions match the minimum required amount of $373,766.42 based on 33% of the grant award amount of $1,121,411.39.
The PUC Home Office will provide all services to the ASES schools free of charge which contributes to the In-Kind Match required. The use of school facilities and materials will also be considered part of the In-Kind match for those non-ASES schools.

<table>
<thead>
<tr>
<th>TYPE OF SERVICE</th>
<th>LEVEL</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 FACILITIES: 7 SCHOOL SITES (25% OF 33%)</td>
<td>PUC SCHOOL</td>
<td>$93,441.60</td>
</tr>
<tr>
<td>2 ADMINISTRATIVE SUPPORTS</td>
<td>PUC HOME OFFICE</td>
<td>$102,417.00</td>
</tr>
<tr>
<td>FINANCE, HR, DATA TEAM</td>
<td>PUC NATIONAL</td>
<td></td>
</tr>
<tr>
<td>3 COMPUTERS FOR PROGRAM USE &amp; TECH SUPPORT</td>
<td>PUC IT TEAM</td>
<td>$40,430.00</td>
</tr>
<tr>
<td>4 DIRECTOR OF COMPLIANCE (PROGRAM DIRECTOR &amp; GRANT MANAGER)+BENEFITS</td>
<td>PUC SCHOOLS</td>
<td>$68,204.00</td>
</tr>
<tr>
<td>5 CUSTODIAL STAFF: 1HR/DAY FOR SITES + BENEFITS</td>
<td>SCHOOL LEVEL</td>
<td>$20,208.68</td>
</tr>
<tr>
<td>6 CAMPUS SUPERVISION AT ALL SITES + BENEFITS</td>
<td>SCHOOL LEVEL</td>
<td>$22,898.00</td>
</tr>
<tr>
<td>7 7 SITE SECRETARIES (10%) + BENEFITS</td>
<td>SCHOOL LEVEL</td>
<td>$18,437.13</td>
</tr>
<tr>
<td>8 PROGRAM DIRECTOR SUPPORT(SECRETARY) 10% + BENEFITS</td>
<td>PUC HOME OFFICE</td>
<td>$7,730.01</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>$373,766.42</td>
</tr>
</tbody>
</table>
Attendance tracking, including sign-in and sign-out procedures:

PUC Schools believes strongly that student attendance is key to the success of the PUC ASES/Expanded Learning Programs as it is key to the success of the regular day academic program. PUC Schools prioritizes attendance tracking within the PUC ASES/Expanded Learning Programs and believes that it is also a key component of our safety plan.

Each non-ASES school program will follow the ASES After School Program policies and procedures. Both ASES and non-ASES school’s PUC ASES/Expanded Learning Programs staff will ensure attendance is correctly taken and recorded in the electronic attendance system, EZ Reports, on a daily basis.

During the months of August and September, site coordinators will attend various parent meetings, where they will present an overview of the afterschool program being offered. They will cover information such as: what is the PUC ASES/Expanded Learning Program, the program components, schedule, expectations, attendance policy and procedures, early release policy and procedures, and site-specific offerings and information. Parents in attendance will be provided a hard copy of the PUC ASES/Expanded Learning Programs Enrollment packet to complete. The enrollment packet will be in English and Spanish. Once completed, the enrollment packet will be returned to the Site Coordinator. Parents not in attendance will be provided a copy via US email and collected when completed. The Site Coordinator will review all enrollment packets to ensure all pertinent information has been provided and the packet has been signed by the parent or a legal guardian. Students will then be registered and enrolled into the program via EZ Reports by the Site Coordinator. A list of all students will be uploaded into EZ Reports via PowerSchool to ensure accurate student information. Parents/guardians will be informed that their child is registered and enrolled in the program. Each month a paper sign-in and sign-out will be generated for use along with the electronic scanner in case of electronic system error.

Attendance Reporting

The attendance system was created based on the promising practice required by the California Department of Education (CDE). According to promising practices, sign-in and sign-out systems should do the following:

- Require that only authorized persons sign out a student from the program
- Record and track all sign in/out entries by student name, unique identifier, date, and time
Expanded Learning Opportunities
Program Plan Guide

- Identify, record, and track all entries or alterations made by the program staff
- Generate reports that identify input errors or inconsistencies
- Identify and record absences
- Require the reasons for late arrival or early release from the program
- Back up information on a daily basis and maintain the data for at least five years
- Prevent alterations of historical data

**Elementary (Milagro Only):**

- Tutors take attendance at the beginning of the program (same as a classroom teacher)
- The parents sign the students out and put the time those that are released early on a regular basis have paperwork filed (books for sign-out are not put out until 5:30 and we have an early and late release book for those parents that pick-up early or late)
- The office calls the tutor and they check the student off (same as attendance) and the student meets their parent in the office
- Site Coordinator inputs all attendance into EZ report
- Attendance sheets and the parent sign-out to support as paper back-up

**Check In for Middle School:**

- Each PUC ASES/Expanded Learning Program site will designate a specific area where students will report to sign in.
- PUC ASES/Expanded Learning Program Frontline staff members and PUC ASES/Expanded Learning Program Site Coordinator will be in the designated area ready to greet, monitor and assist their designated grade level with signing in. Each grade level will have a sign in book with the Monthly Attendance Sheet and Early Release form (printed in the back) for each student printed out in alphabetical order.
- PUC Scholars will check in immediately upon dismissal of school by signing the Sign-In/Sign-Out Sheet (Daily Roll Sheet) and may not attend other on site activities, unless a parallel program request/permission form is filled out by parent or guardian, and returned to, and approved by the Site Leader, or intervention program with a teacher.
- Once all students are signed in, each frontline staff member will verify, check, and account for all students and reports back to the Site Leader who will keep daily track of students in attendance.
- Site Coordinator and/or Site Lead/Assistant Site Lead will check and see which students have not yet signed-in.
- Attendance is verified with school Office Manager or registrar on whether the student was present or absent from school that day.
- If absent, then Site Coordinator marks the student absent in the system.
Check Out for Middle School:

- A designated area will be determined by school program for sign-out.
- PUC Scholars will be signed out on the daily roll sheet by an authorized person as listed on the emergency form (with the exception of authorized Walk-Homes-MS Only).
- For PUC Scholars’ safety, we will ONLY release to persons listed on the Emergency Forms. Parent/guardian picking up student must be prepared to show ID, especially the first few weeks of school and/or first time picking up student.
- Any adult trying to pick up student that is not listed on the Parent Connect Emergency & Release Contact list
  - MUST have picture identification ready
  - Site Coordinator or Lead/Assistant Site Lead will make contact with parent/guardian
  - Parent will be asked to add this person onto student contact list for future pick-up
  - Site Coordinator or Lead/Assistant Site Lead will manually sign student out with this person’s information
- Under no circumstances will staff transport a child or walk a child home or to any other location.
- Site Coordinator will review, confirm and initial each week’s attendance on the Sign-In/Sign Out sheet for each student.

