

AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

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Name(s) of After School Program Site(s)

Instructions: Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	Project Daily Attendance
1. Community Outreach Academy	165*

*Although our projected required attendance is 165 based on the worksheet, we anticipate serving over 400 students daily based on previous attendance patterns.

Instructions: Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
➤ English Learners	60.45%
➤ Socio-Economically Disadvantaged	78.25%

1—Safe and Supportive Environment

If the program will be located off campus, describe how students will travel safely to and from the program site.

The Community Outreach Academy (COA) ASES program operates on site.

Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

School-wide safety training and drills are conducted throughout the school year that include ASES staff members. Trainings include First Aid/CPR, overall school safety and discipline procedures, classroom management, Social Emotional Learning (SEL), and Capturing Kids’ Hearts, a school-wide proactive classroom management program that supports student self-regulation and student voice/ownership in classroom and playground procedures, strategies that incorporate and support student control of emotions and anxiety, and student empowerment.

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Safety Drills include Earthquake, Active Shooter, Lock Down, Accidents/Medical Emergencies, Intruder on Campus, Evacuation, Severe Weather, and Fire. The ASES staff participates in these trainings when on campus during the school day and conduct their own safety drills after school hours.

Any current or urgent safety incidents are addressed immediately when brought to the attention of the site ASES coordinator. They, in turn, notify other staff, students, and families. Notifications are made by phone call, email, or text. The Site Coordinator meets monthly with the site staff and regularly with the school principal to review safety, classroom management, school policies, and student concerns.

ASES staff have access to school safety plans and evacuation maps. Coordinators work with their site principal to arrange practices to align with daytime drills and coordinate important safety logistics with ASES staff and students.

Site Coordinators and staff attend SCOE trainings as available or pertinent and share information with site staff and parents as appropriate.

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

The ASES staff provides a safe and welcoming classroom for their students by establishing classroom routines and management systems that attempt to mirror the routines and procedures that occur in classrooms during the regular school day. Parents are informed of ASES expectations during scheduled parent meetings and are kept informed of site expectations on a regular basis.

COA utilizes elements of Capturing Kids' Hearts to support student development in a safe and supportive setting, as well as, to support growth in social-emotional areas. Key factors of this program include a classroom social contract, self-corrective guided response questions for when a student needs assistance managing behavior or emotions, and the utilization of a model student activities that follow a consistent process and procedure referred to as EXCEL (Engage, eX-plore, Communicate, Empower, and Launch). ASES staff members attempt to implement similar approaches within the after school program.

2—Active and Engaged Learning

Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.

Describe the planned program activities and how they will:

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a. Provide positive youth development.

During the after school program, students will be offered multiple educational opportunities for learning and building literacy that are based upon research based strategies and curricula. Every day, students will have 60 minutes of educational activities. The literacy and math activities include:

- ELA and Math instruction from credentialed teachers
- Homework assistance from paraeducators
- Online educational programs and software

Teachers will be the primary resource for the education and literacy elements for the ASES program and will work in conjunction with support staff to develop and support the education and literacy elements of the program. Below is a description of the overarching approaches to teaching literacy with specific strategies and programs that have shown to be successful with English language learners. These elements will be included in the after school education program.

Language Arts – Students will demonstrate the ability to read, write, listen, and speak in multiple forms of expression (written, oral, multimedia) and demonstrate communication skills appropriate to setting and audience. They will comprehend and critically interpret multiple forms of expression from various sources, writers, and cultures. Students will critically evaluate their work and the work of others. Two major components of the program include:

Ongoing reading instruction throughout the year. This instruction occurs in large and small groups. Reading instruction may include: reading aloud to students familiar or new texts consisting of both fiction and nonfiction, shared reading where the instructor reads with the whole class or a small group of students and focuses on specific reading skills such as comprehension, guided reading where students read texts at their instructional level and are taught mini-lessons to foster continuous growth, literature circles where independent readers read different genres and interact with each other and complete specific activities to enhance higher level reading skills, phonemic awareness and phonics where students are given instruction within the context of text or writing of the connections between sounds, letters, segments and words.

