



BANGOR UNION

ELEMENTARY SCHOOL DISTRICT

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EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

ELO-P

2026 – 2027 School Year

Required by California Education Code Section 46120(b)(2)

SUBMITTED BY

Scott Otis

Superintendent / Principal

Bangor Union Elementary School District

May 2026

Expanded Learning Opportunities Program Plan

Local Educational Agency and ELO-P Program Sites

LEA Information

Field	Information
Local Educational Agency (LEA) Name	Bangor Union Elementary School District
CDS Code	04-61382-6002919
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Contact Title	Superintendent / Principal
Contact Email	(see District Office for email)
Contact Phone	(530) 679-2434
Mailing Address	7549 Oro-Bangor Highway, Bangor, CA 95914
County	Butte
Grade Span Served	TK – 8 (ELO-P focused on TK – 6 per EC 46120)
Number of Sites	1 (single-school district)

ELO-P Program Site(s)

Per CDE template instructions, please list the school sites that this LEA selected to operate the Expanded Learning Opportunities Program. Bangor Union Elementary School District operates a single school site:

#	Site Name	Grade Span	Site Address
1	Bangor Union Elementary School	TK – 8	7549 Oro-Bangor Highway, Bangor, CA 95914

Governing Board Approval

Field	Date
Governing Board Approval Date	_____ (to be entered upon adoption)

Field	Date
Initial Review/Revision Date	May 2026
Next Scheduled Review/Revision Date	Aligned with 2027-30 LCAP cycle (May 2029 target)
Web Posting Date	_____ (within 5 days of Board adoption per BP 1340)

PLACEHOLDER — The Governing Board Approval Date and Web Posting Date must be entered after the formal Board adoption vote. Per EC 46120(b)(2) and EC 8482.3(g)(1), this program plan must be approved by the Governing Board in a public meeting and posted on the District's website. Review/revision occurs at least once every three years, aligned with the LCAP cycle.

Purpose, Definitions, and Instructions

Purpose

This Program Plan describes how the Bangor Union Elementary School District (BUESD) will operate its Expanded Learning Opportunities Program (ELO-P) during the 2026-27 school year. The plan is required by **California Education Code (EC) Section 46120(b)(2)** and follows the **California Department of Education's November 2024 Program Plan template guide**.

In this program plan, BUESD describes program activities that support the whole child and the social and emotional learning (SEL) and development of students. The plan responds to all 11 Quality Standards for Expanded Learning in California, addresses the General Questions in the CDE template, and demonstrates compliance with all governing statutes.

This Program Plan must be approved by the BUESD Governing Board in a public meeting and posted on the District website. It will be reviewed and updated every three years in alignment with the District's LCAP cycle, and is encouraged to be reviewed annually.

Definitions

Expanded Learning

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

EC Section 8482.1(a)

Expanded Learning Opportunities

"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 plan 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). BUESD has worked collaboratively with staff, families, and community partners in

developing this plan. The District is responsible for the plan and the oversight of any community partners or subcontractors who deliver services under this plan.

In addition to narrative responses, this plan includes tables, charts, and a sample program schedule that contribute to the understanding of the BUESD ELO-P. The Quality Standards for Expanded Learning in California can be found at: <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

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Executive Summary

Bangor Union Elementary School District is a single-school TK-8 district in rural Butte County serving approximately 87 students with about 4.5 FTE certificated staff. The District was established in 1857 and operates from a single school site at 7549 Oro-Bangor Highway.

With an Unduplicated Pupil Percentage (UPP) of approximately **73 percent**, BUESD is well above the 55 percent UPP threshold for **Tier 1 / Rate 1 ELO-P funding** that was established beginning in the 2025-26 school year. BUESD is required to and will offer ELO-P access to all enrolled TK-6 students for 2026-27, per the requirements of Education Code 46120.

