

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

E.L.O.P. 2023 - 2024



***Newman-Crows Landing
Unified School District
1223 Main Street
Newman, CA 95360***

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

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

Local Educational Agency (LEA) Name: NEWMAN-CROWS

LANDING UNIFIED SCHOOL DISTRICT

Contact Name: Mrs. Kim Bettencourt, Asst. Superintendent

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

1. VON RENNER ELEMENTARY
2. HUNT ELEMENTARY
3. HURD BARRINGTON ELEMENTARY
4. BONITA ELEMENTARY
5. YOLO MIDDLE SCHOOL

Purpose

The Purpose of the program plan is to create an operational design of an BTB program within the framework of the requirements defined in the California Education Code (EC) section 46120(b)(2). This program plan will describe program activities which will introduce students to new/different interests which will help students develop a wide range of skills, including Social and Emotional Learning (SEL).

Definitions

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

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“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])

NCLUSD has elected to brand their ASES programs and Expanded Learning Programs as “**Beyond the Bell Programs**” (for future reference: BTB) to encompass both the long-standing after school programs blended with the new clubs offered thanks to ELOP funding.

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 BTB.

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 BTB. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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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.

The NCLUSD Expanded Learning Opportunity Program operates on campus at each one of the elementary schools and the one middle school in the district. Students will attend BTB at their home school and stay on campus until they are signed out of the program. Transportation from ELOP can be provided by bus, parent/guardian or walking.

We are projecting to spend a portion of the BTB funding on construction of two (2) classrooms, as space at those particular elementary sites is terribly limited and serving youth there is a challenge. These would be shared classrooms, with the school day, and as such, there will be a cost-share between the General Fund and BTB funds.

- *Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.*
 - NCLUSD Beyond the Bell Programs work closely to ensure safety procedures are aligned with the instructional day by using many of the same initiatives and measures to train staff and practice drills with students. The various BTB programs are also included in the School Disaster Plan for each site to ensure that BTB participants continue to be safe and prepared for emergencies in a manner consistent with the instructional day. BTB practices drills, including fire, earthquake and lockdown drills the same as the instructional day to help students stay informed of safety protocols within BTB. Site Coordinators, when possible, are included on the School Site Safety Committees to ensure alignment of safety procedures with the instructional day. Site Coordinators and BTB staff participate in district professional development training on topics such as anti-bullying and behavioral interventions. Each employee is required to complete mandated trainings at the beginning of the year including Mandated Reporting, Working in Hot/Cold Temperatures, Bloodborn Pathogens and Sexual Harassment.

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

BTB provides students with a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students in a number of ways. All campuses are safe, frequently patrolled by police and are accessible to the community through only a single designated, gated entry at each site. To maintain support of school day programs, cleaning and set-up checklists are used daily to support a safe and healthy environment.

Staff are certified in CPR and First Aid.

Some BTB staff wear ID badges, some wear Beyond the Bell shirts so they are easily identifiable to students, families and other stakeholders. Injuries are documented by staff and parents notified via phone call and/or documentation, which is provided to the parent at checkout. Emergency contacts for each student are noted on the registration form and copies are provided to each Site Coordinator. A binder with all of the registration forms is kept at the checkout location with the clerk, in case of emergency. BTB staff, in conjunction with the instructional staff, are regularly participating in training and implementation of the district's behavior expectations and intervention.

Every staff member of Newman-Crows Landing Unified School District (NCLUSD) participates in online trainings at the beginning of the year in the following areas, Bloodborn Pathogens, Mandated Reporting, Sexual Harassment and Extreme Temperatures.

To be clear, the definition of "safe environment" should most certainly be meant to include a loving, warm place where students feel seen and comfortable. BTB is a master at this. Awards are given to staff that truly know their students...what pets they have, what their siblings names are, what their favorite things are. Some are given the coveted 'LOVE IS EVIDENT HERE' prize. It's a thing.

NCLUSD supports a proactive and positive approach to teaching expectations of behavior at school and then reinforcing it, rewarding it. This culture is designed to increase positive interactions with students and decrease negative consequences for student behavior.

School counselors are also available to students and support them with school-based counseling after the bell rings, in BTB.

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Beyond the Bell believes in and provides professional development so staff have tools to utilize many different positive reinforcement strategies including PBIS and HARMONY S.E.L. We provide these on the three (3) ASES-allowed school days, when we are closed. We pre-plan for the most relevant Professional Development, as well as on what we call “Road Shows” where we offer brief PD sessions on location, at sites at 5pm. This way we can “come to them” and get it done!

