

**Expanded Learning  
Opportunities Program**

# **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE**



**Modesto City Schools  
426 Locust Street  
Modesto, CA 95351  
209-574-1500**

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

# Expanded Learning Opportunities Program

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

Local Educational Agency (LEA) Name: Modesto City Schools

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Contact Phone: 209-574-1500

**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. Alberta Martone Elementary

2. Bret Harte Elementary

3. Burbank Elementary

4. Catherine Everett Elementary

5. El Vista Elementary School

6. Elihu Beard Elementary

7. Enslin Elementary School

8. Evelyn Hanshaw Middle School

9. Fairview Elementary

10. Franklin Elementary

11. Harriette Kirschen Elementary

12. James Marshall Elementary

13. John Fremont Elementary

14. John Muir Elementary

15. Lakewood Elementary School

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16. La Loma Junior High \_\_\_\_\_

17. Mark Twain Junior High \_\_\_\_\_

18. Orville Wright Elementary \_\_\_\_\_

19. Robertson Road Elementary \_\_\_\_\_

20. Roosevelt Junior High \_\_\_\_\_

21. Rose Avenue Elementary \_\_\_\_\_

22. Shackelford Elementary \_\_\_\_\_

23. Sonoma Elementary \_\_\_\_\_

24. Tuolumne Elementary/Middle School(TK-8) \_\_\_\_\_

25. William Garrison Elementary \_\_\_\_\_

26. Wilson Elementary \_\_\_\_\_

## **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

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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/qualstandcqj.asp>.

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## 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 school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.*

Modesto City Schools (MCS) has successfully operated after school programs over the last 18 years, providing a safe and supportive learning environment for our students. The after school site locations will follow the current district policies and procedures that guide extended education practices for student access and safety during non-school day hours. The primary reason expanded learning programs exist at MCS is to provide a safe, secure environment for students who might not otherwise have a safe place to be after the school day ends one each elementary and middle. These after school programs will operate on their school sites and adhere to district-wide safety protocols already established.

A majority of the MCS schools are located in urban or suburban neighborhoods, allowing students to walk to and from school. There are safe student walking routes clearly identified for school sites. These same routes will be utilized for after school programming at the designated school sites. To help facilitate field trips, the program staff will facilitate “walking school busses” to ensure student safety. Students who are dropped off at school by parents/guardians follow the designated school site procedures during the school year; each school site will have designated parking for parents/guardians to use while checking in/out their child.

To ensure proper checkout procedures, parents/guardians and/or authorized persons (anyone placed on their emergency forms) are required to sign their child out of the after school and may sign a release to allow their child to walk home at the end of program hours. During fall/winter (non-daylight savings) months, students eligible to walk home will be released earlier in accordance with the after school Early Release Policy to ensure they reach home prior to sunset. Program staff call daily to verify student absences.

MCS is a large school district providing education services and support at 34 schools, to over 29,000 students and their families. All after school programs follow the same school safety plan implemented during the instructional school day, in addition to specific procedures related to after school program related activities that are documented in the district wide policies. All after school program staff are required to attend safety training drills throughout the school year. After school program staff also serve on select safety committees.

Monthly fire drills rotate through various day(s) of the week and time(s) of day. Lockdown drills occur a minimum of twice per year, while earthquake drills occur as part of the Great American Shakeout in California and are intended to prepare staff and students to be prepared in the event a true emergency occurs. Anecdotal and empirical data is collected

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during the drills from a sample of staff and students to better evaluate how the drills are handled. This information is used to increase response time, ensure safety for all involved, and to better educate the students about the importance of being prepared in the event of a manmade or natural disaster.

Each school site, by-law in California is required to have an AED device available, should it be needed, and which at least one designated program staff member will be trained to use the equipment. Program staff who participate on any of the school safety committees are there to help ensure consistency with the protocols in place for both the instructional day and after school program. MCS utilizes the Positive Behavior Intervention and Supports (PBIS) technical assistance center to develop plans that not only include the instructional day but the after school programs as well. The designated after school Site Coordinator at each site participates on the PBIS and Restorative Practice committees. At the beginning of the school year, staff members conduct a safety presentation for students and their families to identify basic safety procedures that are followed by the instructional day and after school program. Having the after school program on the school site helps to better align the safety practices, so that staff, students, and families are more knowledgeable of the expectations.

Additional steps to ensure students safety include all after school program staff members wearing name badges that are clearly identifiable. Staff members are required to carry radios to facilitate communication during student classroom transitions or during student check-in and check-out processes. Mostly every school is fully gated with specific classrooms identified and designated for use by their respective after school program. With the school(s) being fully gated, this makes the process easier and more reliable in the event of a lock-down emergency. All classrooms are equipped with phones; however, by having radios, this allows for continual communication in the event a staff or administrator is with a group of students outside or transitioning to another area of the school campus. After school staff are required to periodically take head counts of students to ensure everyone is present when moving from one activity to another. Once students check into the after school program, students are required to remain with their assigned program staff until they are either signed out by a parent/guardian and/or authorized person or otherwise directed by staff. Each after school program is required to have at least one accessible emergency binder that includes contact information for students in the event family members need to be reached. If there is an accident or incident, program staff are required to complete the applicable report and make parent/guardian contact, and a copy of the report is sent to the school site and district SSS staff for review.

Over the last twenty years, there have been numerous policies, procedures, and protocols implemented at MCS to ensure a more safe and secure environment at all schools. In addition, many physical measures have been put in place including gates and/or fences that surround the schools, increases in school safety personnel, and alarm/security systems. Surveys given to students and family members over the years of those who participate in MCS after school programs reveal individuals feel their school is safe and secure. Many of the parents and/or guardians at MCS schools have also identified that without after school programming, their child would otherwise have to be left at home unsupervised or attending a less safe childcare situation. Another added benefit to having

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an expanded after school program offered at the school is the offering of additional academic activities and support.

Another benefit to offering a safe and supportive after school program on the school site is the ability for students to build upon their peer-to-peer relationships and enhance their social skills. The schools obviously are bound by specific policies and rules which encourage and require positive behavior, but the offering of programs such as PBIS allow for staff and students to build an even deeper relationship with one another without having to feel like staff are trying to control student's behavior. Frequency and proximity for those who may have come from various backgrounds allows for increases in familiarity, and along with engaging and enriching activities, this helps to build a network of positivity and feelings of safety.

All MCS after school programs provide a variety of character education curriculum used to promote social skills and help build relationships with adult role models. One specific example of a fantastic curriculum utilized in the after school program is Every Monday Matters (EMM). With EMM, after school programs have established "You Matter" clubs and/or restorative circles, which focus on the importance of promoting social and emotional health through experiential lessons that allow students the ability to work together with peers who they might not ordinarily associate with to solve complex emotional situations. Other curriculum such as 2nd Step help to promote fairness and equity and additional emotional skills.

Additional services and support offered in the after school programs include contracting with a local counseling based organization called Center for Human Services (CHS). CHS employs Mental Health Clinicians who are working toward or are already licensed Marriage and Family Therapists and are available to meet with students who may be struggling emotionally or socially. Typically, the first step before students are referred to a Clinician, they are referred or self-selected to see a CHS employed Student Assistance Specialist (SAS). An SAS is a qualified individual with the minimum of a bachelor's degree in the field of Psychology or Sociology who meets with the students either 1:1 or in group settings. The SAS often tries to meet with students in a group setting initially because typically students are referred for peer-to-peer related issues. As the SAS becomes more familiar with the students they can identify whether or not the individual is in need of additional support and will communicate with the after school program staff, school site administration, and the family with potential next steps and potential referrals. The SAS also provides training to all after school program staff regarding positive behavior support and strategies they can implement with the students as necessary.

### **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*  
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*instructional day.*

Programs are correlated with the California State Standards and provide assistance in English Language Arts. Student performance levels and progress are regularly shared with classroom teachers and students' families. A variety of programs are used to enhance student achievement in literacy, such as *KidzLit*, *Write Brain Books*, and *Readers' Theater*. Academic support is also coordinated with the school site to provide intervention in language arts for struggling students. The district's current intervention curriculum is used to support these students.

For additional support in mathematics, students are provided standards-based guidance for SWUN Math. Student performance levels and progress are regularly shared with classroom teachers and students' families. Activities utilized for math enrichment include *Dreambox*, *Box Cars*, *One Eyed Jacks*, and *Beyond the basic Math Facts* curriculum.

RISE, Rigorous Intervention for Student Excellence, is a district coordinated and targeted academic intervention program for TK-8th grade students. RISE identifies students needing additional support through multiple measures, focusing on reading and math skills. RISE instruction is provided after-school by credentialed teachers utilizing small group intervention curriculum: *Heggerty Phonemic Awareness* lessons, *Enhanced Core Reading Instruction* program, *SIPPS Challenge* reading program and *SWUN Beyond the Basic Math Fact* practice.

Students are able to pursue studies of subjects or themes that are of interest to them. They may choose a variety of academic enrichment activities, such as nutritional cooking clubs, filmmaking, gardening, coding, and sports.

STEAM exploration through clubs and academies provides an opportunity for students to be active participants in hands-on activities that further the students' understanding of the science and the arts. Project Lead The Way Curriculum and Lego Spike Essentials utilized deliver lessons on Science, Technology, Engineering, Art, and Math. Additionally, a number of collaborative partners and teachers provide instruction in STEAM throughout the year.

A number of curriculum tools and community partners are incorporated into our educational enrichment element. Examples are described below.

- *Every Monday Matters* and *Peacebuilders* teach character-building and community service.
- PBIS Rewards and 2nd Step- provide incentive for positive behavior and daily lessons in socio-emotional learning.
- Modesto Junior College provides instruction in dance, music, drawing, pottery, and other arts.
- *Youth Empowerment Group* provides dance, acting, art, and socio-emotional learning opportunities.
- *CATCH* is a physical education curriculum that involves all students in a

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- variety of physical activities and incorporates nutrition into the lessons.
- *KidzLit*, a literature appreciation program.
- Readers' Theater, dramatic presentations based on literature selections.
- University of California Cooperative Extension provides nutrition education.
- Missoula Children's Theater, a drama production program.
- Great Valley Museum provides traveling teacher programs in various disciplines.
- Foothill Horizons Provides outdoor education activities and activities focused on environmental science.
- Stanislaus County office of Education provides Science and environmental studies lessons and conservation.
- MCS high school clubs put on STEM and Career related activities for afterschool programs.

