

AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM PLAN 2024 - 2027





**BOYS & GIRLS CLUB
OF MOORPARK & SIMI VALLEY**



Campus Canyon ASES

1. Grant Identification Number: 56-23939-7394-EZ
2. County District School (CDS) Code: 56739406106439
3. Authorized Signatory (Fiscally responsible for the program)
 - a. Name: Dr. Kelli Hays
 - b. Title: Superintendent
 - c. Contact Info: (805) 378-6300 khays@mprk.org

Boys & Girls Club ASES Vision

To provide a world-class Club experience that assures success is within reach of every young person who enters our doors with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship and living a healthy lifestyle.

Boys & Girls Club ASES Mission

To provide a year-round, positive, safe, healthy, fun and educational environment that inspires and enables all young people to reach their full potential as productive, caring and responsible citizens.

Boys & Girls Club ASES Program

We proudly offer diverse activities in five core areas: Character and Leadership Development, Education and Career Development, Sports, Fitness and Recreation, Health and Life Skills, and The Arts.

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

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

Site Name	Project Daily Attendance
1. Campus Canyon ASES	70
2.	
3.	
4.	
5.	
6.	
7.	
8.	

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

Target Population	Percentage of School Population
<input type="checkbox"/> English Learners	21%
<input type="checkbox"/> Socio-economically Disadvantaged	34%
<input type="checkbox"/> Foster Youth	0.0%
<input type="checkbox"/> Homeless	0.4%
<input type="checkbox"/>	%
<input type="checkbox"/>	%
<input type="checkbox"/>	%
<input type="checkbox"/>	%

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1—Safe and Supportive Environment

The ASES program is located on the school campus. Students are dismissed from their classrooms, and directed by their teachers to report to the Boys & Girls Club's check-in area.

The Site Coordinator meets with school administration to ensure the program follows all school safety procedures including lock down, earthquake and fire drills. Students and staff participate in monthly practice drills after school. The Site Coordinator meets with program staff weekly to receive training on current safety needs. Additionally, the ASES program use the School Safety Plan (as modified for the current COVID conditions) following the Moorpark Unified School District (MUSD) and Public Health guidelines.

Program staff meet weekly to address, assess and evaluate any student needs or concerns. The on-site district Academic Liaison provides support and identify any student needs, from the regular school day. The program has a weekly wellness check-in assembly to support the social-emotional and physical needs of the students.

2—Active and Engaged Learning

Program staff will ensure the academic needs of students are met, by meeting with the Academic Liaison and teachers to discuss any academic concerns teachers have with students in the program. The Boys & Girl Club of America Power Hour program tracks daily participation, by reviewing homework assignments to ensure they are completed correctly, and provides high yield learning activities when homework assignments and daily reading are completed.

The ASES program will utilize California Assessment of Student Program Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), District Assessments and California Healthy Kids Survey results to identify student progress. Additionally, comparative attendance data will be used to measure student progress and achievement. The ASES Site Coordinator will adjust lesson plans and academic enrichment activities as necessary to assist in supporting student goals.

Program activities and interest clubs such as journalism, leadership and peer mentoring and performing arts encourage students to develop new skills and opportunities to interact with peers.

STEAM activities and projects will engage students in science, technology, engineering, arts and mathematics projects to provide a hands-on learning

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experience for students. Projects will also reinforce skills students have been working on throughout the school year. Parent evening events are held to showcase student's achievements such as the National Fine Arts competition where student's projects are displayed.

The ASES program only operate during the school calendar year.

3—Skill Building

Students participate in the Club's Power Hour program and are required to work on homework, reading assignments and high yield learning activities for at least one hour after school. This contributes to the students' academic success and promotes positive work habits.

Program staff will collaborate with on-site teachers to ensure alignment with the regular school day. Interest based clubs, such as Leadership Club, consist of students who wish to participate in fundraising activities and community service projects, responsive to school or community needs. The Site Coordinator is in contact with school administration to provide additional services as needed.