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

BTB programs are designed to introduce students to certain areas of interest not traditionally offered during the instructional day. These clubs will help support/supplement skills students are developing during the instructional day but through the lens of unique and hands-on learning experiences. BTB clubs are seasonal and “menu based”, meaning that different clubs will be offered periodically which allows students to explore a wide range of different interests. Students are able to pursue studies in subjects or themes that are of interest to them. These enriching activities include cooking, dance, piano, sewing, robotics, podcasting, STEM Lego clubs and many end in a tournament of some sort, where students exhibit, show off, compete, or perhaps just smile for the camera...

During the spring semester of the 2021/2022 academic year, NCLUSD students participated in a *prototype* of what then became BTB. Students were surveyed before and after the session. These student surveys were used to determine the club offerings based on students’ high interest levels. Students are offered and access is provided to pursue studies of subjects or themes that are of interest to them.

Thirty additional days of programming are provided including a combination of some of the following:

- Five days during Spring Break of additional programs and activities
- Day Camps during July of summer break
- Saturday college tours spread out throughout the academic year. These will be targeted for 5th grade-8th grade students.
- “Superfun Summercamp” will be offered on the June summer days the district hosts our Summer School

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Youth Development

This club-format learning model will allow students to be exposed to new interests which could potentially lead to a career pathway or even just a fun hobby they might never have been able to participate in. This “menu based” format will also allow for students’ interest to remain engaged by periodically bringing new and exciting clubs to each campus.

- Through BTB, students will also have an opportunity to build relationships with adults who have experience in each subject. It is our goal to create an environment in which we support and encourage students to explore new interests/activities that perhaps they might not have had access to before. These relationships and new interests will allow our students to develop new skills indifferent areas.
- This is where our community partners’ participation in our program is crucial. We have chosen to hire community members who have experience in these different areas to instruct our students. This will help our students foster a stronger connection to our community through this partnership.
- Although the subject matter for clubs will be different at each site, through a rotation schedule each site will eventually participate in every club offered. These “seasons” will allow all students access to each interest, at different times.
- Competitions and exhibitions are an important component of some of these clubs because they will allow students to put their accrued knowledge on display. Not only will students be able to gain interpersonal skills such as communication, listening, leadership and teamwork, then throw in the camaraderie and competition of contests, and it’s a win-win.
- Two examples of this are the planned participation in a site wide/district level STEM Legos Competition between the sites in which students will learn to plan, design, conceptualize and complete a model of their choosing. Another is the Robotics club which will also participate in a district level competition.
- As a result of these hands-on enrichment activities, students experience successful results which are shown through projects that they create. School and district display areas are utilized to showcase BTB activities as well as social media posts. This has proven very valuable for NCLUSD BTB.

3—Skill Building

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

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Newman-Crows Landing Beyond the Bell values BTB as a program in which students get to explore different interests that might not have otherwise been accessible to them. This means offering a broad range of topics in the form of clubs which attract student engagement and offer students opportunities to expand their skills. Not only does BTB compliment the work being done during day time instruction, but BTB helps students achieve new skills by offering different activities and experiences.

- Through the dance clubs, students are exposed to different styles of dance (we offer *Zumba, *contemporary, *hip hop and *cultural dances such as hula.) . They learn dance terminology as well as some dance history. This involves students learning skills such as coordination, the principles of choreography, teamwork and participation. Not to mention the enormous benefit to their health and well being (and the sheer fun of it, right?!) Dance club participation also culminates in an event in which students exhibit what they have learned.
- The STEM Lego clubs are project-based learning which will culminate in participation in a competition. Skills that this club will help foster in students are persistence, determination, concept design, basics of structural physics, teamwork and working toward a goal. This club will also offer students the opportunity to work through challenges and learn to reconceptualize or reorganize their work if needed. Through the competition portion of the club students will have the opportunity to showcase their hard work and support their club members. This will greatly benefit their self esteem and allow them to work on sportsmanship. This is by definition “disguised learning” as there is much collaboration, thought, math, and projecting required when completing these challenges.
- Piano classes help students learn musical terminology, music history, how to read music and how to perform different pieces of music. Students will develop skills like hand dexterity, coordination and timing. Other skills these students will develop are persistence, determination and resilience. This club will also culminate in a recital type event in which students will showcase a song or performance in order to demonstrate what they have learned. Giving students access to instruments and instruction prior to entering Orestimba High School (where music instruction is offered) is a gift of introduction, such that when they do arrive at high school, they will have some familiarity and may have the courage to say, “Yes I want to try that!”
- There is no denying that in our modern technology-driven society we need to help our students foster tech skills. Through BTB Robotics clubs, students will learn to code, design and solve problems through technology. These are invaluable skills that will greatly benefit students. NCLUSD Beyond the Bell has partnered with a coding curriculum called *Micro:bit* and with training through SCOE (Stanislaus County Office of Education) credentialed teachers have been hired to help students conceptualize a project, create code and ultimately finish a project. Not only does this help students learn to code, but it will teach them skills like looking for technological solutions to real world problems/ real world applications. This club also looks to have a culminating event in which students will be able to exhibit their programming skills and projects.