Key Plan Highlights

- **Operating model:** BUESD operates the ELO-P **in-house at the Bangor Union Elementary School site**, leveraging existing staff and physical facilities. This decision reflects the rural single-site setting where transporting students to off-campus programs is not practical.
- **Program format:** A daily after-school component (3:00 PM to 6:00 PM) on every school day, combined with at least 30 non-school days of intersessional programming at 9 hours per day during summer break and intersession periods.
- **Compliance:** Meets EC 46120(b)(1)(A) (9-hour combined school day + ELO-P), EC 46120(b)(1)(B) (30 non-school days at 9 hours each), EC 8482.3(c)(1)(A-B) (educational and enrichment elements), EC 8483.4 (20:1 ratio for grades 1-6), EC 46120(b)(2)(D) (10:1 ratio for TK/K), EC 8482.6 (free for unduplicated pupils, sliding-scale fees for others), and EC 8482.3(d) (nutrition standards).
- **Funding:** Estimated 2026-27 allocation of approximately \$100,000 to \$145,000 based on Rate 1 funding (~\$2,750 per eligible UP TK-6 student) and the minimum LEA entitlement of \$100,000. Final amounts confirmed when CDE releases the 2026-27 Principal Apportionment.
- **Integration:** The ELO-P is fully integrated with the District's MTSS Framework, PBIS Tier 1 schoolwide expectations, adopted Bangor Board Policies for safety and student welfare, and the 2024-27 LCAP goals — particularly Goal 1 (Climate and Wellness) and Goal 2 (Achievement and Instruction).
- **CALPADS reporting:** Per AB 1113 (McCarty, 2024), BUESD will report ELO-P participation data through CALPADS beginning with this plan year.
- **Inventory tracking:** Durable goods purchased with ELO-P funds in excess of \$1,500 on or after January 1, 2026 will be inventoried in compliance with current ELO-P fiscal requirements.

Statutory Authority

This plan is governed by **California Education Code Section 46120** and the ASES-aligned provisions in EC sections 8482.1, 8482.3, 8482.6, 8483.3, and 8483.4. Operational and fiscal compliance follows the CDE Expanded Learning Division's 2025-26 Fiscal Responsibilities of Expanded Learning Opportunities Program Instrument and the November 2024 Program Plan Template Guide.

BUESD has been serving the children of Bangor for nearly 170 years. The ELO-P deepens that commitment by extending learning, enrichment, and safe care into before-school, after-school, summer, and intersession hours — at no cost to our highest-need families and with sliding-scale fees for others.

Section 1 — Safe and Supportive Environment

| Quality Standard 1 of 11 — CDE Quality Standards for Expanded Learning in California

CDE Prompt

"Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there."

BUESD Response

Location and Setting

The Bangor Union ELO-P will be offered **on the Bangor Union Elementary School campus** at 7549 Oro-Bangor Highway, Bangor, California. The program will use the same classrooms, multipurpose room, library, playground, and outdoor learning spaces that students use during the regular instructional day. **No off-site transportation** is required for daily after-school programming. For intersession and field-trip enrichment activities, transportation will be arranged per Bangor BP 3540 (Transportation), BP/AR 3541.1 (Transportation for District-Sponsored Activities), and BP 6153 (School-Sponsored Trips).

Schoolwide PBIS and Safe-School Climate

The ELO-P operates inside the same Positive Behavioral Interventions and Supports (PBIS) Tier 1 framework that the District is launching at the August 2026 in-service. Schoolwide expectations — co-created with staff and students during the August in-service — will be posted in every space where the ELO-P operates. ELO-P staff will use the same PBIS recognition routines, the same de-escalation language, and the same restorative-response framework that classroom teachers use during the school day. Behavior expectations and consequences follow Bangor BP 5131 (Conduct), BP 5131.2 (Bullying), and BP 5144 (Discipline), with restorative alternatives documented in BP 5144.1.

Trauma-Informed Practice

All ELO-P staff complete trauma-informed practice training, as required by **Bangor BP 5113.1** (Chronic Absence and Truancy and the supporting trauma-informed approach the District has adopted). The training equips staff to recognize signs of adverse childhood experiences (ACEs), respond with predictable routines and warm tone, avoid retraumatizing language, and connect students to higher-tier supports through the District's MTSS Tier 3 process.

Physical Safety, Emergency Procedures, and Supervision

- **Site security:** The ELO-P operates within the District's adopted **Comprehensive School Safety Plan** (BP 0450 / EC 32280–32289). Lockdown, fire, earthquake, and shelter-in-place drills follow the same protocols and frequency as the school day.
- **Supervision ratios:** Grades 1–6 maintain a pupil-to-staff ratio of no more than **20:1** per EC 8483.4. TK and Kindergarten students are supervised at a pupil-to-staff ratio of no more than **10:1** per EC 46120(b)(2)(D).