Through these educational enrichment activities, the students experience successful results that are demonstrated in projects that they create. They also participate in assemblies and celebrations with staff and families to recognize their achievement. School and district display areas are utilized to showcase ASES activities. Newsletters, websites, and the district public information office also offer opportunities to focus on student activities in ASES programs.

### Sample Daily "After School" Schedule

2:30-2:50	Check in, eat snack, transition to homework rooms
2:50-3:50	Homework assistance and tutoring
3:50-4:30	CATCH or other outdoor recreation activities
4:30-5:30	Enrichment activities
5:30-6:00	Crafts/Projects/Clubs

The MCS after school program embraces the concept of student voice and leadership. Students are encouraged to not only provide input, but also help design and run the after school programs at the sites. Student leaders at the after school program site meet on a regular basis to discuss and analyze program details. Working with the Site Coordinator, student leaders will meet either weekly or bi-weekly to share their viewpoints and provide input on program activities.

Junior high students provide program guidance regarding upcoming academies through their quarterly surveys. Student leaders then help analyze the results and provide guidance on the planning of the academies. At the elementary level, students vote on the types of clubs they would like to see offered. After analyzing the results, student leaders then provide suggestions on what clubs should be offered over the next six weeks.

Junior high students participate in academies and clubs that culminate with a showcase. Depending on the academy or club, students may display works of art, perform theatrical

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or musical programs, demonstrate a newly acquired skill or provide information regarding the particular focus of their academy. During the academy, students will progress in their knowledge and understanding of their subject for the academy. For example, photography students will display their photos and be able to describe the various elements that went into the creation and editing of the photo.

Elementary clubs will also have a culminating event to highlight what the students learned. Service learning clubs may demonstrate how their project helped the community and also have a related field trip. Leadership clubs may plan an activity for their site and complete the process for the enjoyment of all students.

Through collaborative partnerships, the students will enjoy a variety of opportunities to explore and develop. Students will learn to be creative, inquisitive, and think critically, all 21<sup>st</sup> Century skills they will need to be successful.

### 3—Skill Building

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

Studies reveal that students who are actively engaged in school have a greater chance to graduate and go on to become productive members of society. After school students are less likely to be held back in school, have higher attendance levels, and are less likely to drop out of school (CA3advocacy.org) as a direct result of activities and support offered by after school programs.

Assessments indicate a need for additional assistance for students in language arts, math, and science. The MCS after school programs additional academic time and support provided is beneficial to students according to past reviews of the CAASPP/CST results (new data unavailable due to school closures and testing changes due to COVID-19), which reveal ASES students scored higher in ELA by 10%, math by 8%, and science by 15%. The goal is to increase ELA scores by 25% with the Rigorous Intervention for Student Excellence (RISE) in the after school program. Math scores would improve 25% through the use of hands-on math and real-world science and math experiences. Having daily homework support and the opportunity to solve real world problems has proven successful; however, the flexibility offered through after school programs allows students to work at a pace that is convenient for them and helps to better promote understanding of math concepts. Hands-on science activities provide students with the ability to hypothesize and test ideas. This has led to a greater understanding of science as measured by the CAASPP results.

English Language Learner (ELL) student's benefit from the ability to practice the use of language with peers in both formal and informal settings. Having the additional support provides a level of comfort, which encourages EL students to engage in a greater use of language or the desire to seek assistance. Curriculums like DISE (Direct instruction Spoken

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English) and Rosetta Stone will be incorporated to support English learners mastery of language skills. Program staff and fellow students build relationships that create an atmosphere of trust. This trust promotes taking the risk to speak when otherwise the student may not. The ability to participate in visual and performing arts, science activities, sports teams, and youth leadership helps develop the whole student.

Only 14% of MCS Students who attended afterschool programs had 10% or more absences while 36% of non-after school students averaged 10% or more absences during the 2020-21 school year. Students who attend school on a regular basis perform academically at a higher rate than students who have poor attendance.

The planned program activities reflect a significant need for after school programs throughout the MCS district. The proposed activities have been derived from the MCS Local Control and Accountability Plan (LCAP); LCAP Advisory Group; and feedback and input from parent advisory groups, student surveys and meetings, staff feedback, and community focus groups.

The LCAP describes MCS's intention of meeting annual goals for all students to close the achievement gap and increase student academic, emotional, and social support. As part of the LCAP process, the English Learner (EL) parent participation group reviews the LCAP draft and compiles questions for the MCS district Superintendent to address. The following actions and services outlined in the 2020-2021 LCAP are directed toward meeting student needs and closing the achievement gap. They form the basis for after school program:

- Increases in parent involvement
- Provide parent leadership classes to increase participation and engagement
- Provide professional development on effective instructional strategies for sub-groups
- Provide access to winter, spring, saturday, summer enrichment academic activities
- Increase opportunities for exposure to the visual and performing arts
- Increase elementary music instruction
- Provide cultural competency training to all school staff
- Expand restorative practices & support PBIS
- Provide outreach to African American students and families
- Increase bilingual personnel to increase parent participation and engagement

The LCAP Advisory Group is in its seventh year collaborating with the local community to create the action steps for the plan itself. The MCS LCAP Advisory Group provides feedback on the progress the district made toward goals outlined in the 2021-22 LCAP and makes recommendations for the 2022-23 LCAP. The group includes some returning members, as well as new student, parent and staff representatives. Members meet once a month for a total of six meetings during the school year.

In addition to LCAP Advisory Group meetings, MCS hosts meetings for student groups, parents, community members, and staff annually. The district shares all data and feedback gathered from these meetings on the district's website.

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Top LCAP survey results received from the community meetings related to increasing after school programs:

1. How can schools help struggling students?
  - a. Provide after school programs including math tutoring & other tutoring
  - b. Provide more monies for various activities like arts, music, and drama
  - c. Provide more summer enrichment programs for struggling/EL students; give them a reason to come to school besides academics
  
2. What is MCS doing that's working?
  - a. After school programs are awesome for keeping kids safe after school and giving them some mentoring and self-confidence
  - b. It has been great to see schools offering children greater opportunities to go to the local center for the arts, have art lessons, and science
  - c. Expanding options for all students

## **4—Youth Voice and Leadership**

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

The MCS expanded learning programs are focused on motivating, encouraging, and empowering the students to achieve academically to become productive community members. Gathering feedback is essential to this process and helps make sure the needs and interests of students are met. During the year, student interests are gathered through surveys in the Expanded learning Student Leadership Teams. Surveys provide an opportunity for the expanded learning students to share direction on the types of activities and projects they would appreciate being offered. This information provides a basis for planning projects and staff training to meet academic and developmental needs of the participating students. Knowing what students are struggling with fluency provides

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direction and helps identify curriculum, but having student input assists in matching the curriculum to the student interests.

After School Program Site Coordinators communicate with the instructional day instructors, administration, and coaches regarding student progress. Teacher contact forms provide guidance for students in need of specific intervention. This input provides greater guidance than simply using summary data from various district or state assessments. Contact forms provide the instructional day teacher the opportunity to highlight areas of concentration. For example, third grade teachers have noted the struggles of some students with fluency. Knowing which students are in need of fluency assistance helps in developing groups and selecting curriculum such as Heggerty, to assist these students.

After School Program Site Coordinators receive copies of the pacing guides for language arts and math. This information improves planning of academic activities that support the instructional day, also identifying student interest in order to better prepare the curriculum and intervention materials. For example, math concepts of area and perimeter are integrated into gardening lessons through garden design. Assessment information for ASES students is shared through the Performance Matters database. The database records student progress on various assessments. The data then allows for the identification of struggling students and the tracking of their progress. ASES students' results show positive trends when compared to the larger school population.

“Daily, students vote with their feet on whether they are going to attend the after school program, which is why we constantly seek students' input,” spoken by an MCS after school program Site Coordinator. The MCS after school program embraces the concept of student voice and leadership. Students are encouraged to not only provide input, but also help design and run the after school programs at the sites. Student leaders at the school program site meet on a regular basis to discuss and analyze program details. Working with the Site Coordinator, student leaders will meet either weekly or bi-weekly to share their viewpoints and provide input on program activities. Meeting spaces are provided and time is scheduled as part of the activities for the day to help facilitate these meetings.

Student surveys, both formal and informal, are conducted on a regular basis. Junior high students provide program guidance regarding upcoming academies through their quarterly surveys. Student leaders then help analyze the results and provide guidance on the planning of the academies. Through student input, the program has made adjustments to the length of the academies to allow students to participate in a greater number of choices. At the elementary level, students vote on the types of clubs they would like to see offered. After analyzing the results, student leaders then provide suggestions on what clubs should be offered over the next six weeks.

At the end of each school year, students provide input through a survey regarding the after school program. Students have the opportunity to express the top three things they liked and what they would also like changed about the after school program. This information is shared with the after school program staff, students, and parents to help improve the program. When students like what is happening in the program, the greater the likelihood

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they will attend on a regular basis.

Youth voice and leadership is encouraged at all levels of the program, kinder through eighth grade. Whether older or younger, all after school program students participate in student surveys regarding program activities and events. At the elementary sites, students in the upper grades participate in student leadership, but they also work with the students in the lower grades to make sure all student voices are heard. This practice will continue with all after school programs.

When it is time to determine new clubs and activities, student leadership will survey the lower grades to determine their interests. These surveys will then help determine which clubs will be available. Students then have an opportunity to choose the club in which they will participate. Many after school program sites have “Fun Friday,” which is a day dedicated to student choice activities. All students have the opportunity to choose from a variety of activities in which they can participate. During “Fun Friday,” students will rotate between various activities allowing most students to participate in at least 2-3 activities of their choice.