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- Through the Sewing club, students will create handcrafted designs that will improve their hand-eye coordination. Students create different designs and hand crafted projects. This club will help students develop better fine motor skills, hand-eye coordination and creativity. Students will work on several pieces, learning about different stitches, applications and design techniques, which will culminate in a final event in which all of their work will be on display. Students will have the opportunity to discuss their processes and design choices, thereby even gaining crucial communication skills. Collaboration for the win.
- The cooking club provides the opportunity for students to learn the basics of the culinary arts. Students will develop skills such as the proper use of kitchen equipment, basics of nutrition and kitchen safety. Students will learn to prepare different dishes which will require students to learn skills such as food preparation and maintaining food safety. Following a recipe and using measurements are also skills students will gain through this BTB club. Not to mention the fact that they will also be able to enjoy their delicious creations!

These clubs are intended to augment each participating students' skills and help them develop new ones. BTB will provide the opportunity for these students to experiment and explore new interests and gain the skills necessary to succeed in these activities. Students will benefit from exposure to these art forms because they will be in an environment in which they are free to express their creativity. These clubs will help BTB students become well rounded with several developing skills with real world applications.

4—Youth Voice and Leadership

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

The importance of involving our students' voices and giving them opportunities to lead can not be understated. Our goal is for BTB clubs to be a place in which students feel heard. We want our students to understand and believe that their voices matter. Not only this, but that staff and instructors trust them enough to give them opportunities to lead. By doing this, we believe that students will engage, learn new skills and develop a healthy self image. Our BTB clubs are uniquely tailored to provide students the opportunity to lead a team, coordinate a plan and present final products.

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Each site hosts an annual election program in September. The titles of the positions campaigned for are crafted by the youth at each site, and truth be told, that is one of the most-fun parts of these elections! One site elected (pun intended) to go with GRAND WIZARD, DEPUTY OF DISCIPLINE, SOUL SISTA and a plethora of other adorable titles for the leadership positions they populated. The speeches and the posters are always a pleasure to behold. These elected kids are the go-to council when it comes to event-planning, culminating events, parent outreach, LIGHTS ON activities etc. Most have a lanyard or a sash or a tshirt with their title and it has become a coveted thing to be elected to BTB office.

Our students' voices are taken into consideration when choosing the subjects of each club. Then at the end of each club, students will be surveyed. They are asked (as are their parents) if they found the subject interesting, whether the instruction was engaging and what, if anything, they would recommend changing. It is our hope that by using surveys, students feel more encouraged to participate because their thoughts and opinions have been taken into account.

Our students will have access to several leadership opportunities within their BTB club and within BTB in general. BTB hires several high school students per school site, who will serve as tutors/assistants to the program staff. This job opportunity provides a leadership position for these high school students. In addition, in the elementary sites, fifth grade students "apply and interview" for positions such as helpers for clubs like dance and podcasting. Within each club there are opportunities for students to serve as team leaders or "project managers".

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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 BTB hours of programming.

The NCLUSD Nutrition Services Dept. provides BTB supper/snack each day. All supper meals provided to BTB participants are aligned with the school wellness plan. BTB offers students a nutritious supper at the beginning of the program. Supper menus are designed to meet Federal Reimbursement Supper (CACFP) guidelines to provide vital nourishment to students participating in BTB. Suppers provide at least two of the four required components: milk, vegetable/fruit, grains/bread or meat/meat alternative. Milk is 1% milk. Fruit consists of 100% fruit or vegetable juice, canned or fresh product. Grain products that list whole grain as the first ingredient are chosen to increase fiber and nutrition consumption. Meat alternative components consist of kid-friendly products that provide protein and essential fatty acids to promote brain and heart health while fueling students throughout the afternoon.

In addition, through the cooking club, BTB students learn the basics of nutrition and use that to create nutritious recipes. Meanwhile, the dance clubs will offer students opportunities to get up and move. Our MVPA (moderate-to-vigorous physical activity) standard gets our kids up and out and moving, shaking, jumping, climbing.

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 BTB will provide access and opportunity for students with disabilities.

BTB not only provides services to a diverse group of students; it also celebrates that diversity. BTB promotes and provides opportunities to celebrate students' cultural and unique backgrounds by including diverse culturally-aware representation within the clubs. The program provides students with activities and experiences that promote diversity and cultural differences. We operate at a district “dual language academy” site and offer staff that can support the multi-language platform.