- **Daily attendance:** Sign-in and sign-out logs are kept for every student. Students are only released to authorized adults listed on the student's enrollment form. Photo ID verification is required for any adult who is not personally known to ELO-P staff.
- **Health emergencies:** ELO-P staff have current CPR and First Aid certification. The school nurse or designee maintains medication authorization records per BP/AR 5141.21 (Administering Medication and Monitoring Health Conditions). Emergency medications (including epinephrine auto-injectors and inhalers) are accessible during all ELO-P hours.
- **Mandated reporting:** All ELO-P staff are mandated reporters of child abuse and neglect per Penal Code 11164 et seq. and are trained annually.

Social-Emotional Safety

Emotional safety is treated with the same rigor as physical safety. ELO-P staff use predictable daily routines, consistent transitions, calm-corner spaces for student self-regulation, and explicit teaching of social-emotional skills. Bullying, harassment, and discrimination are addressed promptly per BP 5145.3 (Nondiscrimination/Harassment) and BP 5131.2 (Bullying). The District's adopted compliance with **EC 234.7** (AB 800, Student Protection Act, where applicable) is verified through the Board Policy Audit.

Every BUESD student is known by every staff member by name. The ELO-P preserves that relational advantage — same building, same staff culture, same expectations — and extends the school day's safety and warmth into after-school and intersession hours.

Section 2 — Active and Engaged Learning

| Quality Standard 2 of 11 — CDE Quality Standards for Expanded Learning in California

CDE Prompt

"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."

BUESD Response

Per the statutory definition of "expanded learning opportunities" in EC 46120(e)(1), the BUESD ELO-P **does not extend instructional time and does not duplicate the regular school day**. Instead, the program engages students in enrichment, play, nutrition, and developmentally appropriate activities that complement classroom instruction and reinforce skills through hands-on, inquiry-based, and project-based experiences.

Daily Program Structure

Each after-school day follows a four-block structure designed for active engagement:

- **Block 1 (3:00–3:30 PM) — Snack and Decompression:** Students transition from the instructional day with a nutritious snack served per the nutrition standards in EC 8482.3(d). Conversation prompts and connection-building activities replace screen time.
- **Block 2 (3:30–4:30 PM) — Academic Progress (Homework Help and Reading):** Small-group homework support and 20 minutes of independent or partner reading. ELO-P staff use the same writing success criteria, reading routines, and CFA-aligned vocabulary as the classroom teachers. **This block supports — does not replicate — the school day's Tier 1 instruction.**
- **Block 3 (4:30–5:30 PM) — Enrichment Rotation:** Students rotate through enrichment activities including STEAM challenges (building, coding, robotics), arts and crafts, music and movement, gardening (Bangor's rural setting supports a robust outdoor learning component), and physical fitness games. Enrichment offerings rotate quarterly based on student interest surveys.
- **Block 4 (5:30–6:00 PM) — Closing Circle and Pickup:** Students engage in a brief reflection ("What did I learn? What did I enjoy?"), tidy shared spaces, and prepare for pickup.

Intersession and Summer Programming

During intersession periods and summer break (a minimum of 30 non-school days per year), the program operates a **9-hour day** with deeper-dive, theme-based learning. See **Sample Program Schedule** below for the full block structure.

Project-Based Learning Anchors

Each quarter, the ELO-P will anchor at least one extended project that culminates in a student-led showcase for families. Anchor themes for 2026-27 are tentatively:

1. **Quarter 1 (Fall):** "Where We Live" — local geography, history, ecology of Butte County and the Sierra foothills.

2. **Quarter 2 (Winter):** "Things We Build" — engineering and design challenges; partnership with high school or community-college maker spaces if feasible.
3. **Quarter 3 (Spring):** "Stories We Tell" — writing, performance, and digital storytelling.
4. **Quarter 4 (Summer):** "How the World Works" — STEAM exploration with field-trip enrichment to local natural and cultural sites (per Bangor Field Trip Operations Packet).

Differentiation by Grade Span

TK and Kindergarten students follow a play-based curriculum with shorter blocks, more movement, and structured choice time. Grades 1–3 emphasize foundational skill reinforcement, fine-motor and gross-motor development, and structured peer interaction. Grades 4–6 take on more student leadership, longer-form projects, and more student voice in choosing enrichment rotations.

