



# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gateway International School	Joi Tikoi Principal	Joi.Tikoi@gcccharters.org 916-286-1985

The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

- GIS made multiple efforts to solicit stakeholder feedback and gather information to determine needs and possible solutions. These efforts included:
- Online Survey for Parents
  - Online Survey for Students
  - Online Survey for Staff
  - Administrator meetings
  - Certificated staff meetings
  - Classified staff meetings
  - Facebook Live daily from administrators with interaction from audience
  - YouTube Live School Orientation with audience interaction
  - YouTube Live Back to School Night with audience interaction
  - YouTube Live Parent Workshops for technology--
  - Zoom Parent Meetings
  - Zoom School Site Council and English Learner Advisory Committee.

A description of how students will be identified and the needs of students will be assessed.

Students will be identified based on data from: Renaissance Data Systems, I Ready baseline assessments and other classroom based assessments (formative and summative). SEL baseline data will be obtained with a variety of methods including interviews, teacher recommendation, and student surveys. The data will be used to assist with standards based academic instruction as well as support to address any social emotional needs that are identified as an area of need to ensure student success.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Families will be notified via Parent Square, our local communication system as well as direct communications from school administrators and teachers. Both the school and GCC websites have information regarding expanded learning opportunities and resources.

A description of the LEA's plan to provide supplemental instruction and support.

Gateway International School will use the funds to support a variety of staffing and programmatic items to ensure student success. The funds will be use for the following specific activities, programs, staffing and services:

Summer School (20/21 and 21/22)

Paraprofessionals

Targeted Intervention teacher

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	116,460	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	245,885	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	41,399	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
Total Funds to implement the Strategies	403,764	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

During the budget development process, each funding area was discussed and it was determined through those discussions how to coordinate spending to best serve students. Priority expenditures were considered based on the need, area of concern, funding source and timeframe of funding. A focus on integrating supports to meet health and safety, social emotional learning and trauma and academic learning gaps was used. By looking at all the funds together, in development of not only the 21.22 budget but also the LCAP allowed the school to utilize the funds in an integrated manner.

# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

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

<b>Name of Local Educational Agency or Equivalent:</b>	Gateway International School
<b>Contact Name:</b>	Joi Tikoi
<b>Contact Email:</b>	joi.tikoi@gcccharters.org
<b>Contact Phone:</b>	916-286-1985

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

1. Gateway International School

### Purpose

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

### Definitions

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

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

### Instructions

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

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

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <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.

### Safe Environment:

School safety and cultivating a supportive environment is a priority of Community Outreach Academy. The school strives to be in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The safety plan is updated each year and reviewed with staff every fall. A school site representative participates on the Gateway Community Charters Safety Committee to ensure safety procedures/protocols are up to date.

In addition, school-wide safety training and drills are conducted throughout the school year and include the expanded learning program 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 expanded learning 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 program 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 and central office director to review safety, classroom management, school policies, and student concerns to ensure practices are up-to-date and align with the schools daytime drills.

### Supportive Environment:

The expanded learning 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 the programs expectations during scheduled parent meetings and are kept informed of site expectations on a regular basis.

GIS 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). The expanded learning staff members attempt to implement similar approaches within the after school program.

GIS is also an authorized IB school for grades K-8. Elements of the IB instructional approach are also utilized in 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.

### Program Location:

The expanded learning program will operate on the school site, thus not transportation services will be provided.



## 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.

During the Expanded Learning Program (ELO-P), students will be offered multiple educational opportunities for extending their learning, with a focus on building literacy, that are based upon research based strategies and curricula. Every day, students will have a minimum of 60 minutes of educational activities that will help support and extend their instructional day. The literacy and math activities include:

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

Teachers will be the primary resource for the education and literacy elements 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, specific strategies and programs that have shown to be successful in supporting all learners. .

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:

Expanded reading instruction: 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.

Expanded writing instruction: 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

Expanded enrichment aligned to instruction: 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): GIS teachers and support staff will use specific instructional methods in planning, implementing and evaluating effective instruction in our expanded learning program for our unique student population. These methods will be used to teach and extend Common Core State Standards/California Content Standards in conjunction with the adopted curriculum. GIS has established the following standards (expectations) for instruction.