4—Youth Voice and Leadership

Student feedback is welcomed and encouraged. The program provides time at weekly wellness check-ins during assemblies. During the Fall semester, students are given an opportunity to complete an evaluation to discuss their likes and dislikes of the activities and ideas for additional programs. Students are surveyed each spring using the Boys & Girls Club of America's National Youth Outcomes Initiative, which measures Club experience outcomes in the areas of safety, fun, expectations, adult connections, teamwork, leadership, goal pursuit, community involvement and many other areas. This data helps the Club gain valuable feedback to evaluate delivery of services and assist in program and professional development.

MUSD will also provide the ASES program with student data from CAASSP, ELPAC, District Assessments, California Healthy Kids Survey results and Counselor feedback. This data will help the ASES program align with its academic enrichment activities to support student learning.

The ASES programs will develop a Leadership Club, composed of upper grade levels. The Leadership Club will provide valuable member feedback, assisting in the planning and implementation of activities and special events for the ASES program. Leadership Club members will share ideas and work in a "no judgment" zone regarding the Club's programs.

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Students in lower grade levels will have weekly small group activities where they can provide feedback to site staff. Program staff will facilitate and encourage students to actively participate in program activities and future lesson plans will implement student interest, as applicable.

Students in higher grade levels will participate as mentors for lower grade level students by assisting in the current school safety protocol. Higher grade level students will be assigned roles to provide younger students with positive reinforcement, feedback and incentives and will serve as continuous reminders of the school safety plan. Additionally, annual service projects will be led by older members, based upon school and community need.

5—Healthy Choices and Behaviors

The ASES program provides daily physical activities and provides healthy snacks like fruits and vegetables when available. Boys & Girls Clubs of America's National Triple Play (daily physical activity) and Healthy Habits (lifelong healthy behaviors) will be incorporated into the weekly lesson plans for all members. Monthly special events will reinforce healthy behaviors and provide students with opportunities to make positive choices beyond the ASES program in their nutritional behaviors. The California Healthy Kids Survey results will be provided by MUSD to assist the ASES programs in targeting positive student behavior and the benefits of daily physical activity.

The program offers Triple Play & Healthy Habits daily activities, which incorporates activities for the mind, body and soul. Activities promote healthy eating habits and active engagement through sports. Member incentives will encourage students to improve their physical range of activities throughout the school year.

The Friday Food Fest activities teach students basic cooking skills to make easy, healthy meals, learn about the food groups and ways to make healthy food choices. Ventura County Food Share provides the program with fresh fruits and vegetables for the after school snack.

Fruits, vegetables, healthy dry snacks are provided from a partnership with Food Share for the daily snack. California Nutritional Guidelines will help provide ASES staff with appropriate portion sizes.

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6—Diversity, Access, and Equity

Cultural learning activities are provided each month to teach students about different ethnicities. The program highlights diversity by planning activities around each heritage month such as Hispanic Heritage month. During that month students learned about different foods, games and artists in their program activities.

There are program staff available who are bilingual (English/Spanish) to provide assistance to English Learner (EL) students. All program information documents and forms, such as flyers, information packets and handouts are available in English and Spanish. The Site Coordinator works with parents, teachers and school administration to serve students with special needs and from socio-economically disadvantaged families. The Academic Liaison will help identify students in need of academic support and families that have household needs that the ASES programs can leverage its resources to assist families, such as referrals, food assistance and other needs as identified.

7—Quality Staff

The program staff follow the written requirements for the Instructional Assistant position for the Moorpark Unified School District.

Position openings are posted on local job boards. Interviews are conducted to discuss applicants past experience and knowledge from prior experience in working with or volunteering with students. An opportunity is given to discuss applicant's special interests and how those can be shared with students in the program.

Staff meet daily to discuss, plan and prepare for the program. Any relevant changes or needs, as determined by the Site Coordinator will be discussed prior to the afternoon. Professional development opportunities are provided in person and virtually, monthly for skill development and promote relevant safety practices.