Student leadership determines the service learning projects for their site. While one site might see a need in the community to provide clothing to homeless shelters, or collect Christmas gifts for families in need another site might see the need to maintain healthy watersheds (Salmonids Classroom project). The students make the decision on what they would like to do to help the community. Noticing the large amount of graffiti near the school, the Bret Harte students organized a plan to paint over the graffiti. Students at other local sites have helped to organize food drives to help families in their local community who were struggling. The boxes of food were presented to the local food bank, which then distributed the food to families in need. Junior High students worked to improve their community by cultivating a natural garden area along the walkway to the school or mentor students at partner elementary school.

## **5—Healthy Choices and Behaviors**

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

MCS developed and adopted a district-wide Wellness Policy in June 2006 (revised in 2014) to promote healthy lifestyles for students and staff. The policy ensures a comprehensive and coordinated approach to health and wellness promotion throughout the district, including wellness promotion, nutrition education and school garden support. The MCS after school program activities and practices align with and complement the overall district plan. The after school program has a focus on promoting healthy habits and regular physical activity, while helping students to understand how the choices they make affect their lives.

As part of modeling healthy food options, the after school program provides a healthy

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snack on a daily basis for students in the program and includes breakfast and lunch during programming on non-instructional days. The snacks align with the district Wellness Policy and meet all state and federal guidelines for providing nutritious, healthy options. Depending on the day, students receive milk, 100% fruit juice, whole grains, and fruits and vegetables to help nourish their bodies. The snacks are provided by the MCS Nutrition Services department and designed by a certified nutritionist.

In the after school program, guidelines on food and beverages are in place that match the Wellness Policy. Any food products that are used in the program for activities such as cooking academy, must meet the nutritional guidelines stated in the Wellness Policy. Program staff helps to model these behaviors by consuming only water and healthy snacks while working in the program. No sugary drinks or fast food is allowed during program hours.

The after school program has a partnership with the University of California, Cooperative Extension (UCCE) to provide nutrition education to students and parents of the ASES students. UCCE staff provides lessons to students on healthy food choices and helps parents learn how to prepare healthy meals on limited budgets. After school program staff receive training on the CATCH(Coordinated Approach to Child Health) and SPARK (Sports, Play, and Active Recreation for Kids) curriculum, which incorporates physical activity and healthy living, from the UCCE staff.

UCCE also helps support the creation of school gardens, as mentioned in the Wellness Policy. After school program gardens support the nutritional education program for the district and help increase the availability of safe, fresh fruits and vegetables for school meals. Working with the local United Way of Stanislaus County, UCCE, and Second Harvest Food Bank, the CHEF program has been introduced to some of the after school program sites. This collaborative partnership focuses on providing education to the students and parents about healthy food options, but also incorporates bi-weekly food deliveries to the after school program families. Food security is a significant concern for many of the local families, so having healthy foods provided, helps the community. A similar Food 4 Thought program that has partnered with a few of the other MCS after school programs helps address food security issues and promotes healthy lifestyles. Student leadership is involved with the food deliveries. Leadership students bag the food for the families and help to ensure that all students in the programs receive a bag to take home.

Physical activity is a daily component of the after school program, matching the goals of the Wellness Policy. After school program students participate in 30-45 minutes of daily physical activity. Students are encouraged to stay active outside of the program, promoting the benefits of an active lifestyle. In addition, the after school program incorporates a variety of intramural sports focused on increasing physical activity while learning about teamwork and sportsmanship. Walking/running clubs and cooking/nutrition classes support students in living a healthy lifestyle.

Throughout the school year, training is provided to staff on health and nutrition. Monthly snack trainings are held for new staff. Additionally, staff training related to physical

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activities such as tennis, golf, and soccer are held on an annual basis. During these training sessions, the staff not only learns the proper skills and techniques, but also learns how to incorporate lessons about healthy behaviors into the sessions.

Healthy choices and behaviors is an ongoing focus standard for the MCS after school program. Working with a variety of collaborative partners, the after school program provides multiple opportunities for students to learn about healthy behaviors and practice these behaviors on a daily basis. Program staff utilizes their CATCH or SPARKS curriculum to provide instruction about nutrition and physical activity on a daily basis. These lessons are research based and age appropriate. Students participate 30-45 minutes per day in these lessons.

Collaborative partnerships with various agencies provide students with opportunities to learn about healthy choices and behaviors. Partnerships with UCCE, the Modesto Garden Society, and Sutter Health have helped the MCS after school program sites to develop school gardens, where the students learn about growing healthy foods. Food from the garden is then utilized in preparing healthy recipes, made by the students. Students are exposed to various fruits and vegetables and are encouraged to try new experiences.

Other partnerships include those with United States Tennis Association (USTA) of Northern California, the US Soccer Foundation, and First Tee of the Central Valley that provide students with the opportunity to develop skills related to tennis, soccer, and golf respectively, but also provide activities that develop character education, health education, and mentoring. Students enjoy the challenges of learning new sports, many of which they never would have had a chance to participate in, while staying active. When combined with an active intramural sports program, cheer and dance, and daily physical activity lessons, these partnerships encourage our students to stay active and to explore new horizons.

While not all students enjoy sports, all students benefit from being physically active. By providing a variety of activities, students will be active at least 30-45 minutes each day during the after school program.

Sample menu of nutritious snacks that meet California Nutritional Guidelines that are served in the after school program.

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## Afterschool Snack Menu

Modesto City Schools Nutrition Services

### Monday

WG Cheddar Goldfish

### Tuesday

WG Rice Krispies Bar

### Wednesday

WG Cheez-Its

### Thursday

WG Chocolate Chip Cookie Bites

### Friday

WG Nacho Doritos

All snacks are served with a choice of 1% unflavored milk or non-fat chocolate milk.

WG = whole grain      Menu subject to change.

This institution is an equal opportunity provider.

## 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.*

MCS after school program values the diversity of our students and their families. Program students speak over 15 languages and come from more than 20 different countries. Even in the large Hispanic population there are cultural differences. Differences are to be celebrated and provide a learning opportunity for the students.

The after school program sites promote activities to recognize differences and help students gain greater knowledge. During the year, students will learn about 2-3 different countries. While studying these countries, students will gain exposure to the language, traditions and customs. Art projects about the country are created to bridge the understanding. Speakers may present about their culture and heritage. Many sites host multicultural festivals. During these festivals, students learn about the food, music and dances of various cultures. Representatives share about their culture and answer

## Expanded Learning Opportunities Program

questions promoting understanding and acceptance. “I always wondered why she wore a scarf? Now I know!” said student AJ.

Staff diversity training is an ongoing process. Modesto City Schools has employed an Equity specialist that will help support ASES staff. Through this support, staff will learn how to create a culture of acceptance and inclusion. Modeling acceptance by staff is crucial to developing a safe environment where all students and their families feel valued. The MCS after school program staff have access to online EPOCH self paced courses that focus on skills that promote the value of every individual and how they can affect the world. Students start the week with lessons that inspire, engage, and empower them to set goals and work hard to obtain them. Lessons teach about caring for each other and celebrating who we are as individuals, how to help others, taking ownership, and embracing yourself.

Posters and signs throughout the school campuses promote the vision and mission of the after school program. Becoming an outstanding citizen means working together, not separately, and it means celebrating our differences and recognizing what the students can do to recognize each other’s commonalities. All students are to be celebrated and admired for who they are and what they contribute.

All students enrolled in an after school program site are eligible to attend the program pending staffing needs. For students who might have potential barriers to participation including students with Individualized education plan, 504, or medical needs, the after school program works to identify and eliminate those barriers with educational partners and families.

English Language Learner (ELL) students and their families represent a large number of students at the after school program sites. All information regarding the after school program is available in both English and Spanish. The program handbook and all notices or flyers are available in Spanish to help communicate with Spanish speaking families. When needed, translators assist to communicate about the program along with district support for translating in languages outside of Spanish. Many of the program staff are bilingual, which helps to better facilitate communication with non-English speaking families.

Parents of EL students often seek resources to help them learn English. MCS and various community agencies offer English classes for non-English speakers. Program staff will provide information and resources to the families as necessary.

During monthly meetings with site administration, site coordinators review the student rosters and enrollment forms and work to identify students who may need additional assistance. The district after school program director and supervisor works with the school site administration and teachers to identify the needs, if any, for students with disabilities to participate in the program. Pre-enrollment meetings are held to discuss the program and what may be necessary to provide a positive experience for the students. Accommodations, if needed, are then made available for the students upon enrollment in the program.

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For students who are homeless or in foster care, the district after school program Administrator will work with the district liaison to provide support for these students. Education code provides direction on how to assist these students.

## 7—Quality Staff

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

Recruitment and hiring for MCS after school program staff will follow the MCS hiring process. Open positions for either Site Coordinators or after school paraprofessionals will be advertised through the EdJoin employment website. All applications will be submitted electronically and then reviewed by human resources to determine if they meet the minimum qualifications for the position including the minimum requirements for an instructional aide.

Staff contracted to work directly with students must provide verification of meeting the minimum requirements for an instructional aide per contract language:

### A. *Employee Clearances\**

1. *No Child Left Behind (NCLB)/Highly Qualified Para Status as indicated in the MCS ASES and ELOP Program Plan*
  - a. *Employee must show evidence of completion of forty-eight (48) units of higher education study, or*
  - b. *Obtained an AA Degree or higher, or*
  - c. *Successfully passed the Modesto City Schools' Highly Qualified Paraprofessional Assessment Exam.*
    - i. *Tuberculosis (TB) Clearance*
    - ii. *Department of Justice (DOJ) Fingerprint Clearance*
  - d. *Mandated Reporter*
    - i. *All employees shall complete mandated reporter training as required by AB 1432.*
    - ii. *Verification shall be submitted to MCS within 6 weeks of initial placement in MCS ASES program.*

*\*No staff member shall begin work in the After School Education and Safety (ASES) program until all clearances have been obtained*

Recruitment and hiring for MCS after school program staff will follow the MCS hiring process. Open positions for either Site Coordinators or after school paraprofessionals will be advertised through the EdJoin employment website. All applications will be submitted electronically and then reviewed by human resources to determine if they meet the minimum qualifications for the position. Panel interviews for selected applicants will be

## **Expanded Learning Opportunities Program**

conducted using an established selection criteria relating to the specific responsibilities of the position per the job description. Applicants offered a position need to pass all pre-employment requirements including a criminal background check and TB clearance.