Ongoing writing instruction throughout the year: This instruction occurs in large or small groups. Writing instruction may include: modeled writing where the teacher serves as the expert modeling what good writers do and how they construct meaningful text, shared and interactive writing where the teacher creates text with students using their experiences and vocabulary and students actively participate in the process, writer's workshop where students are encouraged to experiment with different genres of writing and the teacher gives lessons specific to each student's levels

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The enrichment program is designed to create an atmosphere which will ensure each child's continued success and interest in learning. In planning the educational environment, we have taken into account the various ages of the children attending, the level of each child's development, and the ways in which children learn. Throughout the day there are planned experiences and opportunities for spontaneous self-directed activities that touch all areas of curriculum. Enrichment activities are specifically designed to foster the development of literacy, technology, problem-solving skills, and the appreciation of all cultures. Activities which reflect a variety of cultures are integrated into the program through art, music, history, literature, and character education. Physical development needs are met through outdoor sports and games which help to develop large and small muscles and eye-hand coordination.

Instructional Standards (Expectations)

COA has established the following standards (expectations) for instruction. COA teachers and support staff will use these instructional methods in planning, implementing and evaluating effective instruction for our unique student population. These methods will be used to teach and emphasize California Common Core and Content Standards in conjunction with the adopted curriculum.

Project GLAD

Project Guided Language Acquisition Design (GLAD) is a program of staff development in the areas of academic language and literacy for teachers of English learners. Project GLAD has a unique blend of clear, practical strategies that develop metacognition for teachers and students in reading and writing, California Common and Content Standards, Next Generation Science Standards based planning, and cross-cultural respect and sensitivity.

In Project GLAD, students' personal, linguistic, and cultural experiences are valued. Students develop and interact with a language functional environment and negotiate for meaning with other students and teachers. GLAD teachers are committed to creating an environment responsive to diversity of all kinds. As a result, the program creates students who respect cultural diversity and are excited and involved in their own learning.

Print-rich Environment

Teachers use classroom space and walls daily as a tool to support instructional goals. A focus wall highlights current themes and selections, including California Common Core and Content Standards, Next Generation Science Standards, comprehension skill and strategy for themes/week, word/phonics patterns, vocabulary, and realia. The classroom environment includes theme or subject area posters (student made/store bought) student work reflecting achievement of California Common Core and Content Standards, Next Generation Science Standards, and labels of classroom objects (especially TK/Kindergarten and first grade classrooms). A print-rich environment increases vocabulary for English learners.

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Hands-on Instruction

Teachers employ total physical response in their instruction by using manipulatives, visual representations, and musical expression to enhance learning. Lessons can be more encouraging for our English learners by using realia to activate prior knowledge.

Check for Understanding

Teachers check for student understanding of concepts taught throughout each lesson by circulating around the room while teaching curriculum, leading student discussions, and allowing time for student interaction with both teachers and peers.

Mathematics Support – Students will use mathematical reasoning, concepts, and logical thinking to solve problems; understand mathematical concepts; communicate mathematical ideas; connect mathematics to other studies and their own lives; articulate their understanding of the beauty and power of mathematics (e.g. mathematics' universality, patterns in nature, and elegant solutions); invent mathematical procedures that allow them to compute and perform basic operations; and acknowledge, understand, and apply others' mathematical methods of solving problems. The instructional strategies highlighted above will be used to reinforce and re-teach the key mathematical concepts students will need in order to be prepared for the next grade level.

ASES provides a safe place for students to learn and grow while they get assistance with their homework from caring tutor role models and explore new topics and ideas. At COA, our students build self-confidence by participating in activities such as Art, Choir, Sewing, Soccer, STEAM activities, Violin, tutoring support, World Languages (Russian, Spanish, French), Science Club, Math Club, Technology Club, Drama, Gymnastics,

The ASES Program will offer an attendance recovery program designed to provide additional instructional time to students who have missed school days. These sessions will focus on academic support. The goal is to re-engage students, recover lost instructional time, and improve overall attendance rates.

b. Provide hands-on, project-based learning that will result in culminating products or events.