What does this look like? Including culturally diverse dances into the dance club and culturally diverse recipes into the cooking club and culturally diverse art lessons and projects in art club.

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Representation matters and we are proud to say that the diversity of our staff matches the diversity of our students. Staff members come from diverse backgrounds and represent a variety of cultural and linguistic backgrounds. We host “Around the World” cultural exploration events and children can honor and celebrate multiple cultures each year.

BTB recognizes that a number of the students participating in our programs are classified as English Language Learners and some have disabilities that create barriers to participating in the program. To address these needs, the Director of BTB and BTB staff work closely with the Assistant Superintendent of Curriculum of Instruction, the district Behavior Specialist, Counselors, the District Nurse and Health Clerks to ensure a smooth transition for all students from the instructional day through the completion of BTB activities. The Director of Expanded Learning ensures that all staff are aware of behavioral contracts, Individual Education Plans, ELL status and any additional information regarding students' social-emotional, developmental and physical needs. In addition, we partner with local and county police departments to honor the F.O.C.U.S. Program intentions, specifically to be informed ahead of time if a child at school has suffered a particularly challenging experience (a parent being arrested, for example.) We are part of the team that information is shared with us, such that we can provide extra TLC.

To ensure all students' needs are met while participating in BTB, Counselors, District Nurse and Health Clerks are also available to assist BTB staff with students. Accommodations that can be made, if necessary, include but are not limited to: having a student's aide or other trained staff member attend BTB events with him/her and hiring a number of BTB staff who are bilingual to assist with ELLs. Many BTB activities are team-related and are accessible to all students ensuring that students always feel included.

7—Quality Staff

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

BTB management ensures that all staff who directly supervise pupils meet the minimum requirements of an instructional aide prior to their assignment to a campus/program. BTB program leader requirements include passing the Cooperative Organization for the Development of Employee Selection Procedures (CODESP) or have 48 units of college credit or an AA degree; required fingerprinting and TB testing; past experience working with children in an educational setting and a basic understanding of the activities and development of an elementary/secondary classroom and have the ability to work closely with children and adults. If these requirements are not met, the applicant is not permitted to begin working with students.

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- If the applicant does not have the required 48 college units, the applicant must also complete and pass the CODESP to meet the requirements set forth by NCL

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

- The Human Resources Department posts our open BTB positions on edjoin.org for NCLUSD. Interested applicants apply online via edjoin.org and are screened for interviews by the Director of Expanded Learning. Each applicant is required to include the following with their application: a resume, three letters of reference and proof of their highest level of education completed. A panel including the Director of Expanded Learning and BTB staff interview those applicants chosen for an interview. Interview questions include asking about knowledge about their interest in the position, their interests and what they would bring to the program and scenarios that test the knowledge of the applicant on supervision and taking care of students enrolled in BTB. Once selected for hire, the Director of Expanded Learning completes reference checks on the applicant. In a perfect world, the applicant is then offered the position and meets with the HR clerk to complete the necessary paperwork, fingerprint screening, physical with TB clearance and verification of college units. If the applicant does not have the required minimum 48 college units, the applicant must also complete and pass the CODESP to meet the requirements set forth by NCLB. Once everything is completed and verified, the new employee can start as a Program Leader for BTB. During the probation of six mos, new employees must complete online mandated trainings on topics, child abuse and reporting, sexual harassment, working in extreme temperatures and Bloodborne pathogens.

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

- The school district provides two all-staff Professional Development days throughout the academic annual calendar. Those days provide staff with the necessary training that will help create a safer and more productive work environment with training such as positive behavior management, anti-bullying and various other training based on observations of staff performance. District Instructional Coaches are available to provide ongoing support for BTB staff. The district Behavioral Intervention Case Managers (BICM) provide ongoing professional development on best practices for classroom management. BTB Coordinators attend annual conferences such as the *B.O.O.S.T. Conference* and *The Legacy Summit*, which supports continual improvement of the program. Program Leaders are invited to attend several annual conferences as well. We encourage attendance and build in a “bring it back with you and share the professional development” model, which has (thankfully) been a boost rather than a boon to our incentivizing. Folks have been terrific at presenting to the whole group once they return!

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Provide descriptions of the services provided by subcontractors, if applicable. An organizational chart is recommended.

- N/A

8—Clear Vision, Mission, and Purpose

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

- *Our Mission Statement:*
 - *As we prioritize a safe and supportive environment, we will teach social skills through relationship building. While valuing diversity and empathy, we will encourage self-love and ensure a sense of belonging for all. We are dedicated to positively motivating and respecting each other as well as our students. (created 8/1/2022)*

In this rural community, families often look to NCLUSD to provide not only education and homework support but also additional engaging enrichment activities.