Applicants selected to participate in the panel interview process must meet all qualifications, including experience working with youth and highly qualified paraprofessional status as required by Education Code. The panel interview process provides applicants the opportunity to demonstrate their knowledge and share their experiences as it relates to after school and extended education programming. Representatives of various stakeholder groups are included in the interview process to provide input on the candidates.

City of Modesto Parks and Recreation (ROCKS) staff is recruited by their own agency protocol; however, all their staff must meet the minimum qualifications as stated in the MCS after school paraprofessional job description. ROCKS staff must be a minimum of 18 years of age and possess either a high school diploma or GED equivalency. MCS Site Coordinators are often asked to participate during panel interviews for the hiring of ROCKS staff members. Job openings are posted on their respective websites and applicants follow the established procedures as stated. All staff has TB clearances and pass criminal background checks to be considered for placement in the MCS after school programs.

Stanislaus County PAL staff is recruited by their own agency protocol; however, all their staff must meet the minimum qualifications as stated in the MCS after school paraprofessional job description. PAL staff must be a minimum of 18 years of age and possess either a high school diploma or GED equivalency. MCS Site Coordinators are often asked to participate during panel interviews for the hiring of PAL staff members. Job openings are posted on their respective websites and applicants follow the established procedures as stated. All staff has TB clearances and pass criminal background checks to be considered for placement in the MCS after school programs.

Boys and Girls Club of Stanislaus County staff is recruited by their own agency protocol; however, all their staff must meet the minimum qualifications as stated in the MCS after school paraprofessional job description. BGC staff must be a minimum of 18 years of age and possess either a high school diploma or GED equivalency. MCS Site Coordinators are often asked to participate during panel interviews for the hiring of BGC staff members. Job openings are posted on their respective websites and applicants follow the established procedures as stated. All staff have TB clearances and pass criminal background checks to be considered for placement in the MCS after school programs.

Providing ongoing professional development and training for all staff is key to a quality program. Throughout the year, MCS, PAL, and BGC staff at all levels participate in staff development that enhances their abilities to improve the instructional and supportive aspects of the after school program. With the ongoing ASES and ELOP funds, professional development can be enhanced even further to incorporate professional development that includes a more universal and societal approach that goes beyond just the confines of the school campus. Development opportunities could include training in

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regard to youth and Internet safety, behavior recognition, and methods with how to improve peer-to-peer interaction.

In partnership with various entities, the after school program develops a schedule of professional development. Quarterly, all staff participate in Saturday training regarding larger program dynamics. Trainings are focused on specific program areas that are determined through analysis of the state educational standards. Often outside agencies help facilitate these trainings, such as organizations like Swun Math, providing training for all ASES staff to learn how to better engage students in math activities or Stanislaus County office of education providing training on environmental science..

Monthly, each Site Coordinator leads professional development for the site staff. The focus of the training will be determined by the needs of the staff. Trainings include information related to classroom management, understanding curriculum, working with special needs students, lesson planning, or other areas of need. Sometimes trainings are presented by a variety of individuals, including staff members with expertise in a particular subject matter.

MCS, ROCKS, BGC and PAL staff have the opportunity to participate in professional development opportunities offered by various different agencies such as the California Afterschool Advocacy Alliance (CA3), the California Afterschool Network (CAN) and the Stanislaus County Office of Education (SCOE) Region 6 Expanded Learning Program. These trainings cover a variety of topics related to effective after school program instructional, recreational, and support strategies. Recent trainings include SPARK Decks, QPR for Suicide Prevention, bullying prevention and intervention, and STEM Quest box, and PBIS rewards. The Expanded Learning Summer Conference, hosted by the SCOE Region 6 office, provides additional development opportunities for after school programs to learn best practices and network with peers.

In addition to Stanislaus County PAL and Boys and Girls club, receiving all the available after school program related training, PAL provides staff with other specific skills-based training. PAL and BGC not only contract as a school based after school provider, they also serve as a community-based agency offering services at local community centers, which allows staff the ability to gain knowledge and expertise beyond the school walls and ability to respond to the community at-large.

MCS, BGC, and PAL provide mandated reporter training for all staff as well. Mandated reporting, by-law is required yearly in order to prepare staff with knowing how to properly document and report suspected instances of child abuse as required by law. Additionally, all program staff receive snack training on a yearly basis. This training is offered each month for new employees along with the New Employee Training conducted by site coordinators for new staff.

MCS sub-contracts for ASES line staff to work directly with students during program hours. Services include:

- Providing quality, direct supervision in a safe environment

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- Providing/leading activities for youth during program hours
- Peer socialization and social skills development
- Collaborative opportunities
- Opportunities for homework assistance, tutoring, and enrichment
- Opportunities for civic engagement and community involvement
- Team and individual activities
- Competitive and non-competitive opportunities
- STEM activities
- Art, crafts, and other activities
- Academic enrichment
- Physical activities including intramural sports
- Clubs and academies geared toward the needs/interests of the students.

### Organizational Chart for MCS ASES Program

<b>Modesto City Schools</b>	<b>City of Modesto (ROCKS)</b>	<b>Stanislaus County PAL</b>	<b>Boys and Girls Clubs of Stanislaus County</b>
Director, Student Support Services	Recreation Manager	Executive Director	CEO
ASES Supervisor	Recreation Coordinator	Field Supervisor	Program Director
ASES after school site coordinator	Recreation Specialist	Site Lead	Site Supervisor
MCS ASES Paraprofessional	Recreation Leader	Recreation Leader	Youth development professionals

ASES Site Coordinator or Supervisor oversee multiple sites with the assistance of the ASES paraprofessional. Staffing at sites is provided by either ROCKS, BGC, or PAL staff.

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## 8—Clear Vision, Mission, and Purpose

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

Students that participate in the after school program emerge with academic growth that is cultivated in educationally enriched, safe after school experiences. After school program offers an array of academic and enrichment opportunities derived as a result of input from various education partners. A comprehensive needs assessment was conducted and data was collected from a variety of sources: parent, student, school day and ASES staff groups and surveys; community partners; data from the CA department of Education (CDE); Modesto Police Department (MPD); the Modesto Bee, and the CA Employment Development Department (EDD) website.

A majority of respondents expressed concerns about the current status of Modesto and Stanislaus County, which includes:

- High poverty rates at 15.2%, compared to the statewide rate at 11.4%; per capita income \$27,358, compared to \$36,955 statewide (US Census, 2019)
- High levels of unemployed and unskilled (high school dropouts) workers at 8.0%, compared to a state average of 7.7%, and national rates at 3.6% (EDD, Sept. 2021)

This means the city of Modesto has less tax income from residents to support youth programs that are often found in other counties/cities with higher levels of tax and business revenue. Modesto residents have less dispensable money to spend on their children to participate in extracurricular events and programs that often charge for participation because of the fiscal burden it places on families. This lack of revenue transcends into a lack of affordable services and programs available for youth, which in turn leads to alarming statistics such as the following:

- Modesto has experienced increased crime, while the number of homicides and violent crimes have decreased since 2017 according to the Stanislaus County Sheriff's Department, the numbers are still way above state average.
- According to several recent national articles and publication, Modesto has been ranked as one of the top 100 most dangerous cities in America

Additionally, the presence of gang activity continues to plague the southwest region of Modesto, according to the Stanislaus County District Attorney, Birgit Fladager. Most of the schools seeking 21<sup>st</sup> CCLC funds reside in the southwest region of Modesto, and unfortunately, according to Fladager, "This particular area is where the gangs continue to have a stronghold. Their activities are incessant and our intention is to clean up that area." Violent crime in Modesto per 100,000 residents is 812 violent crimes which is more than double the national rate.

In focus groups and surveys, nearly all agreed that without expanding the offering of quality after school programs, the cycle of poverty, unemployment, under education and

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crime perpetuates. This disparity leaves impoverished youth at a disadvantage because they miss out on positive after school learning experiences that reinforce essential skills that make one successful as an adult, such as teamwork, networking, and relationship building.

Other considerations are the lack of services/programs for youth in their communities and the large interest in existing after school programs and intersession programs. Students go home and watch television or are exposed to the streets of unsafe communities. Parents want their children enrolled in a quality after school program as evidenced by the increased interest in afterschool and intersession programs at MCS school sites. Parents expressed a need for safety after school due to students going home to empty houses. Parents are working multiple jobs or alternate shifts, often not getting home until after 9:00 p.m. "I don't have time to help my child with their homework when I get home late" said one MCS mother. Parents also feel that physical education, nutrition education, and the arts were important activities that were not offered during the academic day. Community health partners pointed out the obesity rate in Stanislaus County is over 30%. Further, soda consumption, a risk factor for obesity, is the highest among the county's 12-17 year olds when compared to other California counties. The after school program is a venue to reinforce healthy behaviors, solid eating practices, and the opportunity for physical activity. Budget cuts have eliminated many activities, especially related to art and music. Exposure to these programs is limited, "I remember singing in chorus and performing in plays when I was in school, but my children do not seem to get that chance," lamented one MCS parent. Students ranked homework support as one of the top responses in a survey asking which activities they wanted for their after school program. "My parents can't help me with math because they don't know how to do many of the problems," said one MCS 6<sup>th</sup> grade student. Students want arts and crafts or computers. "We never get a chance to do any art projects," complained one MCS 5<sup>th</sup> grade student. All grade levels want the opportunity to participate in more sports or outdoor activities. After school programming has the opportunity to provide intramural sports and other physical activities that many students see as fun and exciting.

Many of the MCS school day instructors are concerned about the increase in single parent homes and the large number of English language learners. "Over the years, we have seen a lot of English learners come into the district, and many of the parents do not speak, read, or write English and struggle to assist the child with their homework," said one MCS teacher. "Many of my students struggle to keep up with the workload and get frustrated when they do not understand an assignment. The added assistance from the after school program greatly benefits those students who are able to attend," added the teacher. District staff point to the low performance of the various sub-groups that would benefit from added help available in the after school program. It is important to note that overall, 70% of students are performing below standard in English and 78% in math (CAASPP, 2019). As a district, over 59% of 3<sup>rd</sup> grade students and 60% of 1<sup>st</sup> and 2<sup>nd</sup> grade students are not meeting fluency standards.