At COA, students engage in hands-on, project-based learning experiences that culminate in meaningful products and community events. Throughout the year, students participate in activities that lead to showcases such as a Talent Show, Winter Festival, and Multicultural Fair.

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Students apply skills learned in enrichment programs—such as dance, music, and visual arts—while also collaborating on interactive activities and displays for community events. These culminating experiences provide students with opportunities to demonstrate their learning, build confidence, and engage families and the school community through creative expression and cultural celebration.

If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

COA offers a summer program for any and all families. The program runs for the first three weeks and the last three weeks of the summer. The program supports COA families who want to enroll their child in the COA Summer Program and who need the After School Program until 6:00 PM.

3—Skill Building

Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.

All ASES sites provide time for structured homework support and completion. Students work individually or in partners or groups to complete the homework given to them from their regular classroom teacher. Homework is checked for accuracy and completion by the tutor in the ASES program. Academic intervention is included in the program by having regular day teachers identify students with compelling needs.

ASES students extend their regular school day by using a variety of curriculum and resources. Support materials such as National Geographic Reach, GoMath!, Discovery Education to support Next Generation Science Standards, Being a Writer, and California Studies Weekly are available to support the regular school day programs and curriculum.

Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

COA collaborated with the school community consisting of parents, staff, and students regarding the after school program. Based on input from community groups, the school goals include;

1. English language development including reading comprehension and vocabulary
2. Math skills that include multiple step problem solving
3. Technology and computer skills
4. Physical education and nutrition

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5. Enrichment activities such as music, art, and physical activities/sports

COA will align the after school program with the curriculum and goals of the regular school day program.

- After school program staff will receive support and training related to the English language arts and math curricula from COA or GCC certificated staff.
- Regular school day activities and after school program activities will both be aligned to and support the Common Core State Standards and/or the California Content Standards.
- Student homework assignments that they complete during the after school program will be directly related to the content taught in the classroom.

During the after school program, students will be offered multiple educational opportunities for learning and building literacy that are based upon research based strategies and curricula. Every day, students will have 60 minutes of educational activities. The literacy and math activities include:

- ELA and Math instruction from credentialed teachers
- Homework assistance from paraeducators
- Online educational programs and software

Finally, students will build skills in social-emotional learning. COA utilizes elements of Capturing Kids Hearts to support student development in a safe and supportive setting as well as to support growth in social-emotional areas. Key factors of this program include a classroom social contract, self-corrective guided response questions for when a student needs assistance managing behavior or emotions, and the utilization of a model student activities that follow a consistent process and procedure referred to as EXCEL (Engage, X-Plore, Communicate, Empower, and Launch).

4—Youth Voice and Leadership

Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Students participate in class meetings and provide feedback through annual surveys. Principals, site coordinators, and teachers look at student's academic performance based on test scores, district benchmarks, and site assessments to determine student needs throughout the year. ASES staff communicates with teachers on a regular basis to determine students' needs. As student needs and interests are determined, adjustments to homework and enrichment time are made.

Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact

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program practices, curricula, or policies, including opportunities for student leadership.

Students are provided opportunities to participate in several activities during the school day and in the extended learning period to share opinions, interests, and concerns. Students also participate in weekly class meetings as well as student leadership and school spirit activities. Annual student surveys are reviewed and requests, questions, or concerns are addressed through collaboration with site coordinators and additional training as needed.

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

Through class meetings, tutor check-ins, and communications with parents, younger students are able to express their interests. All students are supported in participation in all classroom activities through structured student interactions and engagement opportunities. Students determine needs of their school site and develop plans to address them. Projects such as recycling drives, school litter pick-up, and class gardens have resulted in these efforts.