Walk Home Policy:

Student safety is the top priority for PUC ASES/Expanded Learning Programs. However, it is understood that there will be situations where parents may not be able to pick up their child from school and may request that their child be allowed to walk home after school or when ASES program ends. It is PUC Schools’ Walk Home policy that elementary students must be picked up by an adult (person 18 years or older) who is listed on the Emergency Card. Students in Middle School may sign themselves out of the ASES program and walk home alone as long as they have a “Student Walk Home Permit” signed by an authorized parent/guardian and on file with the school.

- Release time for walkers (Matches 30 Dark policy):
  - 6:00 p.m. from August - October
  - 4:45 p.m. – 5:00 p.m. from November – December (30 minutes prior to sunset)
  - 5:00-5:30 from January-February
6:00 p.m. from March-June
- Milagro's attendance policy reflects a different policy. All students must be signed out by a parent/adult and may not walk home alone.

Late Pick Up Policy:
We understand that there will be times when late student pick up is unavoidable. However, student pick up will be at 6:00 p.m. or by end of program. It is recommended that parents make plans for a back up person (whose name will be listed on the emergency form and who is 18 yrs or older) to pick a student up if parents have an emergency and cannot be at the site by end of program. For the safety of PUC Scholars, this person should be ready to show identification, such as a license or picture ID. Any pattern of late pickups may result in expulsion from the program.

Early Pick Up Policy:
Early release and late arrival policies and procedures (EC Section 8483[a][1]). Refer to the CDE's Policy Guidance web page at https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp.

EARLY RELEASE POLICY:
PUC ASES/Expanded Learning Programs will follow State Legislation governing after school program and expanded learning program for elementary and middle schools funded by After School Education and Safety program and the ELO-P grant for programming happening during the regular school day. PUC ASES/Expanded Learning Programs must operate from the close of the school every school day until 6:00 p.m, depending on school's regular dismissal time. In the event that a parent/guardian may have the need to pick up his/her child before the end of the program, the parent/guardian or authorized person (18 years or older who is in the students' emergency card) may pick up his/her child under one of the following conditions:

- The early release policy allows for the following excused absences that are acceptable for early dismissal: they include when it gets dark early (See Dark 30 Section), illness, occasional appointments (doctor, dentist, etc.), and court mandated appointments.
  - Attending a parallel program such as Sports or Special Event
  - Family Emergencies (i.e. death in the family, Court Ordered Appointment, etc.)
  - Medical Needs, Illness, or Appointments
  - Poor weather conditions or transportation issues
If student must walk home before it gets dark. Must have an “Student Walk Home Permit”
   ▪ 6:00 p.m. from August - October
   ▪ 4:45 p.m. – 5:00 p.m. from November – December (30 minutes prior to sunset)
   ▪ 5:00-5:30 from January-February
   ▪ 6:00 p.m. from March-June

During standard time, when the days are shorter and it gets dark early.
   ▪ 4:45 p.m. – 5:00 p.m. from November – December
   ▪ 5:00-5:30 from January-February

Conditions in regards to safety

LATE ARRIVAL POLICY:

- PUC ASES/Expanded Learning Programs will offer students the opportunity to attend the full program every day during regular school days. If the participant arrives late to the Afterschool and Expanded Learning program, then a late arrival form must be submitted to the Site Coordinator a week prior to the late arrival. If the late arrival occurs due to an unforeseen circumstance and for a school related purpose, then a late arrival may be submitted within 3 days, so that attendance can be counted. The school is responsible for all participants that do not arrive to PUC ASES/Expanded Learning Programs on time. Authorized reasons for late arrival:
  - School sponsored extracurricular activities
  - Meetings with teacher and/or school staff
  - Detention
  - Family emergencies (i.e. death in the family, etc.)
  - Medical appointments
  - Poor weather conditions or family does not have transportation and they need to walk home.
  - For other conditions, especially in regards to safety, as prescribed by the school, local district, or local government body, parent/guardian must specify.
General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

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

The ELO-P funding along with the ASES grant (if the school receives it) and/or LCFF funding will be used to create one comprehensive and universal Expanded Learning Program for all schools listed on page 2 of this plan, seven of which are ASES sites (indicated by an asterisk “*”). In addition, each school site will determine how their own ELO-P grant funding will be spent and/or merged with the ASES grant, if applicable. However, a majority (85%) of the ELO-P funding will be spent on classified and certificated personnel. This will ensure the on-going requirement of the ASES 85% Direct Services requirement. It will further ensure the 10:1 and the 20:1.
Transitional Kindergarten and Kindergarten

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

**Not Applicable.**
Sample Program Schedule

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

Dates for TCA intersessions 2022-2023

<table>
<thead>
<tr>
<th>Pupil Free Days/Data Days (2)</th>
<th>1/9/23,3/20/23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Break (5)</td>
<td>4/3/23-4/7/23</td>
</tr>
<tr>
<td>Winter Break (5)</td>
<td>1/2/23-1/6/23</td>
</tr>
<tr>
<td>Summer School 2023 (18)</td>
<td>6/7/23-6/30/23</td>
</tr>
<tr>
<td>Total Days (30)</td>
<td></td>
</tr>
</tbody>
</table>

TCA Regular Day Schedule (7.5 Hours)