The data desperately describes the need for after school programs. After careful examination of the data, in collaboration with students, parents, collaborative partners, after school and educational staff, the following indicators were established:

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- Provide safe, educationally enriched learning environments for students as measured by student attendance, student surveys, and focus groups;
- Foster academic support, including homework assistance, intervention, language support, or tutoring as measure by data such as CAASPP, CST, and homework completion as reported by teacher surveys;
- Provide youth identified and youth driven enrichment to promote student empowerment as measured by surveys.
- Promote student wellbeing through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices in an environment that supports a healthy lifestyle as measured through assessments such as the Physical Fitness Test and parent/student surveys.

The after school program operates minimally 3 hours per day, 5 days per week, on regular school days until 6:00 p.m. and will operate on 30 non-instructional days for a minimum of 9 hours.

After careful examination of the data, in collaboration with students, parents, collaborative partners, after school and educational staff, the following goals were established:

1. Provide safe, educationally enriched learning environments for students as measured by student attendance, student surveys, and focus groups;
2. Foster academic support, including homework assistance, interventions, language support, and/or tutoring that will close the achievement gap and/or achieve grade level proficiency in English Language Arts and Math as measure by data such as CAASPP, CST, and homework completion as reported by teacher surveys;
3. Provide youth identified and youth driven enrichment to promote student empowerment as measured by surveys.
4. Promote student wellbeing through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices in an environment that supports a healthy lifestyle as measured through assessments such as the Physical Fitness Test and parent/student surveys.
5. Provide youth development for students through leadership opportunities as measured through student surveys.

The creation of the mission, vision, and goals for the after school program has been, and will continue to remain a process that involves a variety of education partners. Site administrators, instructional day teachers, families, students, program staff, and community partners have been integral to establishing the MCS after school programs.

Each year, collaborative meetings are held for the various groups to gather input by reviewing pertinent data, asking questions, soliciting opinions, and listening to concerns that may be presented, with the goal of planning for and updating the after school programs at the school sites. Survey results are utilized to help monitor program

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effectiveness and constant improvement. The creation of the initial mission, vision, and goals for the after school program involved an abundance of collaborative input. From input and information gathered, many community needs were identified, which led to the establishment of the program goals and the creation of the mission and vision of the MCS after school programs.

The Vision of the MCS after school program is *to motivate, encourage, and empower our students, parents, and staff members to recognize and achieve their full individual potential and become productive community members*. This vision was the established outcome of the collective community feedback received. The Mission of the MCS after school program is *to provide students with academic and recreational enrichment activities in a safe environment. Youth will be encouraged to engage in a variety of opportunities in partnership with staff and parents to obtain the knowledge and skills they need to become outstanding citizens who contribute to the community in positive ways*. Both the vision and mission are prominently displayed at all after school locations as a reminder to students, parents, and staff on a daily basis.

The program goals were identified and developed based on the direction of the statements of both the vision and mission, specifically the development of students to become productive community members. This is coupled with the needs of the community in the identification of the following goals:

- Provide a safe, educationally enriching environments for students
- Foster academic support to increase students' performance on the California State Standards on core subject areas
- Provide enrichment activities that support students' choice and voice, while encouraging students to pursue their fullest potential
- Promote student well-being through opportunities to learn about and practice nutrition, physical activity and other healthy choices in an environment that supports healthy lifestyles.

As part of continuous quality improvement, the mission, vision, and goals are re-visited annually. Collaborative meetings and focus group meetings are being held to discuss how well these are being met. Through these stakeholder meetings, the after school program continues to gather input and reflect on what needs to be done to meet the program goals and to bring the vision and mission to life daily.

### **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.*

MCS has a vast array of collaborative partners involved in delivering and promoting after school programs and activities, as evidenced by the number of community partners

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providing program components through the current after school programs. As part of continuous quality improvement, the mission, vision, and goals are re-visited annually. Collaborative meetings and focus group meetings are being held to discuss how well these are being met. Through these stakeholder meetings, the after school program continues to gather input and reflect on what needs to be done to meet the program goals and to bring the vision and mission to life daily.

Maintaining a collaborative and complimentary partnership with the instructional day is key to the success of the MCS after school program. After school program site coordinators meet monthly with site principals to review the program and how to support the instructional day. Site coordinators and after school paraprofessionals utilize email to provide information to teachers and staff about program activities.

Teacher communication notices are exchanged to provide teachers information about the students' performance in the after school program. Homework logs are kept to communicate with teachers and parents about student progress during homework time. The Site Coordinators and the district after school program Administrator regularly utilize the district database (PowerSchool) to access student information. Student assessment information provides guidance on at-risk students in the after school program. After school staff participate on a variety of school committees, such as the Safety and PBIS advisory committees. Participation helps build stronger relations between the program and the academic day. Safety procedures and behavioral expectations have consistency in all aspects of the student's day.

The after school program is a collaborative partner in various school events throughout the school year. Programs partner on character education and diversity assemblies, often hosting them for the entire school. Collaborations on book fairs, carnivals, health fairs, and career fairs occur on a regular basis. The academic day provides curriculum maps to the after school staff to help support the students as necessary. The maps provide invaluable information on lesson planning and support activities for the after school program students. Teacher surveys regarding student performance are conducted regularly to guide the after school program academic support. The after school district Administrator meets regularly with site principals to review site needs and how the program can collaborate with the sites as needed.

The MCS after school program partners with various programs and agencies to provide a comprehensive level of educational, recreational, and enriching activities, including:

- Stanislaus County Police Activities League (PAL) is a primary contract partner with MCS, providing the after school program staff who will be the individuals working with the students at the school sites. In addition, PAL staff will participate in quarterly grant meetings and daily, weekly, or monthly staff meetings as necessary.
- City of Modesto Parks & Recreation (ROCKS) is a primary contract partner with MCS, providing the after school program staff who will be the individuals working with the students at the school sites. In addition, ROCKS staff will participate in quarterly grant meetings and daily, weekly, or monthly staff meetings as necessary.
- Boys and Girls Club of Stanislaus(BGC) is a primary contract partner with MCS,

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providing the after school program staff who will be the individuals working with the students at the 3 school sites that currently do not have ASES or 21st century funding. In addition, BGC staff will participate in quarterly grant meetings and daily, weekly, or monthly staff meetings as necessary and provide 30 non-instructional days services for those three school sites

- Modesto Junior College (MJC) provides instructors for various instructional classes throughout the school year, including: art, dance, science, and social studies. MJC staff will participate in quarterly grant meetings and any site level meetings as necessary.
- Great Valley Museum, which is an extension of MJC provides traveling teachers who will provide instruction related to social studies and science lessons. Additionally, field trips are scheduled to visit the museum and planetarium. Great Valley staff will be included annually in regularly scheduled grant meetings and will be included in staff meetings as necessary.
- Foothill Horizons provides camps focused on the environment and exploring nature. Students go on hikes and learn about environment science, animals, and conservation.
- Missoula Children's Theatre provides touring members who guide students through rehearsals of an original adaptation of classic children's stories and fairytales. Tour Directors provide workshops and coaching to develop student's skills in the performing arts. Staff will be included annually as part of the grant process and will participate in staff level meetings as needed to help facilitate performances.
- The San Joaquin County Office of Education provides STEAM experiences for field trips at their Fab Lab. FabLab is a high-tech classroom designed to help students learn NGSS Engineering Standards while mastering new skills from computer science to 3D design.
- Central California Arts Association/Mistlin Gallery provides instructors to facilitate art lessons for students in the after school program. Staff will participate in grant meetings annually and in staff meetings as lessons are being facilitated.
- Modesto Symphony Orchestra (MSO) provides a touring Instrument Petting Zoo that allows students to touch, hear, and play various instruments that are included in a traditional orchestra. MSO staff will be included in grant level meetings annually and staff meetings quarterly.
- Gallo Center for the Arts supports the MCS after school programs with the scheduling of arts events and cultural performances during after school program hours.
- Stanislaus County Health Services Agency (HSA) partners with the MCS after school program to provide information to students and families regarding health-related services and activities. HSA staff is included in grant level meetings at least annually and staff meetings as necessary.
- Various MCS after school program sites provide STEM based activities for students in the after school programs utilizing various programs like Project Lead the Way and Lego Robotics. Students have the opportunity to participate in Science Olympiad, Future Cities, and other various robotics programs.
- The United States Tennis Association (USTA) of Northern California partners with MCS after school programs to coordinate the HITS tennis instruction, which is

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targeted at youth ages 10 years old and younger to incorporate the fundamentals of the sport with life skills enrichment. USTA NorCal provides coach training, curriculum, and materials to the after school program. USTA staff participate in grant level meetings at least twice a year and site level meetings as needed to facilitate program sessions.