The City of Newman has a population of just over 12,990 with a median household income of \$82,129. Our student population is 27% English Language Learners. Our socio-economically disadvantaged student population is currently at 72%.

BTB addresses these needs by providing ELL and unduplicated students with safe and engaging enrichment activities that focus on overall student success at no cost to families.

Our Programs needs are identified, assessed and aligned with the District's LCAP process (i.e., LCAP Parent Survey, California Healthy Kids Survey, WE SURVEY, Brightbytes Technology Survey) including the LCAP metric system.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement BTB programs.

- a. The Newman Partnership
- b. Newman Family Resource Center
- c. Valley Center for Human Services
- d. City of Newman Parks & Recreation Dept and Public Works Dept
- e. Parents
- f. Administrators
- g. Teachers
- h. Classified Staff

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- i. District Office Staff
- j. Newman Police Department and Stanislaus County Sheriff's Department through the F.O.C.U.S. programs
- k. Students elected/nominated to misc leadership committees

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Beyond the Bell BTB takes into consideration as much data as possible that helps improve how program staff can assist students. Teacher, student, administrator, and parent feedback play a big role in how program staff work towards reaching that goal. Program staff do regular grade and attendance checks to see the students' academic progress. If any student's grades are dropping, program staff bring it to their attention and work together towards bringing the grades back up.

District administration and site administration inform BTB staff of students enrolled that need some extra TLC (translate: they've recently experienced private trauma, family emergency or other emotionally charged event.)

Site Coordinators talk to parents and gather information about academic performance and specific requests to better help their students.

Surveys are provided to staff, parents and students to measure program success and provide vital information for continuous quality improvement. Program stakeholders meet to review data and align information with the 12 Quality Standards. Stakeholders identify areas of greatest improvement and use the quality assessment tool to break down the information into attainable goals for program improvement.

The Director and Supervisor attend various meetings such as student study team meetings, parent/teacher conferences and IEPs to support both academic and social growth.

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11—Program Management

Describe the plan for program management.

The goal of the Newman-Crows Landing Unified School District After School Program (*Beyond the Bell*) is to provide a holistic approach that offers significant expanded learning opportunities for children and youth, grades TK-8. The district approach focuses first on love. Aside from our Mission Statement, our Daily Motto is *LEAD WITH LOVE*. That being foundational, everything we do is imbued with good intentions. We focus on improved student academic achievement and increased social development activities for youth to promote connectedness and to develop the ability to navigate multiple cultural contexts in an effort to reduce drug use and youth disengagement. The district provides extended learning opportunities at Hunt, Barrington, Bonita, Von Renner Elementary Schools and at Yolo Middle School during the school year (180) days, at least 15 hours per week. The district places emphasis on academic and preventative services that decrease current risk factors which may lead to school failure (i.e., lack of supervision, limited English proficiency, low academic achievement, substance abuse, delinquency, and dysfunctional families). The district, by providing safe, violence- and drug-free environments for students and parents, allows participants to experience alternative recreational and enrichment activities while providing expanded learning opportunities for students and their parents.

NCLUSD is dedicating BTB funding to sharing the cost of purchasing office space, including warehousing space, so BTB can relocate offices, store materials and supplies and have a dedicated space for professional development. The cost would be shared with the district and with the After School Education & Safety (ASES) program grant (being cognizant of the ASES “85/15 rule” that states no more than 15% of ASES funding can be spent on overhead and indirect costs. The district would invest 50% of the cost, ELOP funding 48% of the cost and ASES 2% of the cost. It will allow us to manage our program with a more holistic approach than we have over the past year. With the addition of all of our BTB clubs, there is more push than ever to streamline our collaborative work among our team. Program management of ELOP and ASES will benefit tremendously from a shared work space and warehouse.

We also are looking to build classrooms, first would be at the sites where our programs have no dedicated space to operate. At Hunt Elementary and at Bonita Elementary, small schools that are impacted and cannot let us store items/materials/supplies/instruments on site, we propose to build rooms. The district is moving on to the next steps in their broader construction plan and we look to 2024 or 2025 as when we will likely have the opportunity to begin conversations about dedicated BTB spaces.

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Program Organization

- **Director of Expanded Learning Programs**

The Director oversees Beyond the Bell Before School Program, After School Program and BTB. Under the Superintendent's and the Assistant Superintendent of Curriculum and Instruction/Title IX Coordinator, the Director plans, organizes, coordinates and manages all phases of BTB Programs supervision. The Director manages After School Program Site Coordinators (10), After School Program Leaders (50+) and After School Program Clerks (4).