<table>
<thead>
<tr>
<th>Period 1</th>
<th>8:00</th>
<th>8:55</th>
<th>55 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 2*</td>
<td>8:55</td>
<td>9:50</td>
<td>55 minutes</td>
</tr>
<tr>
<td>Break</td>
<td>9:50</td>
<td>10:05</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Period 3*</td>
<td>10:10</td>
<td>11:05</td>
<td>55 minutes</td>
</tr>
<tr>
<td>Period 4*</td>
<td>11:05</td>
<td>12:00</td>
<td>55 minutes</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:00</td>
<td>12:35</td>
<td>35 minutes</td>
</tr>
<tr>
<td>Period 5</td>
<td>12:40</td>
<td>1:35</td>
<td>55 minutes</td>
</tr>
<tr>
<td>Period 6</td>
<td>1:38</td>
<td>2:33</td>
<td>55 minutes</td>
</tr>
</tbody>
</table>
**Tuesday Schedule (5.4 hours)**

<table>
<thead>
<tr>
<th>Period 1</th>
<th>8:00</th>
<th>8:55</th>
<th>55 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Break</strong></td>
<td><strong>8:55</strong></td>
<td><strong>9:10</strong></td>
<td><strong>15 mins</strong></td>
</tr>
<tr>
<td>Period 2</td>
<td>9:15</td>
<td>10:10</td>
<td>55 min</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:10</td>
<td>11:05</td>
<td>55 min</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td><strong>11:05</strong></td>
<td><strong>11:45</strong></td>
<td><strong>40 min</strong></td>
</tr>
<tr>
<td>Period 4</td>
<td>11:50</td>
<td>12:45</td>
<td>55 min</td>
</tr>
<tr>
<td>Period 5</td>
<td>12:45</td>
<td>1:40</td>
<td>55 min</td>
</tr>
</tbody>
</table>

**ASES Regular Day Schedule (2.60-M/W/TH/F) (4.2-T)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
<th>Expectations</th>
</tr>
</thead>
</table>
| M / W / TH / F  
3:30 - 3:40 T  
1:40 - 1:50  | Sign-In  | Sign-in tables | ● All ASES students are required to sign in upon dismissal.  
● Students will sign up for a club or sport.  
  ○ And participate in an activity.  
● Any students without an ASES application will be asked to leave the program and return with a completed application.  
● Students will meet in the cafeteria.  
● All students will be offered supper and eat within the cafeteria.  
● All students must collect one item of each food group.  
  – Protein – Vegetable – Fruit – Grain – Drink |
| **M / W / TH / F**  
3:40 - 4:00 T  
1:50 - 2:10  | Supper   | Cafeteria | ● Students are required to clean after |
| M / W / TH / F | Transition | Cafeteria | ● Students are required to clean after |
### Expanded Learning Opportunities

#### Program Plan Guide

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 4:00 - 4:05 T 2:10 - 2:15</td>
<td>Clubs / Sports</td>
<td>B-Court, Turf, Classrooms</td>
<td>Students will line up with their tutor once the club or sport is announced.</td>
</tr>
<tr>
<td>M / W / TH / F 4:05 - 4:55 T 2:15 - 4:15</td>
<td>Transition</td>
<td>6th Grade Hallway</td>
<td>Students must line up quietly in the hallway to transition into Learning Lab.</td>
</tr>
<tr>
<td>M / W / TH / F 5:00 - 6:00 T 4:20-6:00</td>
<td>Learning Lab</td>
<td>Room 124, Room 125, Room 150</td>
<td>Students will pull out agendas and begin doing work. Students are not allowed to use cell phones or eat outside food during this time. Tutors will make sure to offer students assistance with work and review work. Only one student will be allowed to the bathroom / drink water at a time. Music will be allowed if given permission using headphones. Tutor can play appropriate music using an ASES speaker.</td>
</tr>
<tr>
<td>6:00 - 6:10</td>
<td>Clean up / Pick-up</td>
<td>Classroom / Front Office</td>
<td>Students will wrap up their work / games. Students will help with organizing and cleaning up the classroom. Students will wait in the office until a parent or guardian picks them up.</td>
</tr>
</tbody>
</table>

### 30 Day TCA ELOP Intersession Program Sample Schedule:

**Daily Schedule - Group A**
## Expanded Learning Opportunities
### Program Plan Guide

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 8:30</td>
<td>Early Drop Off / Games / Breakfast</td>
</tr>
<tr>
<td>8:30 - 9:30</td>
<td>Journaling / Meditation / Community Circle</td>
</tr>
<tr>
<td>9:30 - 9:50</td>
<td>Break</td>
</tr>
<tr>
<td>9:50 - 10:50</td>
<td>Hands on Projects</td>
</tr>
<tr>
<td>10:50 - 11:50</td>
<td>Outdoor games / Sports</td>
</tr>
<tr>
<td>11:50 - 12:25</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:25 - 12:55</td>
<td>Reading to Grow</td>
</tr>
<tr>
<td>12:55 - 1:45</td>
<td>Arts</td>
</tr>
<tr>
<td>1:45 - 2:45</td>
<td>Kahoot! / Jeopardy</td>
</tr>
<tr>
<td>2:45 - 3:15</td>
<td>Break</td>
</tr>
<tr>
<td>3:15 - 4:30</td>
<td>Life Skills / Special Projects</td>
</tr>
</tbody>
</table>

### IDEAS

<table>
<thead>
<tr>
<th>IDEAS</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journaling</td>
<td>Journals provide a non-threatening place to explore learning, emotions, daily events, and language through writing.</td>
</tr>
<tr>
<td>Team Activities</td>
<td>Help students participate effectively in school, these skills will prove highly beneficial into adulthood as working with a team is required quite often in the workplace and postsecondary schools</td>
</tr>
<tr>
<td>Hands on Projects (Science)</td>
<td>Hands-on science encourages the children to DO something – observe, ask questions, touch, smell, experiment. Allowing children to really get into science gives them the chance to make discoveries on their own. They'll be more likely to remember a learning experience</td>
</tr>
<tr>
<td>Yoga / Meditation / Community Circle</td>
<td>Can give you a sense of calm, peace and balance that can benefit both your emotional well-being and your overall health</td>
</tr>
</tbody>
</table>
### Expanded Learning Opportunities
#### Program Plan Guide