5—Healthy Choices and Behaviors

Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

COA recognizes the importance of health education, physical education, health services, nutrition services, and a safe and healthy school environment. Twin Rivers Food Services Department provides the healthy snacks, breakfast, and lunch for the ASES students during the school day and a supper service in the after school program. Physical activity time occurs on a daily basis through free play and organized recreational activities. Site coordinators meet with school nurses to determine individual needs of students and support all students as needed.

Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.

All ASES snacks and suppers are provided by the Twin Rivers Food Services department. The Twin Rivers Food Services submits their menus for annual review and approval from

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the State and/or the USDA Nutrition Services for nutritional compliance. Physical activity time occurs on a daily basis through free play and organized recreational activities.

Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.

Chicken sandwich, chicken nuggets, fruit cup, Danimals Yogurt, mozzarella cheese sticks, fresh baby carrots, fresh orange slices, vegetable cup, vegetable juice, 1% milk, fat free chocolate milk

6—Diversity, Access, and Equity

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

Students in the ASES program reflect the diversity of the COA student population and surrounding community. ASES staff is reflective of the student population and most staff are bilingual. Enrichment activities are specifically designed to foster the development of literacy, technology, problem-solving skills, and the appreciation of all cultures. Activities which reflect a variety of cultures are integrated into the program through art, music, history, literature, and character education. Physical development needs are met through outdoor sports and games which help to develop large and small muscles and eye-hand coordination.

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

All students are eligible to join the ASES program. By working with the school community liaison, we are able to reach students and families that could utilize the ASES program. ASES validates and works with all students on IEPs and works with school nurses to learn of student food allergies and other health concerns. School wide Project GLAD (Guided Language Acquisition and Design) techniques support our large percentage of English Learners in the program. Through Principal, Teacher, and Staff Referral we are able to reach out and provide support to students that may have barriers to participating in the program.

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7—Quality Staff

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

The ASES site coordinators and paraeducators are screened for both FBI and DOJ compliance along with TB clearance. ASES employees operating at the level of paraeducator need to fulfill the following requirements:

1. PARA EDUCATOR LEVEL I

The position requires the following:

- 1) High School Diploma/GED or equivalent and;
- 2) At least 1 year of verifiable experience working with students/youths in a structured environment.

Staffing Ratios: The Academic Program Coordinator actively monitors student attendance and ensures that staffing meets the required qualifications. The Coordinator collaborates closely with Program Managers to maintain appropriate staffing ratios for each grade level, ensuring compliance with program guidelines and student needs.

All requirements are screened and records maintained by Gateway Community Charters department of Human Resources.

Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.

ASES staff are recruited through Edjoin, local postings of job availability, and word of mouth. Most ASES employees return to the program and position for multiple years. Staff is encouraged to bring their own skills and experience to share with their classes resulting in a wide variety of academic and enrichment support.

Describe the type and schedule for the continuous professional development that will be provided to staff.

All ASES hourly staff have additional hours built into their schedule for weekly meetings, professional development, and preparation. ASES staff are included on all PD days and either participate with all staff or in their own team training. ASES staff participate in site based training with various focus areas on a consistent basis including active supervision training, restorative practices training, AI training, and CQI training. Additional ASES

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training topics include First Aid/CPR, School Safety, Classroom Management, SEL, Special Ed, Mandated Reporter, and enrichment topics. Site coordinators also connect with the Expanded Learning Division from the Sacramento County Office of Education to take advantage of site coordinator training as well as training on a variety of topics that are current and crucial to supporting students of the ASES program. Quarterly site coordinator meetings address current topics and include training as needed.

Provide descriptions of the services provided by sub-contractors, if applicable.

The ASES program at COA partners with California Aerospace Museum to provide field trips and camps for students. COA also partners with various vendors to provide enrichment opportunities for students with sports, music, dance, gymnastics, art, chess, and language classes. COA also partners with other GCC schools to provide a sports league for students to play basketball, soccer, flag football, and volleyball.