The instructional day teaches the standards. The ELO-P deepens the learning — through making, doing, building, performing, and exploring — in ways the 6-hour school day cannot.

Section 3 — Skill Building

Quality Standard 3 of 11 — CDE Quality Standards for Expanded Learning in California

CDE Prompt

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

BUESD Response

Two Required Programmatic Elements

Per **EC 8482.3(c)(1)(A–B)**, the BUESD ELO-P delivers both required programmatic elements:

- **(A) Educational and Literacy Element:** Tutoring and homework assistance in language arts, mathematics, history and social science, computer training, and science.
- **(B) Educational Enrichment Element:** Includes fine arts, career-technical education exposure, recreation, physical fitness, and prevention activities (anti-bullying, healthy decision-making, character education).

Academic Skill Building

The academic component of the ELO-P aligns with the District's **Tier 1 and Tier 2 instructional priorities** as defined in the BUESD MTSS Framework. Reading practice during the after-school block uses the same decodable texts, leveled readers, and writing exemplars in use in the school day. Math practice during the after-school block reinforces fluency on grade-level priority standards identified in the CFA cycle. ELO-P staff communicate with classroom teachers weekly through a simple two-question check-in ("What is each student working on? Where are they struggling?") to ensure ELO-P time reinforces rather than confuses what's happening in the classroom.

Enrichment Skill Building

Enrichment skill-building is intentional, not incidental. Each enrichment rotation has a stated developmental target:

Enrichment Activity	Developmental Target
STEAM challenges	Problem-solving, collaboration, iterative design, growth mindset
Arts and crafts	Fine-motor control, creative expression, attention to detail, persistence
Music and movement	Auditory processing, gross-motor coordination, cultural appreciation, joy
Gardening / outdoor learning	Patience, scientific observation, responsibility, environmental literacy
Physical fitness games	Cardiovascular health, teamwork, sportsmanship, self-regulation

Enrichment Activity	Developmental Target
Reading and storytelling	Vocabulary, fluency, comprehension, narrative thinking
Cooking and nutrition	Math (measurement), science, life skills, healthy food relationships

Career-Technical Education Exposure

Even at the TK-8 level, the ELO-P intentionally exposes students to career possibilities. Guest visits from local professionals (farmers, ranchers, foresters, fire service, healthcare, tradespeople, teachers, public service) are arranged at least once per quarter. The goal is to broaden students' sense of possibility — "I could become this" — particularly for students whose families may not have college or professional networks to draw from.

Social-Emotional Skills

SEL skill-building is explicit and continuous. ELO-P staff use the **CASEL five-competency framework** (self-awareness, self-management, social awareness, relationship skills, responsible decision-making) and follow the same Tier 1 SEL curriculum the District is adopting under LCAP Goal 1, Action 1.6.

Skill-Building Documentation

Students maintain simple portfolios of work products, photos of completed projects, and brief written reflections. Portfolios are reviewed quarterly and shared with families at the end-of-quarter showcase.

Section 4 — Youth Voice and Leadership

| Quality Standard 4 of 11 — CDE Quality Standards for Expanded Learning in California

CDE Prompt

"Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement."

BUESD Response

Student Voice in Program Design

Students help shape the ELO-P through three structured channels:

- **Quarterly Student Voice Survey** — A short, age-appropriate survey administered to all ELO-P participants at the end of each quarter asks: "What did you love? What was just okay? What should we change? What should we add?" Results are reviewed by the ELO-P lead and discussed with students within two weeks.
- **Monthly Student Advisory Conversation** — A 15-minute open conversation at the end of one ELO-P day each month, facilitated by the ELO-P lead, where students share what's working and what's not. No agenda, no rules about who speaks; just listening.
- **Project Choice and Self-Direction** — At least one of the four daily blocks each quarter includes student choice of activity from a menu the students co-designed.

Mentorship and Peer Leadership

Older students in the ELO-P (grades 5-8) are given structured leadership opportunities including reading buddies for younger students, peer-leader roles during enrichment activities, helping with closing-circle facilitation, and supporting playground games. Peer leadership is taught explicitly — it's not assumed that older equals leader. Eligible older students complete a brief peer-leader orientation covering listening, kindness, asking for help, and the difference between leading and bossing.