- Sutter Gould Medical Foundation partners to provide information to students and families regarding health-related services and activities. Sutter grants have helped to create school gardens at three MCS after school sites and provided pedometers to all students participating in afterschool programs. Sutter staff participate in grant level meetings annually and staff meetings occur as needed to facilitate program activities.
- The First Tee of the Central Valley provides coaching support and curriculum to introduce students to golf, while teaching about core values and healthy habits. Through various grant and funding opportunities, the First Tee has helped supply golf equipment to MCS after school programs. At the end of the lessons, First Tee hosts Meet and Compete demonstrations for students to showcase their skills that they have learned. First Tee Staff participate in grant level meetings at least twice a year and site meetings as needed when facilitating program sessions.
- University of California Cooperative Extension (UCCE) provides agriculturally based support and services to after school program sites. UCCE contracts with MCS to provide instructors for nutrition education lessons for students and parents. Additionally, UCCE provides resources such as seeds, soil, and raised garden beds to support the development and cultivation of school gardens at after school program site locations. UCCE participates in grant level meetings annually and site level meetings as necessary.
- Tuolumne River Trust (TRT) is a local non-profit agency responsible for ensuring preservation of Stanislaus County and the city of Modesto's local waterways. TRT's level of support includes instruction of their own curriculum called Trekking the Tuolumne, providing science based lessons about water, river ecosystems, and conservation. TRT provides training for teachers and facility field trip lessons for students to learn about the Tuolumne River. TRT participates in grant level meetings annually and site meetings as sessions are provided.
- Stanislaus County Office of Education (SCOE)/Region 6 Lead provides technical education and support to the MCS after school programs. Various training and professional development are offered throughout the year for after school staff. SCOE assists with grant level meetings quarterly.
- Stanislaus County Office of Education(SCOE) partners to provide MCS with implementation of lessons in watershed and ecology. Students take action to improve river watershed and grow awareness of environmental challenges.
- Love Modesto is a local non-profit agency who partner with MCS to sponsor community outreach and project based volunteering efforts throughout the school year. Love Modesto staff participate in staff level meetings as needed.
- The Modesto Nuts minor league baseball team sponsors an after school program day at the ballpark each year. The Nuts schedule one game each year during program hours and provide reduced priced tickets for after school program students. Students have the opportunity to learn about the team and go onto the

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- field prior to the start of the game, giving them the opportunity to meet the players.
- US Soccer Foundation (USSF) offers a curriculum called Soccer for Success. USSF provides training, coaching, curriculum, and support to MCS after school program sites. USSF has also provided at no charge, all the equipment and training necessary for staff to teach the lessons at five after school programs during the school year. Students develop soccer skills while learning about healthy choices, mentoring, and community service. USSF participates in grant level meetings twice annually and site levels meetings as needed to support the program.
- The Center for Human Services (CHS) partners with MCS to provide short-term education, prevention, and intervention services to students to build relational, familial, and necessary coping skills. CHS staff participates in grant level meetings at least annually and site meetings as needed.
- Youth Empowerment Program provides social and emotional learning activities, academic mentorship, and college/career experiences and field trips. Theater improvisation is one of several enriching activities that educates students through activities incorporated.
- NAACP (Modesto/Stanslaus tutoring program for parents and children is designed to assist African American youth with their studies and create space to engage with someone who looked like them to support both student and family on the child's behalf.

MCS pursues program partnerships in a broad way by collaborating with other educational providers, not-for-profit agencies, community and neighborhood collaboratives, law enforcement agencies, social service agencies, mental health providers, and health and wellness programs. Many of these collaborations are already in place and often, current community partners will recommend new potential partners to the district to help fill a gap or meet a programming need. This is evidenced by the new partnership formed in the last year between the after school program and Get Fit Modesto to provide the School Fit program under the Kaiser Permanente Healthy Eating Active Living grant program.

The district employs a Director of Parent Engagement and Outreach. Her role includes working with the community to increase engagement with students and schools. She coordinates and collaborates with multiple community agencies and develops strategies to increase community development. She oversees the new parent ambassador program which hires parents at school sites to help bridge the gap between parent and school partners. After school program Coordinators at each site also connect with local community providers to bring program activities to their after school program sites and engage new community partners. The partnership with Sutter Gould was initiated and maintained by one of the Site Coordinators.

Outreach also occurs during the grant writing process. The district employs a grant writer with extensive experience in nonprofit management who brings an existing array of providers to the table to enhance the after school program. Community connections are made through Modesto Rotary Clubs, Stanislaus Partners in Education (SPIE), West Modesto Community Collaborative (WMCC), the Stanislaus County Focus on Prevention

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Initiative, and other programs and partners in the community.

## 10—Continuous Quality Improvement

*Describe the program's Continuous Quality Improvement plan.*

After school program staff members, site principals and teachers, parents, students, and community members evaluate the effectiveness of the program to help improve the quality of academic enrichment opportunities. Academic performance will be measured using data from various assessments such as the annual California Assessment of Student Performance and Progress (CAASPP) for English language arts and mathematics, the CST(or replacement exam) for science, district assessments of reading fluency, and district benchmark tests. Students will be expected to gain higher levels of proficiency in English language arts and mathematics through their participation in the after school program, with a goal of at least 15% improvement. Additionally, students will show higher levels of homework completion, with each student meeting the goal of completing at least 80% of his/her homework during the after school program, as measured by homework completion logs and teacher input.

Improved academic performance supports the program goal of having students achieve their full individual potential. The goal of the school and the after school program is for students to meet the academic performance standards established by the state. The after school program is dedicated to helping students achieve this goal by providing academic enrichment opportunities. When students are making progress, the effectiveness of the program can be evaluated and any necessary changes implemented.

Students' attendance in the after school program will be monitored regularly. Daily attendance sheets are used to count the total attendance for the day. Comparisons between after school program student attendance and non-after school students show those who participate in the after school program maintain a higher level of attendance. The school sites have a goal of 98% attendance. After school program helps support this goal by encouraging students to be in school daily and by providing exciting opportunities that encourage students to attend on a daily basis. The after school program attendance goal is 100%.

Youth development and leadership will be evaluated using teacher and school site administrator input, in addition to student and parent surveys. Student surveys, such as those included in the California Afterschool Network (CAN) Quality Self-Assessment Tool or created by after school program staff, will be completed to measure opinions about their citizenship and leadership development, along with program satisfaction. Parent surveys will also be completed regarding their opinion of the after school program effectiveness.

The promotion of student well-being will be monitored throughout the year. Student pre/post surveys will be conducted to help gauge changes in health related behaviors.

## **Expanded Learning Opportunities Program**

Physical activity logs will be maintained by the students to measure levels of physical activity in the program. This data will be evaluated to determine effectiveness of program activities in meeting the needs of the students. Results from the Physical Fitness Test will be compared for students participating in the after school program against non-participants, with the goal of 25% more after school program students meeting standards.

Each year, program meetings will be conducted to evaluate the results and determine the effectiveness of the program in meeting the academic, social and emotional needs of the students and their families. Working in collaboration with the site staff, parents, students, and community partners, a determination can be made about how to meet the needs of the students through either continuance of program activities or the adjustment of program offerings.

Effective program improvement is an ongoing process that includes a continuous cycle of assessment, planning, and improvement. The MCS after school program is committed to a process of continuous quality improvement (CQI) based upon the review of data, planning of next steps, and implementation. While each of the twelve Quality Standards for Expanded Learning in California are important to providing an excellent program, MCS will specifically focus on two standards each year. These focus standards do not discount the importance of the other standards, as all of the standards must continually be evaluated, but rather provide a point of emphasis upon which to measure effectiveness and guide program improvement. The program improvement process is ongoing throughout the year but has specific steps and timelines. These steps and timelines are for the after school program as a whole and for the individual sites implementing the CQI process.

Selection of assessment instruments and timelines: Each year the program uses a variety of assessment instruments to gather data related to the focus standards and the program as a whole. The Quality Self-Assessment Tool (QSA) from CAN, along with surveys, interviews, focus groups, and on-site observations were chosen to help assess the program. The QSA is reviewed at the beginning of the year, and then twice more throughout the year to help guide the program and provide guidance to focus group conversations. Focus groups meet twice per year to review data and survey information. Program surveys are conducted annually for parents, students, and other education partners. The Exemplary Practices in Afterschool Program from the Center for Collaborative Solutions, Healthy Behaviors Initiative is utilized by the sites, to provide feedback and guide program decisions. The sites complete the six indicators on a regular basis. Pre/post surveys of students regarding healthy behaviors are completed in the fall/spring. Results are then shared with the focus groups to help guide decisions about the program and which standards will become the focus for the new school year. On site observations are conducted by the Site Coordinators for the district after school Program Administrator on a regular basis using the site visitation form. Information is shared with program staff for review at monthly staff meetings. Assessment tools and timelines are reviewed annually with the after school program staff.

Data collection is an ongoing process. Information about student performance, attendance rates, survey data and anecdotal data is collected for analysis and planning throughout

## Expanded Learning Opportunities Program

the year. Attendance data is collected on a weekly basis and shared on a monthly basis with the site coordinators. Yearly attendance is shared with various education partners, including CDE, and compared to school attendance for non-after school students. Student academic performance data is collected on a trimester/semester basis and reviewed by program staff and site administration. Various surveys are conducted throughout the year regarding the program. The majority of the surveys are for the students about events and activities.

Various education partners are involved in the CQI process. The primary education partners involved in the process are students, parents, program staff, site administration and staff, district administrators and community partners. Program information is shared throughout the year and feedback is solicited to provide guidance on program goals and direction. During the 2019-20 and the 2020-21 school years, MCS after school program focused on Standard 5, Healthy Choices and Behaviors, and Standard 8, Clear Vision, Mission and Purpose. These two standards were selected to support the identified needs of our community through the use of surveys, focus groups, and staff input.

Each site using the Program Quality Improvement Plan template identified the goals and objectives to help reach this goal. The site identified individual responsibility, due dates, and needed support, or technical assistance. The site plans were submitted to the district after school program Administrator and discussed at Site Coordinator meetings, helping to provide guidance and feedback. Due to the pandemic and school closures, the sites decided to continue the two focus goals for the 2020-21 year. While progress had been made, the consistency of implementation and level of improvement was not to the level everyone wanted to be able to examine additional focus areas. For example, student surveys regarding healthy behaviors showed small improvements in selection of fruits, but not vegetables and did not reflect an impact on the choice of sugary drinks. This data helped drive the decision to continue the specific focus on healthy behaviors. Based upon the information, a decision to incorporate additional curriculum related to healthy behaviors was made. Training for the Catch curriculum and Making Healthy Choices curriculum were planned for staff to support the needs of the students as reflected in the data.

Feedback from program students indicated a need for additional, organized physical activities related to sports at the lower grade levels. This led to partnerships like First Tee Program and others to implement the program for our students. For the 2021-22 school year, these students will have the opportunity to be physically active, while learning about the game of golf and character development through the First Tee Program. The continuing of partnerships with the USTA Northern California for the HITS tennis program and the US Soccer Federation for Soccer 4 Success. The program has been strengthened through the process and students have a chance to participate in activities that many would not have previously enjoyed.