Specific Responsibilities are as follows:

- Collaborates with internal and external personnel (e.g. administrators, vendors, facility managers, public agencies, community members, etc.) for the purpose of implementing and/or maintaining services and programs.
- Maintains manual and electronic files and records for the purpose of documenting activities, providing written reference and meeting mandated requirements.
- Oversees program staff, program operations, services, and the implementation of programs and/or processes (e.g., site rules, discipline, site schedule, space requirements, etc.) for the purpose of providing services within established time frames and in compliance with related requirements. Self-performs or provides for professional development training including New Hire Trainings, SEL, Behavior Management etc.
- Participates in organizing meetings, workshops, seminars, etc. (e.g., staff required, parent meetings, etc.) for the purpose of identifying issues, gaining knowledge, providing information and/or supporting site staff.
- Prepares a variety of documents and reports (e.g., attendance, budget, daily activity, daily program content, etc.) for the purpose of providing written support and/or conveying information.
- Researches a variety of topics (e.g., grants, community service projects, etc.) for the purpose of being knowledgeable on trends and changes and/or making recommendations.
- Responds to inquiries of staff, district personnel, public and program participants for the purpose of providing information and/or direction as may be required.
- Other duties as assigned by the Superintendent or the Director of Curriculum and Instruction.

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- **Beyond the Bell Supervisor**

Under the direction of the Director of Beyond the Bell, the Beyond the Bell Supervisor guides, designs and directs activities for youth in both the Beyond the Bell (BTB) Program including the Extended Learning Opportunity Program (ELOP).

Specific Responsibilities are as follows:

- Schedules and plans regular site and districtwide program staff meetings.
- Monitors staff and evaluates their effective implementation of homework, tutoring assistance, enrichment, and recreation activities for students.
- Maintains clear communication with staff regarding scheduling activities and ensuring adequate staffing coverage.
- Maintains accurate accounting of daily student and staff attendance.
- Registers newly enrolled students.
- Schedules and tracks work hours of staff within the programs served.
- Provides open communication among all staff and educational partners.
- Ensures that classrooms/work areas are organized and neat.
- Maintains confidentiality regarding student and school records Assists with the selection, interviewing, and training of new staff.
- Collaborates with the Director of Beyond the Bell in working with internal and external personnel (e.g. administrators, vendors, facility managers, public agencies, community members, etc.) for the purpose of implementing and/or maintaining services and programs.
- Maintains manual and electronic files and records for the purpose of documenting activities, providing written reference and meeting mandated requirements.
- Participates in organizing meetings, workshops, seminars, etc. (e.g. staff training, parent meetings, etc.) for the purpose of identifying issues, gaining knowledge, providing information and/or supporting site staff.
- Prepares a variety of documents and reports (e.g. attendance, budget, daily activity, daily program content, etc.) for the purpose of providing written support and/or conveying information.
- Researches a variety of topics (e.g. grants, community service projects, etc.) for the purpose of being knowledgeable on trends and changes and/or making recommendations.
- Assists the Director of Beyond the Bell with preparing reports and presenting information.
- Assists with writing and preparing grants as needed.
- Responds to inquiries of staff, district personnel, public and program participants for the purpose of providing information and/or direction as may be required.

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- Coordinates the implementation of specific district programs including but not limited to: Weekend Wellness and Back to School Festival
- Other duties as assigned by the Director of Beyond the Bell.

- **Beyond the Bell Secretary**

Specific Responsibilities are as follows:

- Write reports, business correspondence, and procedure manuals.
- Interpret a variety of instructions furnished in written, oral, diagram, or scheduling form.
- Utilize basic computer operation and software including the sending and receiving of email, using Word, and Excel.
- Ability to learn various computer operations required for the management of student information systems and integration of technology including Digital Schools and PowerSchool.
- Ability to establish and maintain effective relationships with peers and staff in oral and written communication.
- Must be able to demonstrate general office skills by passing the District secretarial test and work in an efficient, organized manner.
- The ability to multi-task and support several departments.
- Required fingerprinting and TB clearance. Must be CPR and First Aid certified.
- Typical duties:
 - Track employee time on a monthly basis.
 - Support front office teams who support BTB, answer phones and sort mail as needed.
 - Complete monthly, quarterly, bi-annual and annual reports for submission to various agencies.
 - Prepare orders, POs, and collect invoices for ASP BTB activities.
 - Receive materials/supplies/equipment items ordered and sort, ship/deliver/order delivery to multiple locations.
 - Prepare data reports using student data systems as required by the grant.
 - Maintain confidentiality within the work environment.
 - Performs all other duties as assigned that reasonably relates to regularly assigned duties in relation to those fixed and prescribed duties developed by the Governing Board to the individual employee's Job.

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- **Program Coordinator**

Under the direction of the Director of BTB, the Site Coordinator is to plan and supervise daily activities, schedule and plan monthly staff meetings, supervise Program Leaders and all program volunteers.

