

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. Empowering Possibilities International Charter	130

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	74.1%
➤ Socio-Economically Disadvantaged	66.0%

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.

Empowering Possibilities International Charter (EPIC) ASES program will operate 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 will 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.

Safety Drills include Earthquake, Active Shooter, Lock Down, Accidents/Medical Emergencies, Intruder on Campus, Evacuation, Severe Weather, and Fire. The ASES

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staff will participate 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 will be 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 will meet monthly with the site staff and regularly with the school principal to review safety, classroom management, school policies, and student concerns.

ASES staff will 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 will 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 will provide 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 will be informed of ASES expectations during scheduled parent meetings and will be informed of site expectations on a regular basis.

EPIC 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 will attempt to implement similar approaches within the after school program.

EPIC is also an authorized IB world school for grades TK-8. Elements of the IB instructional approach will also utilized in the after school settings such as IB Learner Profiles that include a focus on developing students who are life-long learners and can describe themselves as Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Balanced, Risk Takers, and Reflective.

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

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enrichment activities that will align with the regular school day to enhance academic performance achievement and 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 a minimum of 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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Instructional Standards (Expectations)

EPIC has established the following standards (expectations) for instruction. EPIC 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.

International Baccalaureate

EPIC is an authorized IB world school for both the Primary Years Programme (TK-5) and the Middle Years Programme (6-8). This rigorous curriculum planning and instructional delivery approach is implemented in all classrooms on a daily basis and major components are shared with ASES staff members. The model consists of creating transdisciplinary units, focusing on student Learner Profiles, and implementing the Inquiry Model as a main pedagogical emphasis.

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 Core 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/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/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.

Hands-on Instruction

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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 will provide 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 EPIC, students build self-confidence by participating in activities such as Art, music, gymnastics, World Language (Spanish), and sport programs.

EPIC offers an educational, summer program for nine hours Monday-Friday for any and all interested EPIC students, either on site or in collaboration with other vendors.

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

ASES students will extend their regular school day by using a variety of curriculum and resources. Support materials such as Newsela, Brainpop, Success Maker, Rosetta Stone and Spelling City are available to support the regular school day programs and curriculum.

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

EPIC 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
5. Enrichment activities such as music and art

EPIC 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 EPIC 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

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 academic performance based on test scores, district benchmarks, and site assessments to determine student needs

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throughout the year. ASES staff will communicate 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 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. One key component of the IB program is the need to present all situations from a variety of different world perspectives. Students also participate in weekly class meetings as well as student leadership and school spirit activities. Annual student surveys are reviewed and requests/questions/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 communication 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 the needs of their school site and develop plans to address them. Projects such as recycling drives, school litter pick-up, and "Shop of Hope", where students collect food, hygiene and pet supplies for families that are homeless.

5—Healthy Choices and Behaviors

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

EPIC recognizes the importance of health education, physical education, health services, nutrition services, and a safe and healthy school environment. EPIC contracts with a vendor to provide balanced meals for breakfast and lunch during the school day and a snack for the after school program. Physical activity time occurs on a daily basis through Free Play and organized recreational activities. Site coordinators will 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

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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 are provided by the contracted vendor and include healthy choices. 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.

Examples of snacks include; pretzels, fruit, whole grain muffin, baked chips, vegetables, 100% fruit juice, mozzarella cheese sticks, 1% milk, and 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 will reflect the diversity of the EPIC student population and surrounding community. ASES staff will be reflective of the student population with a goal of hiring staff that are also bilingual. The ASES program will extend the concept of a world citizen as outlined in the IB program and supports diversity and sharing different world views as well as promoting cultural events. Staff members bring in their own interests to strengthen the diversity of the program offerings, especially in the areas of art and music.

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 will be 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 will work with school nurses to learn of student food allergies and other health concerns. School wide GLAD (Guided Language Acquisition and Design) techniques support our large percentage of English Learners in the program. Through Principal, Teacher, and Staff Referral we will be 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 will be screened for both FBI and DOJ compliance along with TB clearance. ASES employees operating at the level of paraeducators need to fulfill the following requirements:

PARAEDUCATOR LEVEL I

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

PARAEDUCATOR LEVEL II

1. High School Diploma/GED or equivalent and;
2. Successful completion of a qualifying assessment exam that will appraise your knowledge and abilities in instructing reading, writing and mathematics (Para educator Exam). Proof of 48 semester units from an accredited college/university, or an AA degree or higher may substitute for the qualifying assessment exam.