### **11—Program Management**

*Describe the plan for program management.*

## **Expanded Learning Opportunities Program**

The funding being requested by MCS will be used for after school activities and non-instructional day activities for students and to meet the program's vision, mission, and goals. Providing students with academic and recreational enrichment activities in a safe environment requires qualified, quality staff working in safe and secure facilities, with dedicated support personnel and services. The program budget reflects these aspects and directs money to the benefit of the students through direct, quality services and activities.

Direct services in the form of staff, supplies, books, and services account for the majority of the budget. Most of the projected budget is to meet staffing needs, including site coordinators, paraprofessionals, and recreation leaders with benefits. This supports the daily supervision, safety, and academic support for students. Books supplies, and additional items needed to support new experiences and nurture academic growth, along with expenses for entry fees and transportation for field trips, custodial expenses to maintain clean, safe facilities, vendors that provide unique services such as animal exhibits or dance classes, and basic program services such as copy machines and telephones to enhance communication will be funded to provide students with the best experience possible. While many activities are provided by after school staff, certificated teachers and outside collaborators also work in the program. The after school program compensates the teacher at an hourly rate for their services for providing science, music, reading fluency, and computer literacy instruction.

Administrative and support costs help to ensure the program meets all necessary requirements. Program stability and continuance is crucial to providing excellent services to students. MCS after school programs work to minimize the costs for administrative support.

The MCS organizational structure begins with an elected Board of Education, whose members, along with the district Superintendent, oversee all aspects of the district. The Associate Superintendent of Educational Services plans, organizes, controls, directs, and administers the delivery of educational programs and specified district wide programs or services. The Director of State and Federal Programs is administratively responsible for the development, implementation and evaluation of all specifically funded state and federal programs in keeping with established guidelines. The district after school programs Administrator manages all aspects of the after school program and grants at multiple sites, with overall responsibility for monitoring and implementing the grant requirements, components, and budgets for all sites, the coordination of various programs and funding sources, as well as providing ongoing support and professional development for all after school program staff. Under the district after school program Administrator are the after school supervisor and site coordinators, who manage and supervise the after school programs at assigned sites to provide ongoing support and professional development for staff members, provide direct services to students and communicate with subcontractors regarding program staff. The after school program site paraprofessionals assist the site coordinators in the organization, operation, supervision, and instruction of students in the after school program. Paraprofessionals complete routine clerical and instructional duties, and communicate regularly with site lead/recreation specialists.

## **Expanded Learning Opportunities Program**

MCS after school has benefitted from the long-standing working relationship of over 13 years with the Stanislaus County Police Activities League (PAL) program and the City of Modesto Parks, Recreation and Neighborhoods (ROCKS) and new partnership with Boys and Girls club of Stanislaus(BGC). The organizational structure of PAL, a 501(c)3 non-profit organization, begins with a volunteer board of directors who oversees all aspects of the PAL operations. The Executive Director manages the daily operation of all aspects of PAL. The Deputy Director is a deputy sheriff assigned to PAL as a liaison with the county's sheriff's department and assists the Executive Director in the operation of the PAL program with fundraising activities to ensure the financial stability of the organization. The Field Supervisors provide ongoing support and professional development to PAL staff. The Site Supervisors provide direct services to students in afterschool programs and supervise recreation leaders.

The organizational structure of ROCKS, a local government agency, begins with an elected council and mayor that oversee all aspects of the operations of the City of Modesto. The City Manager manages the daily operation of all aspects of the City of Modesto. The Deputy City Manager, Operations manages the daily operations of Public Works, Utilities, Parks, Recreation and Neighborhoods, and Community and Economic Development. The Director of Parks, Recreation, and Neighborhoods oversees the daily operation of these departments. The Recreation and Neighborhoods Services Managers oversees the operation of parks and recreation staff. The Recreation Coordinator, After School Programs/Camp provides ongoing support and supervision for the ROCKS staff. The Recreation Specialist provides direct services to students in the after school program and supervises the recreation leaders.

The organizational structure of Boys and Girls Club(BGC), a 501(c)3 non-profit organization chartered through the Boys and Girls Club of America, begins with a board of directors who oversees all aspects of the BGC operations. The Executive Director/CEO manages the daily operation of all aspects of BGC. The Program Director and Site Supervisors provide ongoing support and professional development to BGC staff. The Site Supervisors provide direct services to students in afterschool programs and supervise youth development professionals..

Site Supervisors/Recreation Specialists and Recreation Leaders are responsible for the supervision and direction of a group of students of one or more grade levels, and the homework support for this group. They also plan and conduct enrichment activities such as science, music, art, youth development and character education, and physical activity. These activities may be with the assigned group of students or may be part of a rotation of activities for students.

Regular meetings are held with the PAL/ROCKS/BGC leadership to ensure consistent communication regarding staffing and compliance. Minimally, the district after school program Administrator meets with the PAL Executive Director and the ROCKS Recreation Coordinator, Boys and Girls Club of Stanislaus CEO on a quarterly basis to review staffing and program. E-mail, text, and phone communications occur on a regular basis between the formally scheduled meetings. If needed, additional meetings are scheduled to discuss the programs.

## Expanded Learning Opportunities Program

Program Supervisor and Site Coordinators are in constant communication with the PAL Site Leaders/ROCKS Recreation Specialists/BGC site supervisors regarding site staff and program direction. Site staff meetings, directed by the Site Coordinator, occur on a monthly basis. E-mail, text, and phone communications occur on a regular basis between the Site Coordinators and the Executive Director/Recreation Coordinator regarding staffing and program direction. MCS after school program Site Coordinators meet twice per month for staff meetings. These meetings are conducted by the district after school Administrator. One-on-one meetings are held on a monthly basis to review program and staffing.

Credentialed teachers are employed to work with students on specific learning or tutoring activities. The teachers work with the Site Coordinators, paraprofessionals, and line staff to provide instruction to the students. Teachers are supervised by the after school program Administrator.

Three sub-contractors provide staff members who directly supervise pupils. They are the City of Modesto Recreation on Campus for Kids (ROCKS), Stanislaus County Police Activities League (PAL), and Boys and Girls Club of Stanislaus(BGC).

The City of Modesto offers school-based recreation programs through Recreation on Campus for Kids (ROCKS). Organizational information:

<b>Position</b>	<b>Responsibilities</b>
Director of Parks, Recreation and Neighborhoods	Directs all aspects of city parks and recreation programs.
Recreation Manager	Manages all aspects of ROCKS.
Recreation Coordinators	Provide ongoing support and professional development to staff members.
Recreation Specialists	Provide direct services to students in ASES and supervise Recreation Leaders.

## Expanded Learning Opportunities Program

Recreation Leaders	Provide direct services to students in ASES.
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The Stanislaus County Police Activities League (PAL) is a 501(c)(3) non-profit organization. Organizational Information:

Position	Responsibilities
Board of Directors	Volunteer board oversees all aspects of PAL.
Executive Director	Manages all aspects of PAL.
Field Supervisor	Provides ongoing support and professional development to staff members.
Site Supervisors	Provide direct services to students in ASES and supervise Recreation Leaders.
Recreation Leaders	Provide direct services to students in ASES.

The Boys and Girls Club of Stanislaus offers school-based recreation programs through after school programs. Organizational information:

Position	Responsibilities
CEO, Executive Director	Directs all aspects of Boys and Girls Club of Stanislaus
Program Director	Manages all after school programs for BGC

## Expanded Learning Opportunities Program

Site Supervisor	Provide direct services to students in afterschool programs and supervises youth development professionals
Youth Development Professionals	Provide direct services to students in afterschool programs.

As part of continuous quality improvement, the mission, vision, and goals are re-visited annually. Collaborative meetings and focus group meetings are being held to discuss how well these are being met. Through these stakeholder meetings, the after school program continues to gather input and reflect on what needs to be done to meet the program goals and to bring the vision and mission to life daily.

Meetings with collaborative partners and stakeholder groups are scheduled to occur at minimum twice per year for the period of this grant award. Meetings are held in the Fall to review the surveys completed the previous spring and their impact on the current school year. The program plan is also reviewed. During the Spring, meetings focus on possible adaptations and revisions or implementations to the plan for the upcoming school year. The Program Plan is updated as needed.

Students participate in the review of the plan through the completion of student surveys each year. Additionally, student leadership provides input on programs to guide decisions for the upcoming and current school year.

The district Director of State and Federal Programs and the district ASES Program Administrator regularly review grant reporting requirements. All office staff members are trained in using ASSIST to submit attendance, fiscal and academic performance reports. California Department of Education and Region 6 staff members provide technical assistance and regular informational updates.

The ASES Program Administrator reviews attendance regularly to discuss with supervisor and Site Coordinators. Monthly and year-to-date attendance data are provided to the Site Coordinators so they can make improvements as needed in their schools' ASES program attendance.

The Account Specialist tracks all expenditures according to school district accounting procedures. The ASES Program Administrator reviews and authorizes payments according to grant guidelines and district policies. All budget and expenditure reports are reviewed by MCS Financial Services for accuracy and meeting guidelines.

### Sign-in

# Expanded Learning Opportunities Program

ASES program staff members sign students in on daily attendance sheets. Students who arrive late due to another program are noted. Program staff has access to regular school day attendance data to check on students' absences.

## Attendance

Daily attendance sheets are used to count the total attendance for the day. ASES staff members enter the attendance using the EZ reports data system. An attendance balance sheet is maintained, and all totals are checked by the Site Coordinator for accuracy. The weekly attendance balance sheet is checked against the district data system's report for accuracy. Attendance is submitted to the Interventions Program office and the staff secretary enters data into a monthly attendance tracking form. The monthly data is compiled to submit to CDE twice yearly. ASES staff reviews attendance data regularly at staff meetings.

## Sign-out

A student may be signed out by individuals whose names are indicated on the child's emergency cards and must show identification (with photo). Students may walk home at a designated time if pre-arranged by the parent. Staff members may sign these students out. The time a student is signed out is also indicated on the attendance sheets.

## Early Release

If a parent expresses an interest in having their child leave early, program staff members discuss the reasons with them to make sure the parents understand the attendance and Early Release policies. The parent completes an Early Release form if needed. Program staff shall record the date and time of the early release departure of the child. Parent, guardian, or program staff shall sign the child out and record the appropriate early release code on the student sign out form. In the case of program staff signing out the child, it is recommended that the child's signature or initial be recorded as well. The school district's Early Release/Late Arrival Policy, AR 5148.2, is attached.