Specific Responsibilities are as follows:

- Plan to supervise student activities on a daily basis to ensure students can operate in a safe, orderly environment both in and out of the classroom.
- Provide homework and tutoring assistance, enrichment and/or recreation activities to students in ways that measurably improve learning and social skills and raise their self-esteem and self-confidence.
- Schedule and plan monthly staff meetings; keep staff informed of scheduling; maintain accurate accounting of daily attendance; register and orientate new students; schedule and track hours of Program Leaders; assist Program Director with various duties, as assigned.
- Maintain a high level of communication between staff, students, parents, Program Director and school administration including teachers!
- Help keep classroom/areas organized and neat.
- Maintains confidentiality regarding students and school records.
- Assist with the selection of Program leaders.
- Be knowledgeable and capable of operating technological equipment including copy machine, projectors, video cassette recorder, digital recorders, camcorders, photographic and digital cameras, and basic computer use.
- Participate and work closely in a team that includes school administrators, teachers, school staff, parents, students, volunteers and community members.
- Participates in staff training and development including but not limited to coaching and facilitating meetings.
- Participating in professional development activities, including training workshops, coaching, and facilitated meetings.
- Ensuring program leaders employ positive classroom management and discipline techniques.
- Provide information to the Program Director regarding activities. Provide input to the Program Director for staff evaluations.
- Assist in preparation or generate required financial reports for BTB Program as required by the program.
- Assist with data entry as it pertains to BTB.
- Maintain organized program files for each program.
- Enhance the positive reputation of the NCLUSD by modeling appropriate, respectful behavior for and towards students, staff, community members and by displaying professional conduct at all times.

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- Performs all other duties as assigned that reasonably relates to regularly assigned duties in relation to those fixed and prescribed duties developed by the Governing Board to the individual employee's Job Classification. (Ed. Code Section 45109 and 45110).
- **Program Leaders**

Under the direction of the Program Site Coordinator, the Program Leader is to supervise daily activities, assist with instruction, and provide support for the BTB program.

Specific Responsibilities are as follows:

- Supervise student activities on a daily basis to assure students can operate in a safe, orderly environment both in and out of the classroom.
- Provide homework and tutoring assistance, enrichment and/ or recreation activities to students in ways that measurably improve their learning and social skills and raise their self-confidence.
- Help keep classroom/areas organized and neat.
- Be able to lift, carry, and distribute supplies as needed.
- Be knowledgeable and capable of operating technological equipment including copy machines, projectors, video cassette recorders, digital video recorders, camcorders, photographic and digital cameras, and basic computer use.
- Maintains confidentiality regarding students and school records.
- Participate and work closely in teams that include school administrators, teachers, school staff, parents, students and volunteers. Participates in staff training and development.
- Participating in professional development activities, including training workshops, coaching, and facilitated meetings.
- Employing positive classroom management and discipline techniques.
- Performs all other duties as assigned that reasonably relates to regularly assigned duties in relation to those fixed and prescribed duties developed by the Governing Board to the individual employee's Job Classification. (Ed. Code Section 45109 and 45110)

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- **Program Clerk**

Under the direction of the Site Coordinator, the Clerk will assist with general clerical duties. In addition, the clerk will act as general receptionist and assistant to the school secretary and the attendance clerk.

Specific Responsibilities are as follows:

- Assist in maintaining accurate attendance reports and records.
 - Maintains confidentiality of all sensitive communications and of student and staff personnel matters.
 - Mail out correspondence to parents.
 - Perform general office work, such as typing and filing.
 - Act as general receptionist.
 - Perform clerical duties and other secretarial tasks.
 - Supervises student help.
 - Receives and distributes mail and other District materials. Prepares outgoing mail.
 - Receives and distributes supplies.
 - Attends to student health and welfare needs.
 - Assists in maintenance of confidential student records.
 - Performs all other duties as assigned that reasonably relates to regularly assigned duties in relation to those fixed and prescribed duties developed by the Governing Board to the individual employee's Job Classification.
- Student Sign in/Out
 - Students are signed in by each Program Leader and attendance records are given to each clerk or Coordinator.
 - At the end of the day, students will be signed out with the clerk or coordinator.
 - Attendance
 - Attendance will be recorded daily through a google sheet shared with the BTB supervisor, Director and Secretary.
 - Students will attend on certain days (Monday-Thursday) based on what club they are signed up for. On Fridays, Coordinators, leaders and staff will be preparing materials and activities for the next week as well as assisting BTB.