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kahoot! / Jeopardy</strong></td>
<td>Kahoot! is a tool that motivates and activates students' learning because it can test their knowledge, reiterate important concepts, and help them retain information. It also provides instructors with the ability to further create class discussion and student-to-student interaction.</td>
</tr>
<tr>
<td><strong>Reading to Grow</strong></td>
<td>Strengthens brain activity</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>Arts learning can also improve motivation, concentration, confidence, and teamwork.</td>
</tr>
<tr>
<td><strong>Outdoor games / Sports</strong></td>
<td>Sport provides children with an outlet, ability to burn energy, character development opportunities, strengthens muscles and bones, a social circle</td>
</tr>
<tr>
<td><strong>Life Skills</strong></td>
<td>In everyday life, the development of life skills helps students to: Find new ways of thinking and problem solving / can help young people cope with setbacks as they learn to adapt to change.</td>
</tr>
<tr>
<td><strong>Special Projects / Movie - Film</strong></td>
<td>Project-based learning not only provides opportunities for students to collaborate or drive their own learning, but it also teaches them skills such as problem solving, and helps to develop additional skills integral to their future, such as critical thinking and time management / Creating a small film will help them cooperate with one another</td>
</tr>
</tbody>
</table>
APPENDIX:

A. ORGANIZATIONAL CHART
B. MEETING SCHEDULE AND PROFESSIONAL DEVELOPMENTS
C. ASES ENROLLMENT APPLICATION
D. EARLY RELEASE PERMISSION FORM
E. LATE PICK-UP NOTIFICATION
F. QUARTERLY SAFETY DRILLS
G. WALK-THRU OBSERVATION FORM
H. ASES PROGRAM PARENT HANDBOOK
APPENDIX A:

PUC AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM

PROGRAM ORGANIZATION CHART
APPENDIX B:
ASES COORDINATOR MEETING SCHEDULE 2022-2023 SCHOOL YEAR

Summer
- Meeting between the Program Director and School Leaders to review plan and goals for upcoming school year
- Meeting with school leaders and site coordinator.
- Parent Information Meeting regarding Program Goals and registration

Fall
- Program Director, School Leaders, and Site Coordinator to review attendance and test scores from previous year
- Monthly meetings between the Program Director and site leaders
- Program Director attends ASES Advisory Committee and LACOE meetings
- Program Director attends ASES Region 11, Local Learning Community meetings
- Site Coordinators hold monthly staff meetings with staff for planning and communication of program needs
- Program Director maintains on-going program visits to each site monthly

Winter
- Meeting with Program Director and Site Coordinators to review attendance and current academic information to discuss any needed revision to program elements
- Monthly meetings between the Program Director and school leaders
- Program Director attends ASES Advisory Committee and LACOE meetings
- Program Director attends ASES Region 11, Local Learning Community meetings
- Site Coordinators hold monthly staff meetings for planning and communication of program needs
- Program Director maintains on-going program visits to each site monthly

Spring
- Monthly meetings between the Program Director and site leaders
- Program Director attends ASES Advisory Committee and LACOE meetings
- Program Director attends ASES Region 11, Local Learning Community meetings
- Site Coordinator hold monthly staff meetings with Program Leaders for planning and communication of program needs
- Program Director maintains on-going program visits to each site monthly
Welcome back from summer break and welcome to the 2022-2023 school year. Please read the following information carefully. You must sign at the bottom indicating that you understand and agree to all of the following:

NEW EXPANDED LEARNING OPPORTUNITIES PROGRAM: Starting in the 2022-2023 school year all Local educational agencies (PUC schools with grades TK/K through Sixth grade) must operate an Expanded Learning Opportunities Program pursuant to the requirements in California Education Code Section 46120.

The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade.

The Expanded Learning Opportunities Program is authorized by Item 6100-110-0001 of the 2021–22 Budget Act (Senate Bill 129, Chapter 69, Statutes of 2021), and Assembly Bill (AB) 130, Chapter 44, Statutes of 2021, as amended by AB 167, Chapter 252, Statutes of 2021.

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

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

It is the intent of PUC Schools to merge both the ASES Program and the Expanded Learning Opportunities Program (ELO-P) into one program at each site where ASES has been traditionally offered. PUC ASES program will now be called, “PUC ASES/Expanded Learning Program.” Parents and students will not notice a difference during the regular day afterschool program. Each school will continue to offer the same enrichment programs, academic supports, and athletic program opportunities. One difference parents and students will notice is an offering of summer, and/or intersession learning programming. Parents and students will be notified around specifics to the summer, and/or intersession learning programs being offered. As we continue to develop our program we hope to add additional offerings.

PUC ASES/Expanded Learning Program will continue to be a place for children to participate in learning opportunities, have fun and develop self-confidence in a safe environment. We want to help students do better in school and learn to cooperate with others.
Expanded Learning Opportunities
Program Plan Guide

PUC ASES/Expanded Learning Program will continue to follow the After School Education & Safety Program guidelines.

COVID-19 UPDATE: PUC ASES/Expanded Learning Program will continue to follow the latest public health guidelines for student safety and will continue to work with public health agencies and experts to update these protocols as necessary. All guidelines here are based on the most current information available to us at the start of July and may be subject to change as needed. FACE MASKS are now optional for all students, staff, and visitors while on campus.

- DAILY HEALTH CHECKS are required for all students, staff, and visitors before coming on campus. The screening app can be used to answer questions prior to coming on campus, or questions can be answered verbally before entry.
- COVID-19 TESTING will continue for students and employees on campus. Schools will continue to provide COVID testing on site for students and employees. Fully vaccinated students and employees are not required to test.
- VACCINATIONS: All students ages 12 and older are encouraged to make vaccine appointments at the most convenient location.

ENROLLMENT:
Enrollment to the PUC ASES/Expanded Learning Program is based on each school’s ASES and/or ELO-P requirements. Students who enroll after program enrollment capacity is reached may be placed on a waiting list. Priority will be given to students that qualify under the ELO-P grant and/or who are Homeless.

HOMEWORK:
Students will have daily opportunity to complete assigned homework during the program’s homework session. The Program does not guarantee that all homework will be completed.

ATTENDANCE & HOURS DURING REGULAR DAY AFTERSCHOOL:

- The program starts right after school ends, unless notified otherwise, and runs for a minimum of 3 hours daily and until at least 6 p.m. each day. Students must report immediately to their tutor.
- The student should attend program on a daily basis and should stay for a minimum of three hours.
- Parents/guardians/school staff may excuse their students from program for certain conditions that are outlined in the Late Arrival/Early Release Policies.
- A student, not under the ELO-P grant requirement may be removed from program if they have three (3) unexcused absences. (For example, more than 3 days per month, or every week on the same day, etc), and will be asked to leave the program to make room for children on the waiting list.