## **General Questions**

### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

*ASES, 21<sup>st</sup> 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 goal of Modesto City Schools is to create one cohesive after school program that

## Expanded Learning Opportunities Program

incorporates all TK-8 school sites. Currently the ASES grant serves twenty-three out of twenty-six of our TK-8 school sites(19 elementary/4 middle schools). The goal of a comprehensive and universal Expanded Learning program would be to provide after school programs at all twenty-six TK-8 school sites and support the expansion of Tuolumne school that transitioned from a TK-6 school site to a TK-8 school site in the 2021-22 school year.

There are currently three elementary school sites(Enslin, Lakewood, and Sonoma) who are currently not funded by the ASES or 21st century grant. Through the use of AB86 funding this year, afterschool programs were expanded to these schools utilizing the Boys and Girls Club of Stanislaus as a partner for 2021-22 school year. To create a universal comprehensive expanded learning program, these specific afterschool programs will continue utilizing ELO-P funds so that all schools are aligned within the district within a single program and guidelines and all students have access to after school programs..

The 21st Century Community Learning Center(21st CCLC) grant currently provides funding to support eight schools(Bret Harte, Fairview, Franklin, Marshall, Robertson Road, Shackelford, Tuolumne, and Orville Wright) out of twenty-six TK-8 schools in our district. This grant supplements the addition of additional enrollment at these eight sites and supports winter, spring, and summer intersession and programming of a minimum of thirty non-instructional days. Through the use of ELO-P funding the goal would be to expand to all twenty-six TK-8 schools. The intent would be to offer thirty non-instructional days for nine hours at all sites to create a comprehensive program that aligns with the eight schools that currently are funded through 21st CCLC grants. It would also be to increase enrollment at all sites with the goal of eliminating all waiting lists for any afterschool program depending on staffing levels.

Some of the programs that will take place during non-instructional days are:

- Academic and enrichment intersession(utilizing certificated teacher and support staff) and summer school programs at all sites(winter and spring intersession, Summer school)
- Winter, Spring, Summer camps through expanded learning programs(goal is at all sites pending staffing) for at least 30 non-instructional days for 9 hours.
- Saturday instructional and enrichment academies will be offered at all sites
- Non-instructional day Field trips expanded to provide STEAM, career, and college experiences
- Summer outdoor education camps with Foothill horizons
- Expand offerings to 7-8 School sites that focus on academic improvement and enrichment during 30 non-instructional days. The focus will be on grade improvement, credit recovery, and English Learner language skills
- Expand programming with collaborative partners mentioned above during non-instructional days.
- Offer Bridge programs that target all incoming Transitional Kindergarten/Kindergarten, 6th grade, and 8th grade students to support transitions from school to school.

## Expanded Learning Opportunities Program

In addition to providing after school programs at all twenty-six TK-8 schools. Before school care will be provided at all elementary school sites. Currently due to AB86 one time funding, before school care is being offered at all Elementary schools in 2021-22 school year. Over five hundred students are currently being provided before school care throughout the twenty-two elementary school sites. The intention of providing a comprehensive program is to continue these services at elementary schools and expand offering to all students in need of before school care. The goal is that all schools open at 7:00 a.m. to support families in need of care in the mornings for all instructional days at all twenty-two elementary school sites.

In addition to Before, After, Intersession, Summer, and Saturday support, the expanded learning program in Modesto City Schools will expand targeted academic and enrichment support for all TK-8 students under one expanded learning program. These supports are but not limited to:

- RISE(Rigorous Intervention for Student Excellence) program will be offered to all TK-8 students who need additional support with their grade level Common core standards. RISE is an after school intervention program which supports targeted students after and before who require additional remediation in reading and math skills. These students will receive instruction before or after school from a credentialed teacher for .75 to 1.25 hours for a minimum twice a week while attending before and after school expanded programming. RISE services students in grades TK through 8th grade.
- Along with target standard based interventions, the incorporation of opportunities to recover credits and improve grades will be available. Daily opportunities for kids in need of credits at grades 7-8 level will be available during hours before and after school. Students will have the ability to recover credits while working with a credentialed teacher at school sites where staff is available..
- English Learner support programs like Rosetta Stone and DISE(Direct Instruction Spoken English) will be available during non-school hours to support language acquisition.
- E-Sports, gaming and recreations centers will be implemented at all school sites to promote a positive learning environment. These programs will promote opportunities and pathways for students to engage hard-to reach and underrepresented groups of students. Esports support student team environments, SEL development, engagement, college/career readiness, and STEAM activities. Schools will compete against each other with possibilities of competing against schools outside the school district in a gaming environment. The room will be set up as a gathering space for students to come together and promote positive social interaction and wellness. The focus will be in grade 5-12th grade.
- Expanding STEAM programming into out-of-school time through Project Lead the Way and Lego STEM curriculum. These programs provide a scalable way to increase engaging, problem-based content that reinforces literacy, mathematical reasoning, language acquisition, socio-emotional learning and career exploration. Provide experience and exposure to engineering, robotics, biomedicine, and environmental sciences through hands-on activities.

## Expanded Learning Opportunities Program

- Expansion of performing arts and music programs through youth empowerment groups that connect to socio-emotional learning. Along with additional classes offered after school from certificated music and performance arts teachers.

### 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?*

Current before and after school programs have served transitional kindergarten and kindergarten students at a 20:1 ratio. Staff are trained in supporting TK/K students in developing skills needed to be successful in school. Expanded learning staff coordinate with Kinder and TK Teachers and Paraeducators in meetings and attend training sessions that are applicable to early childhood education. Before and after school staff spend time shadowing in TK/K classes to understand daily operations and observe students to be better equipped to provide services during nonschool hours. Additional staff development is available through our curriculum instruction department in classroom management, PBIS, and early literacy curriculum.

In addition academic intervention will be offered. RISE is a before or after school program which provides targeted intervention instruction. The RISE program targets Kindergarten(and TK) students working below grade level mid-year in both reading and math skills. RISE Kindergarten(and TK) students receive instruction, 10:1, from a credentialed teacher for 1.25 hours twice a week. Instruction includes a variety of modalities and curriculum to extend learning for Kindergarten students beyond the school day. Transitional Kindergarten and Kindergarten classrooms will be utilized for during before and after school programming.

The offering of bridge program before the school year during non-instructional school days to provide students with a tour of the classroom and sites. Introductions and engagements with both expanded learning staff, teachers, and other school staff. Preschool programs currently run a bridge summer program for students who qualify for preschool services. Our goal would be to expand those services to all students who are interested.

To maintain the lower pupil-to-staff ratio, Modesto City Schools will work with partners to provide additional staffing by increasing hours to allow more prep time and stability to maintain the ratio numbers. In addition, Modesto City schools can seek to expand current Kindergarten and Transitional Kinder Paraeducators who work 5 hours during school hours to work an additional 3 hours to support TK/K students in afterschool programs. Our curriculum and instruction department will provide training throughout the school year.

# Expanded Learning Opportunities Program

## 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.

Below you will find an expanding learning schedule day that takes place during an instructional day. Before and after school activities are incorporated into the schedule. During the non-instructional days there are two samples shared. One sample is focused on a program solely run by expanded learning staff while the other is run simultaneously with certificated teachers and staff to incorporate an academic and expanded learning component where staff is available.

Daily School(Instructional Day) SAMPLE	
TIME	Description
7:00 AM-8:15 AM	Before School Care <ul style="list-style-type: none"> <li>● Breakfast served</li> <li>● Homework help</li> <li>● Enrichment</li> </ul>
8:15 AM-2:30 PM	Regular School Hours
2:30 PM-2:50 PM	Check in, Eat Snack, transition to homework rooms
2:50 PM-3:50 PM	Homework Assistance, Tutoring, Intervention
3:50 PM-4:30 PM	CATCH or other outdoor recreation activities or sports
4:30 PM-5:30 PM	Enrichment Activities
5:30 PM-6:00 PM	Crafts/Projects/Clubs

## Expanded Learning Opportunities Program

Summer/Intersession Day NON-Instructional Day SAMPLE	
TIME	Description
7:30 AM-8:00 AM	Check in/Breakfast
8:00 AM-8:30 AM	Physical Activity
8:30 AM-9:30 AM	Group Activity: Team building Collaborative Game
9:30 AM-11:30 AM	STEAM and Project Based activity
11:30 AM-12:15 PM	Cleanup Lunch Time
12:15 PM-1:30 PM	Organized Physical Activity/CATCH
1:30 PM-3:00 PM	Hands on Enrichment: Crafts, DIY, Art
3:00 PM-3:15 PM	Afternoon Snack
3:15 PM- 4:30 PM	Clubs Activities and Games
4:30 PM-5:00 PM	Cleanup and Pickup

Summer/Intersession Day
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## Expanded Learning Opportunities Program

NON-Instructional Day SAMPLE with Certificated Teacher support	
TIME	Description
7:30 AM-8:00 AM	Check in/Breakfast
8:00 AM-8:15 AM	Physical Activity
8:15 AM-9:30 AM	Targeted Reading and Writing Support
9:30 AM-9:45 AM	Recess
9:45 AM-11:00 AM	Mathematics targeted support and interventions
11:00 AM-12:30 PM	Science, Social, Studies, and Physical education
12:30 PM-1:15 PM	Lunch
1:15-2:00 PM	Organized Physical Activity/CATCH
2:00 PM-2:20 PM	Check in, Eat Snack, transition to homework rooms
2:20 PM-3:05 PM	Homework Assistance, Tutoring, Intervention
3:05 PM-3:20 PM	Afternoon Snack
3:20 PM-4:10 PM	CATCH or other outdoor recreation activities or sports
4:10 PM-5:10 PM	Enrichment Activities
5:10 PM-5:30 PM	Crafts/Projects/Clubs/Check-out

# Expanded Learning Opportunities Program

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

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

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

# Expanded Learning Opportunities Program

## **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 child care 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

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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.