8—Clear Vision, Mission, and Purpose

Vision and Mission: To develop a comprehensive and equitable ASES Program that serves the diverse academic and emotional needs of all students. Students who participate in the ASES Program will acquire knowledge, concepts, and skills to succeed in their choice of college and career in order to positively contribute to both their local and global communities.

Purpose: To provide all students access to a safe and nurturing environment where they have opportunities to engage in enrichment activities they otherwise would not have access to, as well as to provide academic support that builds upon their instructional day and closes the achievement gap.

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

The following data was used in determining the ASES program goals and target population for COA:

- CAASPP (SBAC) assessment reporting scores of all students in grades three - eight.
- Individual student grades/report cards
- Student ELA placement and ELPAC scores
- Teacher and Administrator recommendations and requests

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- Assertive discipline data from CALPADS
- Parent and student surveys
- Ongoing communication with school community through the school community/parent liaison

The resources available to students include online practice and reteach activities in all subject areas and are assigned based on student data and coordination with classroom teachers.

Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Based on input from community groups, the school goals include;

1. English language development including reading comprehension and vocabulary
2. Math skills that include multiple step problem solving
3. Technology and computer skills
4. Physical education and nutrition
5. Enrichment activities such as music and art

COA will align the after school program with the curriculum and goals of the regular school day program.

- After school program staff will receive support and training related to the English language arts and math curricula from COA or GCC certificated staff.
- Regular school day activities and after school program activities will both be aligned to and support the Common Core State Standards and/or the California Content Standards.
- Student homework assignments that they complete during the after school program will be directly related to the content taught in the classroom.

During the after school program, students will be offered multiple educational opportunities for learning and building literacy that are based upon research based strategies and curricula. Every day, students will have 60 minutes of educational activities. The literacy and math activities include:

- ELA and Math instruction from credentialed teachers
- Homework assistance from paraeducators
- Online educational programs and software

Data is collected on an annual basis looking at Math and ELA CAASPP (SBAC) scores of all students in the ASES program. Evaluation is on-going throughout the year through attendance data, Renaissance Learning ELA and Math assessments, and homework

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completion. Collaboration with each student's regular day teacher through conferences, emails, and written memos provide immediate feedback to ASES staff regarding student needs and successes. Curriculum and academic assistance is aligned to support the student and their success in the regular day classroom.

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

- Annual Parent Orientation: All ASES families are invited and required to attend the program orientation meeting. Important ASES information is shared and families have the opportunity to ask questions, address concerns, and provide feedback.
- On-going school site meetings: The Site Coordinator arranges meetings with principals, staff, teachers, and parents to review the ASES program and the needs of the site.
- End-of-Year Survey: An end-of-year survey is given to all stakeholders including site staff, ASES staff, parents, and students. Data is reviewed and evaluated to assist with program development and improvement.

9—Collaborative Partnerships

Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

COA collaborates with the school community consisting of parents, staff, and students regarding the after school program. COA also collaborates with North Highlands Parks and Recreation (NHPRD), the local park district. They have expressed a desire to partner with the school and possibly offer sports and art classes during the after school program. COA will also reach out to other local agencies and entities that will accurately reflect the needs of the school community.

COA collaborates with other GCC managed charter schools to provide a sports league for elementary and middle school students including; flag football, basketball, soccer, and volleyball. They also partner with vendors for specialized activities such as gymnastics, art, dance, sewing, and music.

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

COA Site Principal: Provide leadership and training to site coordinators and staff to connect the instructional day with after school, including site-specific needs and vision.

School Site Council: Provide updated information on school programs and include ASES as an important partner in the school culture and planning.

ASES Families: Through parent meetings and daily interactions, site coordinators and front line staff get feedback from families with questions and concerns regarding the ASES program.

Gateway Community Charters: Provide technical assistance in areas of grant compliance, professional development, and program design/offering.

ASES site coordinators meetings: Meet quarterly to collaborate, plan, and achieve program goals.