Student Inclusion in Continuous Quality Improvement

Per **Quality Standard 10 (Continuous Quality Improvement)**, students participate directly in annual program assessment. The annual ELO-P self-assessment includes a student-input component — at least 70 percent of participating students respond to the annual survey, with results triangulated against family input and staff observation.

Section 5 — Healthy Choices and Behaviors

Quality Standard 5 of 11 — CDE Quality Standards for Expanded Learning in California

CDE Prompt

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

BUESD Response

Nutrition — Snacks and Meals

Per **EC Section 8482.3(d)**:

"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 [of the Education Code]. 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 U.S.C. Section 1766)."

BUESD will serve a **nutritious snack daily** during the 3:00–3:30 PM transition block, conforming to California Education Code Article 2.5 nutrition standards. Snacks emphasize fresh fruits and vegetables, whole grains, lean protein, and low-fat dairy, with limits on added sugar, sodium, and saturated fat consistent with Article 2.5 thresholds. Water is available throughout all ELO-P hours.

For intersession and summer programming with 9-hour days, BUESD will serve **both a snack and a meal** (lunch). Meals will conform to the **USDA at-risk afterschool meal component of the Child and Adult Care Food Program (CACFP) under 42 U.S.C. Section 1766**. BUESD will pursue CACFP at-risk afterschool meal sponsorship through the California Department of Education Nutrition Services Division to maximize reimbursement and confirm meals are at no cost to eligible students.

Physical Activity

Every after-school day includes a minimum of **30 minutes of vigorous physical activity**, weather-permitting outdoors and indoors otherwise. Activities emphasize joyful movement over competition — running games, dance, yoga and stretching, walking and hiking on the Bangor school grounds, structured sports with adapted rules for inclusion, and unstructured play time. The 9-hour intersession day includes at least 90 minutes of physical activity.

Healthy Decision-Making Curriculum

Age-appropriate healthy-decision-making activities address:

- **Nutrition literacy** — Reading food labels, understanding portion sizes, making balanced plates.
- **Hygiene and self-care** — Handwashing, sleep, dental health, sun protection.
- **Mental and emotional wellness** — Recognizing emotions, coping strategies, when and how to ask an adult for help.
- **Safety** — Pedestrian safety, water safety, sun safety, internet safety.

- **Prevention** — Age-appropriate prevention activities aligned with the District's adopted **BP 5131.6 (Alcohol and Other Drugs)** and **BP 5131.62 (Tobacco)**, presented developmentally — much more about "how to grow up strong and well" than "don't do drugs."

Tobacco-, Drug-, and Alcohol-Free Environment

Per Bangor BP 3513.3 (Tobacco-Free Schools), the entire school campus — including during ELO-P hours — is tobacco-free. No staff member may use tobacco, vape, or be impaired by drugs or alcohol on campus or during any ELO-P activity. Violations are reported and addressed per District policy.

Mental Health Pathways

ELO-P staff who observe signs of significant mental-health concerns refer to the District's Tier 3 mental health pathway, which includes coordination with **Butte County Behavioral Health** (per BP 5141.5 and BP 5141.52). The 988 Suicide and Crisis Lifeline is posted in ELO-P spaces and staff are trained on when and how to make a warm referral.

Section 6 — Diversity, Access, and Equity

Quality Standard 6 of 11 — CDE Quality Standards for Expanded Learning in California

CDE Prompt

"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."

BUESD Response

Equitable Access

Per **EC 8482.6**, every pupil attending a school operating the ELO-P is **eligible to participate** in the program, subject to program capacity. Per **EC 46120(b)(3)**, BUESD shall prioritize services for pupils in the lowest-income communities, as determined by prior-year percentages of pupils eligible for free and reduced-price meals.