ATTENDANCE & HOURS DURING SUMMER & INTERSESSION (ELO-P):
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Program Plan Guide

● The program starts and end time may vary from site to site. Each site will provide this information as they prepare for their summer or intersession.
● Students must report immediately to their tutor.
● Program must run for a minimum of 9 hours each day.
● There is no minimum required attendance time. Parents are free to pick up their child at any time during the 9 hour program.

LATE ARRIVAL POLICY FOR REGULAR DAY AFTERSCHOOL:

● It is the intent of the PUC ASES/Expanded Learning Program that students attend the full program every day. If the participant arrives late to the Afterschool and Expanded Learning program, then a late arrival form must be submitted to the Site Coordinator a week prior to the late arrival. If the late arrival occurs due to an unforeseen circumstance and for a school related purpose, then a late arrival may be submitted within 3 days, so that attendance can be counted. The school is responsible for all participants that do not arrive to the PUC ASES/Expanded Learning Program on time. Authorized reasons for late arrival:
  o School sponsored extracurricular activities
  o Meetings with teacher and/or school staff
  o Detention
  o Family emergencies (i.e. death in the family, etc.)
  o Medical appointments
  o Poor weather conditions or family does not have transportation and they need to walk home.
  o For other conditions, especially in regards to safety, as prescribed by the school, local district, or local government body, parent/guardian must specify.

EARLY RELEASE POLICY FOR REGULAR DAY AFTERSCHOOL:

● The early release policy allows for the following excused absences that are acceptable for early dismissal: They include when it gets dark early, illness, occasional appointments (doctor, dentist, etc.), and court mandated appointments.
  o Attending a parallel program such as Sports or Special Event
  o Family Emergencies (i.e. death in the family, Court Ordered Appointment, etc.)
  o Medical Needs, Illness, or Appointments
  o Poor weather conditions or transportation issues
  o If student must walk home before it gets dark. Must have an “Student Walk Home Form”
  o During standard time, when the days are shorter and it gets dark early.
  o Conditions in regards to safety

STUDENT PICK-UP:
• Students participating in the program must be signed out by you or someone you listed on the emergency/contact sheet.
• If a person other than parent/caregiver picks-up the student that person must be on the emergency/authorization card and over the age of 18. If the adult is unfamiliar to staff they will be asked to show I.D.
• The student must be picked-up promptly at the end of the program. If the student has not been picked-up by the end of the program, Program staff will try to contact you and/or those individuals designated in the emergency contact sheet. If no one is available to pick-up the student, Program staff will contact law enforcement to take responsibility for them.
• Late pick-up violations may result in a child being dropped by the Program.
• If students will be walking home, parent/caregiver must fill out a “Permission to Walk Home” form included in the regular school day registration packet.

BEHAVIOR POLICY:

• Participation in the program is a privilege. The student must keep program agreements: Be safe, Be respectful, Be responsible and have fun.
• Disruptive or disrespectful behavior toward other students or program staff is reason for dismissal.
• Acts of violence toward another person will not be tolerated. We encourage you to discuss concerns about your child’s behavior with the Site Coordinator.

PARENTAL SUPPORT:

• Though the program staff is committed and qualified, your help is needed to make the afterschool program be the very best it can be. You are an important partner in our program’s success, and we look forward to your help with field trips, events and activities, tutoring and other projects.
• Parents/caregivers will be asked to participate in the program evaluation. A written authorization form for agreement will be provided.

PLEASE RETAIN THIS PORTION FOR YOUR REFERENCE.
Student Name: ____________________ Birthdate: ___________ Grade: ______________

PARENT/GUARDIAN:

Please read the release below and provide your printed name, signature and date signed. Please note that your signature is required in order for the minor listed on this form to participate in PUC Afterschool Extended Day Program.

I certify that I am the parent/guardian of the minor listed on this form and hereby give my consent for the minor to participate in programs administered by PUC Schools and the PUC ASES/Expanded Learning Program, which may include, but not limited to: academic tutoring and support, health and wellness workshops and/or counseling for college and career planning.

I have read and understand the requirements needed in order for my child to participate in the PUC ASES/Expanded Learning Program, and by signing below I agree to the terms of this agreement.

This contract is voluntary, and can be withdrawn by informing the PUC Expanded Day Program Site Coordinator at any time.

___________________________________________________________________
Print Parent Name/Caregiver & Parent Signature Date

Site Coordinator Date
MEDICAL CONSENT

PARENT/GUARDIAN:

Please note that all medical information will be obtained from the Enrollment form you filled out for your child at the beginning of the school year. Emergency Contacts will be taken from the Emergency Card you filled out for your child at the beginning of the school year. Please make sure that all information is current and up to date.

I, ____________________________________, authorize PUC ASES/Expanded Learning Program, to use the information provided on the Emergency Card in the event that my child have a medical emergency that requires immediate attention.

Under such circumstances I authorize and consent to any medical treatment that may be rendered to my child by, or under the supervision of any emergency medical personnel or health care provider who may render such treatment. This authorization is given in advance of any treatment the listed medical provider may deem advisable in his or her judgement. I understand that PUC ASES/Expanded Learning Program is not responsible for any medical treatment received by, or emergency transportation of, my child.

_____________________________________________________
Signature of Parent/Legal Guardian

Date(MM/DD/YYYY)
Expanded Learning Opportunities
Program Plan Guide

PUC ASES/Expanded Learning Program

Application Information

2022-2023

All Applications must be received by______________________. If there are more applicants than spaces available all applicants will be placed in a lottery. If spaces are filled, applications received late will automatically be placed on a waiting list. All accepted applicants will be notified after the lottery.

<table>
<thead>
<tr>
<th>Child’s Legal Name:</th>
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</thead>
<tbody>
<tr>
<td>School:</td>
<td></td>
</tr>
<tr>
<td>Grade Level:</td>
<td></td>
</tr>
<tr>
<td>Date of Birth:</td>
<td></td>
</tr>
<tr>
<td>Parent’s Name:</td>
<td></td>
</tr>
<tr>
<td>Current Contact Information:</td>
<td></td>
</tr>
</tbody>
</table>
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PUC ASES/Expanded Learning Program

WAIVER & ASSUMPTION AGREEMENT

I am voluntarily consenting to have my minor child/children (identified below) participate in programs sponsored by PUC ASES/Expanded Learning Program, which may be provided by the program or other companies with which the school has partnered. I understand that PUC ASES/Expanded Learning Program will take place at school facilities of PUC Schools. Descriptions and program brochures for the PUC ASES/Expanded Learning Program are part of this Agreement. I represent and agree as follows, on my behalf and on behalf of my child/children.