PARAEDUCATOR LEVEL III

1. High School Diploma/GED or equivalent and;
2. Proof of BA/BS degree or higher from a United States College or University

All requirements are screened and records maintained by the 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 will be recruited through Edjoin, local postings of job availability, and word of mouth. Staff will be 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.

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All ASES hourly staff will 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 will participate in site based training with various focus areas on a consistent basis. Additional ASES training topics include First Aid/CPR, School Safety, Classroom Management, SEL, Special Ed, Mandated Reporter, and enrichment topics. Site coordinators will 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 in the ASES program. Quarterly site coordinator meetings to address current needs and professional development will be provided by the Director of Academics.

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

The ASES program at EPIC partners with various organizations and vendors to provide targeted services based on program needs. They contract with vendors to provide art, music, esports, recreational activities, Science, and chess. EPIC also partners with other GCC schools to provide a sports league for students to compete in flag football, basketball, soccer, and volleyball. EPIC also partnered with Yolo County YMCA to provide summer program options.

8—Clear Vision, Mission, and Purpose

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 EPIC:

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

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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

EPIC 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 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, i-Ready ELA and Math Diagnostic Assessment, and homework completion. Collaboration with each student's regular day teacher through conferences, emails, and written memos will provide immediate feedback to the ASES staff regarding student needs and successes. Curriculum and academic assistance will be aligned to support the student and their success in the regular day classroom.

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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 will be invited and required to attend the program orientation meeting. Important ASES information will be shared and families will have the opportunity to ask questions, address concerns, and provide feedback.
- On-going school site meetings: The Site Coordinator will arrange 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 will be 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.

EPIC collaborates with the school community consisting of parents, staff, and students regarding the after school program. EPIC also collaborates with the neighboring church, Russian Baptist Church. This church can offer opportunities for service learning for students during after school hours. EPIC also collaborates with Shore of Hope and River City Recreation Center and YMCA. Gateway Community Charters staff also advises as to program requirements and specifics.

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.).

EPIC 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 will get feedback from families with questions and concerns regarding the ASES program.

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

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.

EPIC 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:

- YMCA
- Crocker Art Museum for on-site activities and field trips
- Aerospace Museum for field trips
- Other ASES programs and SCOE/YCOE 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>). 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>.

In order to follow the CQI process and assess, plan, and improve, ASES programs:

- Create a CQI Plan along with stakeholders; Determine 1-2 focus standards (September-October)
- Develop an End-of-Year Survey that reflects CQI Plan (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)
- Review the End-of-Year Surveys (June-August)

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- Reflect and score programs in all CQI areas (June-August)

The overall program will be 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.

Data will be collected annually looking at the Math and ELA CAASPP (SBAC) scores of all students in the ASES program. Formative evaluation will include 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 will be 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 will be 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 will be reviewed and student behavior contracts developed, modified, or eliminated. Attendance issues will be addressed on a student-specific basis. Grade level teachers and ASES tutors will communicate regularly on homework performance of students. Teacher feedback and suggestions will be 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 will be 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 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.

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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.

Site Coordinator: Viktor Belokopytov

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.

Organization Coordinator: Joi Tikoi

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

Principal: Dr. Jerry Kosch

Meets regularly with the site coordinator to plan the program 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.

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

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

Fiscal Accounting and Reporting Requirements:

EPIC administration will work with the chief business official (CBO) of Gateway Community Charters (GCC) 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 Executive Director of Educational Programs, who serves as GCC's ASES Coordinator, is responsible for using the ASSIST website to report the requirements of the grant to CDE.

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 EPIC 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.

EPIC 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 children in daily for attendance using Aeries. Parent/Guardian signatures will be required 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/earlyrelequidance.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. EPIC will work to accommodate all students interested in the after school program. As a promising practice, EPIC 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

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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:

F=family emergency

A=appointment

T=transportation

I=illness

S=safety

P=offsite program

O=other

12—Sustainability

EPIC 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 will fund the majority of the ASES program, but the school will 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.