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

COA and GCC staff will continue to reach out to various potential partners for collaboration and support. These efforts will include contacts through email and phone calls and visits to observe potential programs or field trip activities. We plan to make contact with the following organizations:

- North Highlands Parks and Recreation for recreational opportunities
- Crocker Art Museum for on-site activities and field trips
- Aerospace Museum for field trips
- Other ASES programs and SCOE Expanded Learning Division for additional resources and options

10—Continuous Quality Improvement

Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the *Quality Standards for Expanded Learning in California*, available on the After School Network web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>).

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Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

To ensure continuous improvement and high-quality programming, COA engages in a Continuous Quality Improvement process aligned with the Quality Standards for Expanded Learning in California. This process emphasizes ongoing assessment, reflection, and improvement of program quality through the active involvement of staff, program managers, Academic Program Coordinator, and county leadership. Each year, COA identifies one focused CQI goal that guides planning, data collection, and decision-making across sites.

Using a structured CQI learning cycle with clearly defined timelines, roles, and responsibilities, COA gathers and analyzes qualitative and quantitative data to inform practice, strengthen staff capacity, and enhance student experiences. The chart below outlines the annual CQI timeline for the selected goal, detailing how assessment results are used to refine, improve, and sustain high-quality expanded learning programs.

While each year COA selects a specific CQI goal to deepen practice and build staff capacity, this work is embedded within an ongoing system of assessment, planning, reflection, and improvement that occurs across all ASES programs. In order to consistently assess program quality, plan targeted improvements, and strengthen implementation aligned with the Quality Standards for Expanded Learning in California, ASES programs engage in the following CQI practices throughout the year:

- Review the End-of-Year Surveys (June-August)
- Create a CQI Plan along with stakeholders; Determine 1-2 focus standards (September-October)
- Provide Monthly evidence of each of the CQI standards (September-June)
- Complete a narrative summary update in November, February, and May
- Provide an End-of-Year Survey to all stakeholders (May-June)
- Reflect and score programs in all CQI areas (June)
- Participate in CQI cycles throughout the year
- Participate in Learning Walks with Central Office staff

The overall program is evaluated by the district coordinator, school site principal, and ASES site coordinator as to its effectiveness. Modifications are made to the program when needed and revisions to the plan are made each year when appropriate.

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Data is collected annually looking at the Math and ELA CAASPP (SBAC) scores of all students in the ASES program. Formative evaluation includes the use of attendance data, homework completion, Renaissance Learning reports, and other site level assessments. Consistent collaboration between ASES staff and school staff including teachers Collaboration with each student's regular day teacher through conferences, emails, and written memos are used to provide immediate feedback to ASES coordinators and staff regarding student needs and successes. Curriculum and academic assistance is modified to support the student and their success in the regular day classroom.

A major criteria in evaluating the ASES programs' effectiveness will be monitoring student growth and success in the areas of classroom academics, behavior, attendance, and homework completion rates. CAASPP scores are reviewed by ASES staff to check for academic growth and modifications are made to instructional plans in association with the regular classroom teacher. Behavior logs on aeries and feedback from regular day classroom teachers are reviewed and student behavior contracts are developed, modified, or eliminated. Attendance issues are addressed on a student-specific basis. Grade level teachers and ASES tutors communicate regularly on homework performance of students. Teacher feedback and suggestions are incorporated into the ASES academic program to ensure the students are using their time in a manner that best supports their academic growth.

11—Program Management

Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.

Staff salaries and benefits require the majority of funding. This helps ensure there qualified staff for the program. Remaining funds are used to purchase supplies to run the program and to bring in enrichment programs for the students. All funds will be allocated and aligned in a way that strengthens the overall Expanded Learning Program and the school site's mission and vision for their students.

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

Teaching Staff: Responsible for homework support for students in the program. Plans and oversees enrichment and recreation activities, provides snacks for students, monitors free play, provides lesson plans and feedback to site coordinator and parents. Meets daily with the site coordinator and parents. Communication via email, phone, radio, or meetings.