1. I am at least 18 years of age. I am the parent or legal guardian of my child/children, and I have the legal right and authority to enter into this agreement on behalf of my child/children.

2. I understand that there are inherent risks associated with my child’s/children’s participation in ASES programs, including that my child/children could be personally injured or suffer bodily or emotional harm, including fatal injury. I also understand that my child’s/children’s property could be damaged, lost and/or stolen. I voluntarily accept and assume all such risks on behalf of myself and my child/children.

3. I understand that PUC ASES/Expanded Learning Program and PUC ASES/Expanded Learning Program Partners, each assumes no responsibility for any liability, damage or injury that may occur as a result of my child’s/children’s participation in the PUC ASES/Expanded Learning Program and/or use of PUC Schools’ facilities in connection with the ASES program.

4. I agree not to sue and to fully release and discharge PUC ASES/Expanded Learning Program and PUC ASES/Expanded Learning Program Partners (including each of their respective successors, related entities, officers, directors, employees, agents or independent contractors) from any and all claims, actions and liabilities that I may file on my own behalf or that may be filed on behalf of or for my child/children related to or arising from my child’s/children’s participation in the PUC ASES/Expanded Learning Program, use of any PUC Schools’ facilities in connection with the PUC ASES/Expanded Learning Program or from any acts or omissions of PUC ASES/Expanded Learning Program and PUC ASES/Expanded Learning Program Partners and/or PUC Schools during the period of time my child/children are participating in the PUC ASES/Expanded Learning Program.

5. I agree I am waiving and giving up any and all claims, actions and liabilities which may arise to the fullest extent allowed under law and also agree to defend, indemnify and hold harmless ASES, ASES Partners, and PUC Schools from any and all such claims, actions and liabilities.

6. It is my express intent that this agreement bind me and my child’s/children’s family members, parents, heirs, assigns, personal representatives, executors, administrators and estate.

7. I understand that this agreement applies whenever my child/children participate in PUC ASES/Expanded Learning Program, now or in the future, regardless of where the activity takes place. I can revoke this agreement at any time, but only by a dated, written document delivered to an administrator of the school or ASES program, stating this agreement is revoked.
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I have carefully read this agreement, fully understand its terms and accept them voluntarily and without reservation.

______________________________  ________________________
Print Name of Parent/Legal Guardian  Signature of Parent/Legal Guardian

Date(mm/dd/yyyy)

Print Name of Student
(mm/dd/yyyy)

Age  Date of Birth
Student Walk Home Permit and Indemnification

Student Name:______________________________________School:__________________________
_____ Grade:

My signature below represents my consent, allowing my child to walk home after school, following a school day directly after dismissal or following the scheduled PUC ASES/Expanded Learning Program. In consideration for my child’s ability to walk home, I agree not to sue and I agree to fully release and hold harmless PUC National, Partnerships to Uplift Communities—Valley, Partnerships to Uplift Communities—Los Angeles, Partnerships to Uplift Communities—Lakeview Terrace, and their respective parents, subsidiaries, affiliates, schools, directors, officers, governors, employees and agents from and against any and all claims, causes of action, or demands in relation to or arising out of my child walking home and further agree to indemnify the aforementioned entities and persons for any claims, damages or causes of action in relation to or arising out of my child walking home. I agree I am waiving and giving up any and all claims, actions and liabilities which may arise to the fullest extent allowed under law against the aforementioned entities and persons.

I certify that I have an understanding of this agreement and any risks of injury and hazards associated with my child walking home from the aforementioned school and agree to fully assume all the risks of injury, including but not limited to permanent injury and death, whether caused by negligence or otherwise and all the hazards, including but not limited to inclement weather, construction, and automobile traffic and I accept personal responsibility for the damages following such injury, permanent disability or death.

In the event that I wish to pick up my child after the regularly scheduled school day or scheduled afterschool program instead of allowing him/her to walk home, I understand that it is my duty and responsibility to notify the school office of that alteration or any future adjustments. I further understand that I had the opportunity to fully discuss this agreement with a representative of the school or afterschool program to clarify any concerns or questions.
about walking home or this agreement that I may have had. I have carefully read this agreement, fully understand its terms and accept them voluntarily and without reservation.

_______________________________________________________________

___________________
Parent/Legal Guardian Name

_______________________________________________________________

_____________
Parent/Legal Guardian Name   Date

_______________________________________________________________

___________
Address   Contact #

_______________________________________________________________

_____________
Emergency Contact   Contact #

Please note additional addresses you have designated and approved for your child to walk to:

____________________________________________________________________

____________________________________________________________________

This form should be completed and on record with the school office for any child who intends to walk home. Students may walk home or to the designated places mentioned above, only when a permission slip is signed, dated by a parent or guardian, and is on file at the school. If the school does not have this slip, your child will not be released without authorization of a permitted adult.
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APPENDIX D:
EARLY RELEASE PERMISSION FORM

State Legislation governing after school program and expanded learning program for elementary and middle schools funded by After School Education and Safety program mandates that such programs must operate from the close of the school every school day until 6:00 p.m./6:30 p.m. (depending on school’s regular dismissal time). It is expected that participating students attend 5 days a week and stay for the full duration of the program. In the event that a parent/guardian may have the need to pick up his/her child before the end of the program, the parent/guardian or authorized person (18 years or older who is in the students’ emergency card) may pick up his/her child under one of the following conditions:

A. Attending a parallel program such as Sports or Special Event
B. Family Emergencies (i.e. death in the family, Court Ordered Appointment, etc.)
C. Medical Needs, Illness, or Appointments
D. Poor weather conditions or transportation issues
E. If student must walk home. Must have an “Student Walk Home Permit”
   - 6:00 p.m. from August - October
   - 4:45 p.m. – 5:00 p.m. from November – December (30 minutes prior to sunset)
   - 5:00-5:30 from January-February
   - 6:00 p.m. from March-June
F. During Standard Time, when the days are shorter and it gets dark early.
   - 4:45 p.m. – 5:00 p.m. from November – December
   - 5:00-5:30 from January-February
G. Conditions in regards to safety