8—Clear Vision, Mission, and Purpose

The Boys & Girls Club of Moorpark and Simi Valley (BGCMSV) works in conjunction with Moorpark Unified School District to assemble a team of stakeholders, who assesses the needs of the school, parents and students through several sources: parent surveys, student surveys, teacher and administration surveys and student report cards. This collaborative team includes, but is not limited to, Boys & Girls Club Administration, Site Coordinator, and Academic Liaison. The Boys & Girls Club will, in turn, designate assigned program delivery roles and responsibilities to support identified student needs.

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The progress and effectiveness of student support will be monitored and reviewed weekly, by the Site Coordinator. Any student in need of additional academic support/services, will be coordinated with the Academic Liaison to ensure that students are on track.

The ASES Program provides free out of school time to support student academic needs and assignments, nutritional education, physical activity, hands-on STEAM and enrichment projects, social-emotional development and engagement activities, and fun, recreational games and small group activities. Academic support includes homework assistance and tutoring, intervention in identified grade level focus areas provided by the school site. Daily nutrition and physical activity will engage students with Boys & Girls Club of America's national curriculum, "Healthy Habits" and "Triple Play." Additional enrichment and recreational activities will include service learning projects, community service, robotics, leadership & voice clubs and much more.

Program Goals:

1. Provide a safe, nurturing and healthy environment that promotes physical and emotional well-being.
2. Provide hands-on activities that engage student love of learning and foster critical thinking skills and questions.
3. Support student academic achievement through standards-based enrichment activities that are aligned with the school day.
4. Promote student voice and leadership by providing opportunities for feedback, program development and peer mentoring.

As stated above, the BGCMSV and MUSD have developed a working, collaborative team including Boys & Girls Club Administration, Site Coordinator, Academic Liaison, Principal, Assistant Superintendent of Instructional Services and Teachers.

This working process will occur through monthly site level meetings with site administration and school. District wide meetings will occur quarterly to track progress, report findings and address developing school and community needs. Additionally, parent and student satisfaction surveys will occur at the end of every semester to gain valuable feedback from our most important stakeholders, our families.

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9—Collaborative Partnerships

The Director of Operations, Site Coordinator, School Principal and administration will meet bi-annually to review, discuss and update the program plan, or as necessary should revisions based upon student need arise.

The Academic Liaison will be the primary liaison with the Boys & Girls Club staff, in addition to providing academic, social and family support to students. This position will directly support site level staff in the areas of program development, academic enrichment, behavior guidance and other needs as determined by the school and Club.

Moorpark Police and Fire - to provide site level staff with safety walkthroughs and recommendations and professional development opportunities.

Region 8 Region Lead - to provide ASES programs with technical support, professional development and evaluation of program services.

Moorpark Unified School District - to provide student data and needs assessment assistance in surveying student needs. Additionally, professional development opportunities will be provided as available to site level staff.

Ventura County Food Share - to provide nutrition education, Kids Farmers Market (KFM) for program members and food resources (as available) to families in need.

The ASES program will explore virtual opportunities with potential partners.

10—Continuous Quality Improvement

MUSD implements continuous quality improvement cycles recommended in the “Quality Standards for Expanded Learning in CA: Creating and Implementing a Shared Vision of Quality” to help every student, every day, be successful. This improvement cycle includes assessing program quality, planning, and improving program quality in all twelve expanded learning standards. MUSD meets regularly with the ASES program staff to identify and monitor a plan for continuous improvement.

A variety of data is used to identify areas of improvement including student and parent satisfaction surveys. These simple questionnaires provide opportunities for families and students to give feedback to ASES staff to ensure that the program continues to meet the current needs of families. Staff evaluate the results and develop a plan to adjust the program’s activities accordingly. MUSD meets with the ASES program staff to identify how to support the implementation

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of changes to the program. To evaluate student emotional needs, MUSD and the ASES staff analyze the California Healthy Kids Survey Results. Annual California Assessment of Student Performance and Progress (CAASPP) results are used to identify academic areas of growth. Student formal and informal surveys are used to identify enrichment activities, programming, and student interest groups.

11—Program Management

Program funds are utilized for the ASES program to help support student needs and effectively progress the vision, mission and goals of the program. Program funding provides staffing, as well as materials and supplies to support the academic enrichment activities and advance the capacity of program staff through monthly professional development opportunities.