International Baccalaureate: GIS is an authorized IB school for both the Primary Years Programme (K-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 ELO-P staff members. The model consists of creating trans-disciplinary 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, Common Core State Standards/California 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: Program staff use classroom space/walls daily as a tool to support instructional goals. A focus wall highlights current themes and selections, includes Common Core State Standards/California 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 Common Core State Standards/California Content Standards/Next Generation Science Standards, and labels of classroom objects (especially kindergarten and first grade classrooms). A print-rich environment increases vocabulary for English learners. Using the content currently being used in the classroom will allow program staff to build upon and support the learning that is occurring during the instructional day.

Hands-on Instruction: Program staff 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: Program staff 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.

The ELO-P provides a safe and supportive environment for students to learn and grow while they get assistance with their homework from caring tutor role models and explore new topics and ideas. In addition, through our ELO-P 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, etc...

### 3—Skill Building

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

Based on input from education partners (parents, school and program staff, and students), the ELO-P will focus on building the following skills:

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, art, and physical activities/sports

The ELO-P also provides 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 program. Academic intervention is included in the program by having regular day teachers identify students with compelling needs.

All students in the ELO-P program 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.

Finally, students will build skills in social-emotional learning. GIS 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 the program will provide opportunities for students to engage in youth voice and leadership.

Incorporating voice and leadership in our students is a priority for GIS. To assist in developing an engaging ELO-P, students participate in regular class meetings and share opinions, interests, and concerns. At the end of the year, students provide their feedback through annual surveys. The principals, site coordinators, and teachers use the student feedback in conjunction with student's academic performance based on test scores, district benchmarks, and site assessments to determine student needs throughout the year.

Requests/questions/concerns are addressed, additional clubs/activities are added, and additional training is provided as needed.

In addition to leveraging students' voices to guide program decisions, students are provided opportunities to participate in several activities during the extended learning period to share opinions, interests, and concerns.

Students participate in weekly class meetings as well as student leadership and school spirit activities. Students determine needs of their school site and develop plans to address them, thus helping to connect the ELO-P to the instructional day.

## 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 programing.

GIS 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 ELO-P students during the school day and a supper service in the after school program. The Twin Rivers Food Services submits their menus for annual review and approval from 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. Program coordinators meet with school nurses to determine individual needs of students and support all students, as needed.

## 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.

Students in the ELO-P reflects the diversity of the GIS student population and surrounding community. Program 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. In addition, program staff will be provided ongoing professional development on equity and building culturally responsive program.

All students are eligible to join the ELO-P, with a priority given to foster/homeless and identified unduplicated students. By working with the school community liaison, we are able to reach students and families that could utilize the program. Program staff 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 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.

## 7—Quality Staff

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

Hiring and retaining quality staff is a priority for GIS. In order to ensure program employees are of quality, GIS ensures they are hiring quality staff and are providing on-going professions development.

Hiring Quality Staff: All staff must pass an extensive FBI and DOJ background check and at minimum, meet the following requirements:

#### PARAEDUCATOR LEVEL I

- 1) High School Diploma/GED or equivalent and;
- 2) Either passing a qualifying assessment test 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.

#### PARAEDUCATOR LEVEL II

- 1) High School Diploma/GED or equivalent and;
- 2) Proof of BA/BS degree or higher and;
- 3) Successfully pass a qualifying assessment test that will appraise your knowledge and abilities in instructing reading, writing and mathematics (Either the Para educator Exam or CBEST)

#### Professional Development:

All program staff participate in ongoing professional development throughout the year. Program staff have additional hours built into their staff for weekly meetings, professional development, and preparation. Program staff also participate in the school's five all-staff PD days. Staff training topics include: First Aid/CPR, School Safety, CKH, Classroom Management, SEL, Special Ed, Mandated Reporter, Equity and Culturally Responsive Teaching 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 ELO-P. In addition, Gateway Community Charters holds quarterly site coordinator meetings that address current topics and include trainings.

## 8—Clear Vision, Mission, and Purpose

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

**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.

**Vision and Mission:** To develop a comprehensive and equitable Expanded Learning Program that serves the diverse academic and emotional needs of all students.

Students who participate in the Expanded Learning 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.

## 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.

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GIS collaborates with educational partners including parents, students, staff, and community businesses regarding the after school program plan. GIS currently 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. GIS will also reach out to other local agencies and entities that will accurately reflect the needs of the school community. 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 Extended Learning Division for additional resources and options

In addition, the ELO-P collaborates with:

Site Administrators: Provides 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: Provides updated information on school programs and includes ELO-P as an important partner in the school culture and planning.