School Name: PUC________________________ Student’s Name:____________________________________ Grade:_______

<table>
<thead>
<tr>
<th>Date</th>
<th>Parent/Legal Guardian First Name and Last Name</th>
<th>Reason for Early Release (Must be an acceptable reason listed in the Early Release) Use Codes Above</th>
<th>Parent/Legal Guardian Signature (Must be legible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/10/17</td>
<td>Joe Garcia</td>
<td>A</td>
<td>Joe Garcia</td>
</tr>
</tbody>
</table>

California Department of Education
Created September 30, 2021
Expanded Learning Opportunities
Program Plan Guide

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
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</thead>
<tbody>
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Note:

- This section must be completed each and every time the student leaves before the end of program.
- The parents/guardians may authorize their middle school student to walk and/or take the bus home. Must have a Walk Home Release form on file.
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APPENDIX E:
LATE PICK-UP FORM

Child’s Name: ___________________________ Grade: _______ Date: _______

We understand that there are times when late student pick up is unavoidable. However, student pick up is at 6:00 p.m. or by end of program. It is recommended that parents make plans for a back up person (whose name is listed on the emergency form and who is 18 yrs or older) to pick a student up if parents have an emergency and cannot be at the site by end of program. For the safety of PUC Scholars, this person should be ready to show identification, such as a license or picture ID. Any pattern of late pickups may result in expulsion from the program.

This is your child’s. ____ late pick up this year. Reaching a total of three (3) late pick up during this year will result in your child’s removal from our program.

Site Coordinator Signature: ___________________________ Date: _______

By signing below I hereby understand that my child may be removed from the program if he/she reach his/her third late pick up.

Parent Signature: ___________________________ Date: _______
Fire Evacuation and Lockdown Drills are to be conducted month for PUC Milagro and quarterly for PUC middle schools. Due dates for the 21/22 school are: TBD.

Earthquake Drills are to be held two times a year by each school site. Due dates for the 21/22 school year are: October ____, 2021 and April ____, 2022.

A completed and signed copy of this form is to be uploaded into our ASES PUC Intranet Team Folder by or before due date.

Site Documentation

Fire Drill for this quarter was conducted on: ____________. Time Conducted: ______

Lockdown Drill for this quarter was conducted on: ________. Time Conducted:_____

Earthquake Drill for this semester was conducted on: ________. Time Conducted:____
Expanded Learning Opportunities
Program Plan Guide

_______________________________
Site Coordinator Signature

_______________________________
Principal's Signature
## APPENDIX G:

### ASES OBSERVATION FORM

<table>
<thead>
<tr>
<th>School:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Person Observed:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade Observed: _________

<table>
<thead>
<tr>
<th>ASES COMPONENTS OBSERVED</th>
<th>ASES STAFF CLASSROOM MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Academic Time</td>
<td>[ ] Intervention</td>
</tr>
<tr>
<td>[ ] Enrichment Activity</td>
<td>[ ] Physical</td>
</tr>
<tr>
<td>[ ] Good Satisfactory</td>
<td>[ ] Needs Improvement</td>
</tr>
</tbody>
</table>

### AFTER SCHOOL STAFF OBSERVATION

<table>
<thead>
<tr>
<th>Large Group</th>
<th>Individual (One-on-One)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group</td>
<td>Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning objective displayed</th>
<th>Monitoring Student Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources available to reinforce learning</td>
<td>Reinforce feedback, and/or give praise</td>
</tr>
</tbody>
</table>

Activity Observed: ________________________________________________________________
**Expanded Learning Opportunities**

**Program Plan Guide**

<table>
<thead>
<tr>
<th>Location: ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENTS ENGAGED IN WORK AND/OR ACTIVITY</strong></td>
</tr>
<tr>
<td>[ ] ALL</td>
</tr>
</tbody>
</table>

Comments:
PUC Afterschool Expanded Day Program (ASES) PARENT HANDBOOK

About PUC Afterschool Expanded Day Program (ASES)

Our program is funded through the California Department of Education After School Education and Safety (ASES) Grant Program. This program is the result of the 2002 voter approved initiative, Proposition 49. This proposition amended California Education Code (EC) 8482 to expand and rename the former Before and After School Learning and Safe Neighborhood Partnerships Program. The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through eighth grades (K-8).

PUC is deeply involved in and committed to uplifting the 2 communities they serve through the creation of high quality charter schools. Per data from the California Department of Education (www.cde.ca.gov) the two high need predominantly Hispanic geographic areas served by PUC have high rates of school dropout (over 50%). The neighborhoods are also characterized by high level of poverty, crime, gang affiliation, substance abuse, and teen pregnancy. Serving a 97% Hispanic population, PUC has developed and operates high quality charter schools in two high need geographic areas within Los Angeles; Northeast Los Angeles and the Northeast San Fernando Valley. The ASES programs exist in 8 of our 13 schools in these neighborhoods.

WHO IS IN CHARGE?

Site Leader:

A Site Leader will be designated for each of the four ASES sites. Concerns regarding the program should be addressed to the Site Leader, who is responsible for maintaining:

- Regular and positive communication with the parent/guardian of participating children
- Support for program staff
- The rules and regulations of the grant that funds the ASES program
PARENTAL COLLABORATION & COMMUNICATION PROTOCOL:

All parents, guardians and others are encouraged to approach staff and other parents with appropriate conduct.

- Parents/guardians are expected to collaborate with the program staff by encouraging their children to follow the program rules.
- Parents/guardians must respect the guidelines of the program as set forth in the Program Information letter in order to preserve state approval of the program.
- Parents/caregivers will be asked to participate in the program evaluation. A written authorization form for agreement will be provided.
- Parents/guardians are expected to cooperate in resolving disciplinary issues, and must acknowledge and return disciplinary notices, early release verifications and other required paperwork promptly.
- Parents/Guardians are invited to visit the classrooms to help or observe in the classroom, but, for student safety purposes, must first receive advance clearance from the Site Leader. All volunteers will be required to complete a volunteer application, and pass a reference check and finger print screening.
- Parents/guardians should not attempt to approach or discipline children other than their own. All concerns should be brought to the attention of the Site Leader. If the Site Leader is not able to resolve the concerns, he/she will seek out school administration for further assistance.
- Vulgar language, threats, verbal and physical intimidation, and physical violence will not be tolerated. Such behavior may lead to expulsion from the ASES program and other programs.