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Site Coordinators: Inna Skliaruk, Nadezda Malikova, Kateryna Aksenenko

Plans site program, works with principal and staff to coordinate daily schedules, communications, and student behavior. Meets regularly with the principal, teachers, staff, and district coordinator to plan and develop the program. Meets daily with front line staff, regularly with principal, and quarterly with other site coordinators. Communication through email, phone, or meetings.

District Coordinators: Nicole Duran and Dr. Heather Gold

Supports the programs including budgets, attendance, training, staffing, communication, compliance issues, and all program areas. Communication through email, phone, or meetings.

Principal: Larissa Gonchar

Meets regularly with the site coordinator to plan programs and give updates. Classroom walk-throughs assist coordinators with classroom management techniques and school policies and procedures. Communication through email, phone call, or meetings.

Office Coordinator: Handles budget, purchase orders, and supply orders for site coordinators. Monthly meetings and emails.

Classroom Teachers: Provide feedback on student work and concerns, daily routines, and support for tutors. Monthly meetings, emails, daily check-ins.

School Nurse: Provide support and training as needed. Communication via email and meetings.

Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

COA ASES staff and school site staff will review the program plans every trimester. Also, at the end of the year, we will conduct a formal program review with the school principal, parents, students, and GCC's ASES coordinator and to determine necessary adjustments and needs for the upcoming school year.

Describe the system in place to address the following program administration requirements:

Fiscal Accounting and Reporting Requirements:

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COA administration works with the chief business official (CBO) of Gateway Community Charters to create and maintain the budget for the ASES program. Gateway Community Charters has an accounting coordinator, business services technicians, and other support personnel to monitor the budget and keep the school administration informed. The CBO is responsible for creating the expenditure reports for the ASES program and the Director of Academics, who serves as GCC's ASES coordinator, is responsible for using the ASSIST website to report the requirements of the grant to CDE.

In addition to the CBO, COA is supported by Gateway Community Charters, Chief Learning Officer (CLO), and Academic Program Coordinator who serves as GCC's ELP coordinator. The CLO and Academic Coordinator are responsible for supporting the site in meeting all other program requirements of the grant. The CLO and Coordinator will audit the program regularly and will meet with program managers/administrators to provide updates and support, as needed.

Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).

In-Kind local matching funds will be provided by COA through direct funding from the general fund or ELO-P, as well as, the use of facilities, personnel, and other maintenance and operations support such as electricity, custodial supplies, and student supplies.

Attendance tracking, including sign-in and sign-out procedures.

COA After School Program hours will be based on the school's hours of instructions, Monday through Friday. The after-school program will begin at 3:00pm on regular Monday-Thursday school days and at 12:30pm on Fridays and any additional minimum days, immediately following the end of the school day. The program will run until 6:00 pm daily.

Authorized staff must sign in children for attendance daily using 6Crickets. Parents/Guardians use 6Crickets to sign out their children using a QR code. Digital signatures and a reason must be provided when signing children out for early dismissal.

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>.

In accordance with California Education Code Section 8483 (a)(1), students will be encouraged to attend the program every day for the full range of hours offered. COA will work to accommodate all students interested in the after school program. As a promising

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practice, COA will work to ensure the program is utilized to the fullest extent possible and give priority to homeless and foster youth. If a student is unable to attend the program for the full range of hours offered, the parent/guardian must sign them out and provide the reason for early dismissal. The reason codes are as follows:

Family emergency

Appointment

Transportation

Illness

Safety

Offsite program

Other

12—Sustainability

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

COA is responsible for allocating funds to the ASES program in support of their overall program goals as they pertain to and align with the school's key initiatives and mission and vision. The ASES grant funds the majority of the ASES program, but the school site is currently, and will continue to support the ASES program needs from their state and federal funds on a yearly basis. Annually, the site director, principal, and CBO will review the budget for the ASES program and develop a budget that allocates the resources necessary to sustain the program.

COA uses ELOP funding with ASES funding to support one comprehensive program.