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

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

ELO-P Coordinator Meetings: Meet quarterly to collaborate, plan, and achieve program goals.

## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

In order to follow the CQI process and assess, plan, and improve the Expanded Learning Program, GIS will do the following:

Provide an End-of-Year Survey to all stakeholders (April-May)  
Review the End-of-Year Surveys (June-August)  
Create a CQI Plan along with stakeholders; Determine 1-2 focus standards (September-October)  
Provide mid-year evidence of each of the CQI standards (January-February)  
Reflect and score programs in all CQI areas (June)

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

In addition to feedback surveys, data is collected annually looking at the Math and ELA CAASPP (SBAC) scores of all students in the ELO-P. Formative evaluation includes the use of attendance data, homework completion, iReady reports, and other site level assessments. Consistent collaboration between program staff and classroom teachers through conferences, emails, and written memos are used to provide immediate feedback to program 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 ELO-Ps' 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 program 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 program tutors communicate regularly on homework performance of students. Teacher feedback and suggestions are incorporated into the program's academic program to ensure the students are using their time in a manner that best supports their academic growth.

## 11—Program Management

Describe the plan for program management.

GIS administration will work with the chief business official (CBO) of Gateway Community Charters to create and maintain the budget for the Expanded Learning Program, as well as to ensure the program is meeting the requirements set-forth by the ELO-P grant. 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 program. Staff salaries and benefits will be a priority for 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 Extended Learning Program and the school site's mission and vision for their students.

In addition to the CBO, GIS is supported by Gateway Community Charters, Director of Academics, who serves as GCC's ELO-P coordinator. The Director of Academics is responsible for supporting the site in meeting all other program requirements of the grant. The Director of Academics will audit the program quarterly and will meet with program coordinators/administrators to provide updates and support, as needed.

Finally, program staff and school site staff will review the program plans every trimester and at the end of the year, a formal program review with the school principal, parents, students, and program coordinator will be held to determine necessary adjustments and needs for the upcoming school year.



## 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 will assist our school in expanding their ASES program. The additional funding will be used to hire more quality staff, so that we are able serve more students and decrease the need for a waiting list. The ELO-P funding will also assist in increasing the number and quality of enrichment opportunities that we are able to offer our students. In addition, the ELO-P program will allow us to potentially extend program times to before school and intersession.

### 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?

#### Staffing Ratio:

ASES staff are recruited through Edjoin, local postings of job availability, word of mouth, and recruitment fairs. Recruitment for the ELO-P will take place each spring based on school enrollment, average yearly ASES interest and staffing projections. Pupil-to-staff ratio will be maintained by regular attendance audits. A waiting-list will be developed if TK/Kinder numbers are to surpass 10:1. Priority will be given to homeless, foster, and SED students. We will continue active recruitment efforts throughout the year to ensure we are serving as many students as possible.

#### Program Development for TK/K:

GIS recognizes the benefit of professional learning, as such we make it a priority for all staff. All ELO-P staff participate in tailored ongoing professional development throughout the year. Program staff have additional hours built into their staff for weekly meetings, professional development, and preparation. Program staff also participate in the school's five all-staff PD days. During these training sessions, ELO-P staff will receive both general and tailored training. Topics may include: First Aid/CPR, School Safety, CKH, Classroom Management, SEL, Special Ed, Mandated Reporter, Equity and Culturally Responsive Teaching and enrichment topics. These trainings are tailored to meet the needs of each grade level, thus staff supporting TK/K will be provided professional learning in early childhood best-practices. In addition, academic instruction in the ELO-P are provided by teachers who currently teach or have experience in teaching the grade(s) they are supporting in the program. Grade appropriate curriculum, materials and resources will be provided.

### 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.

Regular School Year M-Th Sample Schedule:

School Starts: 8:30 AM

School Ends: 3:00 PM

ELO-P Begins: 3:00 PM

ELO-P Ends: 6:00 PM

Total Time Offered: 9.5 Hours

Regular School Year Friday Sample Schedule:

School Starts: 8:30 AM

School Ends: 12:30 PM

ELO-P Begins: 12:30 PM

ELO-P Ends: 6:00 PM

Total Time Offered: 9.5 Hours

Summer Day Schedule: June 6th-July 6th

ELO-P 8:00 AM-5:00 PM

Total Time Offered: 9 Hours

**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.

**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.