ENROLLMENT REQUIREMENTS:

The enrollment form contains information that is vital to the communication between parents and the program staff. The enrollment form must be completed with student’s current information before a student can attend the PUC Expanded Day Program. In addition, since PUC Expanded Day Program uses the regular day emergency form information as well, all emergency forms must be current and accurate.
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Please note: changes to the child’s emergency form can only be made by the parent/guardian who originally registered the child and whose signature is on the form. If changes need to be made by someone other than this individual please contact the ASES Program Coordinator listed on the back page of this handbook.

Enrollment is based on first come first served. You will need to re-enroll your child at the beginning of each school year. If your child is absent from the ASES program for more than 5 consecutive program days without notification and/or documentation your child may be de-enrolled from the ASES program, requiring re-enrollment based on available space.

NUTRITION AND WELLNESS:

Snack

- PUC provides a free snack for all students through a federal food program. The nutritional content of the snack is determined by state wellness guidelines.

- If you wish to send a nutritional snack with your child, it must be eaten during snack time only.

- Please note that we cannot make any guarantees that children will not share snacks, even though you may have listed food allergies on the Emergency form. Therefore, we urge you to tell your child(ren) that sharing snacks is not permitted.

MEDICATION: Medical Conditions / Consent

It is important that staff be alerted to any medical problems. By signing the emergency form, consent is given for emergency medical treatment, as deemed necessary by trained staff and emergency medical personnel.

- The dispensing, carrying or taking of all medications is subject to district policy. Permission slips for medications must be on file in either the school nurse's office or designated office.

- With a separate permission slip, which is also on file with the school nurse’s office or designated office, staff will assist students who have Epi-Pens, inhalers, or glucagon.

- All other medications will NOT be given by staff, nor should your child carry their medication (prescription or over the counter) with them.

PROGRAM CONTENT AND REQUIREMENTS:

It is a grant requirement that children participate in ALL activities:
Expanded Learning Opportunities
Program Plan Guide

- Homework assistance: The time allotted may or may not be enough time to complete homework, so all parents/guardians should check their child’s homework each night. We cannot ensure that all homework will be completed.

- Enrichment classes

- Physical play activities

Educational Enrichment Activities reinforce and complement the regular academic program of participating students to support positive youth development. Each site offers a wide variety of activities, based on student needs and interests. Examples of such activities may include, but are not limited to:

- Science related activities
- Technology/Computers
- Prevention activities
- Life Skills
- Nutrition and Wellness
- Crafts
- Group Recreational Games
- Visual and Performing Arts
- Character Education
- Gardening
- Clubs (special interest)

BEHAVIOR

Participation in the program is a privilege. The student must keep program agreements:

Be safe,
Be respectful,
Be responsible and have fun.

Citizenship:

PUC Afterschool Expanded Day Program (ASES) PARENT HANDBOOK
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All students are expected to display good citizenship while attending the ASES program and must have enough maturity not to wander off or leave their group and/or site without permission. They must also be able to work cooperatively in a large group setting. ASES is a “Hands Off” program. Any child who abuses anyone or anything will be subject to immediate disciplinary action, as determined by the Site Leader.

Consequences for inappropriate behavior:

The ASES program uses discussion, redirection, and “time-out” as a means of discipline for inappropriate behaviors. If a behavior escalates, continues, or is beyond using these methods, one of the following two reports will be used to document and address the behavior based on the type and severity of the incident.

Warning Reports:

A Warning Report is issued to a child and parent as a written notification that there is either an ongoing behavior problem, or that an incident occurred that a Site Leader or staff member deems necessary to formally discuss with a parent.

1. When a staff member fills out a Warning Report, you and your child will be asked to sign it.

2. There are no program consequences for an individual Warning Report.

3. Copies of the Warning Reports are kept at both the actual site and the program office.

Behavior Reports:

A Behavior Report is issued when a behavior has occurred that has either been a continual problem that has not been resolved through other methods of discipline or a single behavior that is severe or unacceptable.

1. When a leader fills out a Behavior Report, you and your child will be asked to sign it.

2. Upon receipt of a third Behavior Report, the child will be suspended from the program for one day and parents may be called in for a conference.

3. Upon receipt of the fourth Behavior Report, the child will be suspended for the following program day and parents will be required to come in to conference with administration before the student is allowed to return.
to the afterschool program. The student may be placed on a behavior plan as agreed upon by all parties.

4. Upon receipt of the 5th Behavior Report, the student and the parents will be called in for an FST for further analysis of the student’s behavior. This may include additional changes to the behavior plan and add contractual language that may include dis-enrolling of the students as a final consequence.

5. If a child is dis-enrolled from the program, the student may earn their way back to the program after fulfilling additional requirements as agreed upon by all parties.

6. Copies of these reports are kept at the site and the program office.

Notwithstanding the above discipline policy, PUC reserves the right to immediately call the parents and remove a participant from the program for the remainder of the day, and/or suspend or dis-enroll a participant at any time for the following reasons:

1. Non-Cooperation

2. Physical or verbal abuse of another child or leader.

3. Possession of a weapon on school premises or while under the care of the ASES program.

4. Any conduct the Site Leader deems a threat to the health, safety, or welfare of the staff or other program participants.

5. Lack of cooperation by parents/guardians.

6. Continual late pick-ups.

Please Note:

1. At any time, a parent has the option to request a conference with the Site Leader and the Program Coordinator.

2. A parent’s refusal to sign a warning or behavior report does not negate the validity of the report.

3. Students who are suspended from the regular school day will not be accepted at any ASES After School
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Education & Safety Program during the time of their suspension.

SCHOOL RULES AND DRESS CODE:

Cell Phone

Per PUC policy as stated in the Parent-Student Handbook, cell phones are permitted must be kept in the student’s backpack at all times.

Personal Items

Personal items are not allowed into the program. We are not responsible for lost or stolen items.
• No hand held electronic games or collector cards, etc.

School Rules and Dress

• Students must follow all school conduct and dress code rules while at the ASES program.
Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

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

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

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

(A) The department’s guidance.

(B) Section 8482.6.

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

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

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

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

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

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.
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EC Section 46120(b)(3):

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

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

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

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

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

**EC Section 8482.3(c)(1)(A–B):**

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

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

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