Program staff work to bring out the best in each young person, inspiring and enabling all children to reach their full potential as productive, caring, and responsible citizens

Each Program Leader is assigned a designated grade level and is responsible to plan daily activities to work with. Each Program Leader provides students with homework assistance, academic intervention, fun recreational and socio-emotional activities, physical fitness, and healthy habits and behaviors activities. The Site Coordinator meets in person with Program Staff weekly to approve program schedules and assign additional enrichment activities. Each program staff have a Club email address the Site Coordinator uses to share information on a shared drive.

The program plan will be reviewed on an annual basis. As a working document, school site administration will communicate with Club administration should any expedient changes need to be made to the program plan. The formal annual review will occur at the beginning of the academic school year and will involve school district administration and liaisons and Club executive leadership.

Fiscal Accounting – The ASES program has an effective management and fiscal organizational structure in place that develops and implements policies, procedures, and practices to ensure the successful operation of out of school time programs based on program goals, vision, and design. The Assistant Director under the leadership of the Assistant Superintendent of Instructional Services ensures that programs adhere to local and state operational and reporting requirements. The Instructional Services and Fiscal Services work together to ensure all reports are completed and submitted into ASSIST

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(web-based reporting system) by the due dates and ensure the district is in compliance in all areas of spending.

The BGCMSV submits financial reports to MUSD at least quarterly, along with supporting documentation for all allowable expenses for the ASES programs. Fiscal Services verifies the accuracy of the reports and includes additional applicable expenses made by MUSD. MUSD submits regular financial reports to California Department of Education (CDE) on a quarterly basis as well.

In-Kind Match – The in-kind match requirement is 33% of the state grant amount. The recipient understands that no more than 25% of this amount may be for facility usage. Additional in-kind services will be derived from related administrative and support staff that are not expensed with restricted state funds, in-kind snacks and program materials, and other related in-kind services.

Attendance – The ASES programs value attendance as a crucial part of student success. Consistent attendance in both school and after school provides alignment with student learning and progress. The ASES program reaches out to families if there are gaps in regular attendance in the after school program.

Attendance is manually tracked by program leaders for their group at check-in each day. This information is entered into the Vision membership tracking system each day to record all attendance including sign in and out times. Parents are required to sign their child out daily to ensure students are released to designated authorized person(s).

The early release policy is communicated to all families annually. A child may be released early or arrive late from the after school program prior to the end of the program time at 6:00 p.m. based upon the following conditions: Attending a parallel program (programs in the school or community centers such as soccer, basketball, etc.) as long as an agreement or partnership with the program exists thus making this parallel program the child's enrichment component. Also, family emergencies, medical appointments, weather conditions, child accidents that occur during program time and other conditions that may apply affecting the safety as prescribed by the school whatever the case may be, program staff will record the date and time of the early release departure of the child.

The Site Coordinator will track any early release and collect documentation to excuse the early release no more than twice a week. The Site Coordinator will also communicate with families any non-compliance attendance requirements (15 hours per week) to maintain eligibility in the ASES program.

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Attendance records are submitted to MUSD regularly and are compared with school attendance records for accuracy.

12—Sustainability

MUSD's ASES Program is the result of the 2002 voter-approved initiative, Proposition 49 (Prop 49). This proposition amended the California Education Code (EC) sections 8482-8482.55 to expand and rename the former Before and After School Learning and Safe Neighborhood Partnerships Program. MUSD collaborated with the Boys & Girls Club of Moorpark (now Boys & Girls Club of Moorpark & Simi Valley) to initiate the ASES programs Campus Canyon College Preparatory Academy.

MUSD and BGCMSV understand and believe in the importance of the ASES programs for the students they serve. Both entities are committed to the implementation and continuation of these programs. Should funding through Prop 49 decrease or cease to exist, MUSD will continue to collaborate with BGCMSV to identify additional grant funding, special event fundraising, corporate and individual giving programs, and program fees to continue the services for students at these schools.