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12—General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

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ASES, 21st CCLC Elementary/Middle School, and the expanded learning programs 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 BTB funding will be used to create one comprehensive and universal Expanded Learning Program

NCLUSD determined that a thoughtful blending of what was formerly known as ASP with the new expanded learning program would create a harmonious product, now branded *Beyond the Bell Programs*. The motto of this bucketload of offerings is *Lead with Love*. Currently, the program serves four elementary schools and one middle school. The goal of a comprehensive and universal Expanded Learning Program is to provide additional enrichment, academic support and leadership opportunities to students who may not have access to these based on financial need or because they have never been introduced to that activity. Beyond the Bell staff also share training, coordinator meetings and similar resources.

These BTB programs serve to supplement and complement the programming that was formerly known as ASP already provides. BTB students will receive their supper and help with school work. Additionally, all BTB offerings share a check in & check out process which will also help create a unified move toward a single program.

13—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?

Transitional Kindergarten or Kindergarten clubs will be maintained at a 10 to 1 ratio by using a first come-first served registration model. Additionally, depending on demand, BTB may offer multiple clubs for high-demand interest, this will help to keep TK/K students at a 10 to 1 ratio. Coordinators and staff will attend training on SEL and age- appropriate strategies for classroom management.

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14—Sample Program Schedule

Please submit a sample program schedule that describes how the BTB 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 BTB or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample Program Schedule- BTB

2:35-2:40 pm (1:30 on min days)	Dismissal bell- Program Leaders will check in students (students who are also registered in BTB will walk over to BTB Coordinator when checked in by ASP.) and Site Coordinator will check-in students registered for clubs
2:40-3:00pm	Students eat Supper
3:00-3:30pm	Homework help begins & students who need it may attend.
3:20-4:45pm	BTB clubs in session while academic support and enrichment offered
4:45-5:30pm	Wrap up, Clean up
5 - 5:30pm	Students make their way to Cafeteria for the group activity
5:00pm-6pm	Students picked up and Coordinator prepares materials for the next day

NCLUSD BTB offers the “additional 30 non-school days in summer/intersession” required by offering 10 non-school days in the form of either: 1) ten summer intersession days in July or 2) by a combination of five (5) scheduled Saturday events/field trips offered and access provided to all + (PLUS) five (5) days offered during the Board-approved Spring Break of that year.

The summer offerings would partner with the district’s summer school opportunities, such that 8am-noon would be summer school, and noon-5pm would be what we lovingly call SUPERFUN SUMMERCAMP.

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Below are additional legal requirements for the Beyond the Bell Programs in Newman-Crows Landing Unified School District.

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:

(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.

NCLUSD BTB does operate Before School Programs and meets these standards.

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.

NCLUSD BTB offers activities that meet these standards and keep students on campus for 9 or more hours a day.

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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.

NCLUSD BTB offers and provides access to programming that meets the 30 non-school days requirement.

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.

NCLUSD BTB serves these pupils.

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.

NCLUSD BTB is offered to all TK/K-8th grade students.

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.

NCLUSD BTB collaborates with local organizations, City departments, county-based groups and of course, all of our students' parents.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

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EC Section 48985:

“Offer Access” defined: When 15% or more of the students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements and records sent to parents of such children are written in English and the primary language and may be responded to in either English or the primary language.

We in NCLUSD BTB compose and administer all of our public-facing documents (registrations, permission slips, advertisement flyers etc) in both English and Spanish, and allow respondents to reply in either language.

EC Section 48985 (b):

LEA may demonstrate the provided-access requirement was met by showing the appropriate number of classroom-based students were enrolled in the program. Pupils opting not to participate in BTB shall not generate a penalty for BTB.

As part of the “Provide Access” requirement, NCLUSD BTB offers transportation to those that request it. We also, through our partnership with First Student Busing Co, offer students at schools that have hit capacity and have no more room, to be bussed to a school that has room in their BTB program.

EC Section 48985 (c):

Ed code requires:

75% or more UPP - ELOP must be offered to all / provide access to all

75% or less UPP - ELOP offered to all unduplicated / provide access to all unduplicated students

NCLUSD was 74% UPP during the 2022-2023 school year. As we are very close to the above requirements, we offered and provided access to ELOP to all students .

EC Section 8482.3(d):

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[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).

NCLUSD BTB is happy to receive a supper/snack every day that meets all USDA/CA STATE nutrition requirements.

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

Currently, NCLUSD BTB is not charging any fees.

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.

NCLUSD BTB meets all of the hiring requirements set forth in EC 8483.4

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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.

NCLUSD BTB provides an academic segment (80-90 minutes a day), then an enrichment segment (80-90 minutes a day), a moderate-to-vigorous physical activity daily (10-20 minutes a day) as well as offering a multitude of clubs such as PIANO, ROBOTICS, GIRL SCOUTS, BAILE FOLKLORICO DANCE, PODCASTING, COOKING, PHOTOGRAPHY, COSMETOLOGY.