BUESD Enrollment Priority

If demand exceeds capacity, the BUESD ELO-P will enroll students using the following priority order, per Bangor enrollment policy and EC 46120(b)(3):

1. **Tier 1 priority — Free or reduced-price meal–eligible (FRPM) students** — children meeting CACFP eligibility criteria, or otherwise documented as low-income.
2. **Tier 1 priority — English Learners** — students currently classified as English Learners (EL) by ELPAC.
3. **Tier 1 priority — Foster Youth** — students in foster placement per the District's foster youth liaison and **BP 6173.1**.
4. **Tier 1 priority — Homeless / McKinney-Vento students** — students experiencing homelessness as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), per **BP 6173**.
5. **Tier 2 priority — Students with IEPs or 504 Plans** — students with disabilities, with the District's commitment to provide reasonable accommodations and inclusive participation.
6. **General enrollment** — all other BUESD students, by date of completed enrollment form.

BUESD's UPP of approximately 73 percent means that the vast majority of our families fall under Tier 1 priority categories. In practice, the District anticipates that all students who request the ELO-P will be accommodated.

Students with Disabilities

Students with IEPs and 504 plans participate fully in the ELO-P. Reasonable accommodations are provided, coordinated with the District's Special Education service provider and Bangor BP 6164.4 (Identification and Evaluation of Individuals for Special Education) and BP 6164.6 (Identification and Education Under Section 504). ELO-P staff are briefed on each participating student's relevant accommodations (without disclosing more about the IEP/504 than is necessary for safe and effective participation) and trained on inclusive practice. The District's

commitment is to **inclusion as the default** — separate programming only when individualized instruction or therapeutic support is clinically necessary.

Cultural and Linguistic Diversity

BUESD's student population is approximately **13 percent English Learner** (~11-13 students) — predominantly Spanish-speaking, with a smaller number of speakers of other languages. ELO-P staff include at least one Spanish-fluent adult where possible. Family communications about the ELO-P are translated into Spanish (and other languages on request) per **BP 6020 (Parent Involvement)** and federal Title VI requirements.

Cultural Responsiveness

Enrichment activities affirmatively celebrate the cultural backgrounds of BUESD families. Cooking activities incorporate traditional foods from students' home cultures. Reading materials include diverse authors and characters. Calendar events recognize cultural holidays beyond the dominant calendar. ELO-P staff complete the same cultural-responsiveness training as classroom teachers under LCAP Goal 1, Action 1.8.

Anti-Discrimination and Inclusion

Bullying, harassment, and discrimination on the basis of any protected characteristic — including (but not limited to) race, ethnicity, national origin, religion, sex, gender identity, gender expression, sexual orientation, disability, immigration status, or family structure — are prohibited per **BP 5145.3 (Nondiscrimination/Harassment)** and **BP 5145.7 (Sexual Harassment)**. The District's policy under EC 234.7 (Student Protection Act, where adopted) is followed.

Section 7 — Quality Staff

Quality Standard 7 of 11 — CDE Quality Standards for Expanded Learning in California

CDE Prompt

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

BUESD Response

Staffing Structure

BUESD will staff the ELO-P with a small, stable team consistent with the District's single-site rural setting:

Role	FTE	Function
ELO-P Program Lead	~0.4 FTE	Certificated staff member or designated administrator; oversees daily operations, family communication, staff supervision, data and reporting
Lead Classified Instructor	1.0 FTE	Primary classified employee delivering daily after-school programming; meets EC 8483.4 instructional-aide qualifications
Classified Support Staff	1.0 to 1.5 FTE	Supports ratios for grades 1-6 (20:1) and TK/K (10:1); rotates among activity blocks
Site Principal	(in-kind)	Per EC 8483.4, approves site supervisor selection and provides oversight
Substitute Pool	as needed	Pre-cleared substitutes maintain ratios during staff absence

Minimum Qualifications

Per **EC 8483.4** and **EC 46120(b)(2)(D)**:

- All staff members who directly supervise pupils **meet the minimum qualifications for an instructional aide** pursuant to the policies of the District.
- **Selection of the program site supervisor is subject to the approval of the site principal** (in this single-site district, the Superintendent / Principal).
- All program staff and volunteers are subject to **health screening** and **fingerprint clearance** (DOJ and FBI through the District's existing protocols) per current law and District policy.
- Programs serving **TK or Kindergarten** pupils maintain a pupil-to-staff member ratio of no more than **10 to 1**; programs serving grades 1-6 maintain a ratio of no more than **20 to 1**.

Pre-Service and Ongoing Training

Before students arrive on Day 1, all ELO-P staff complete:

1. **Mandated Reporter Training** (Penal Code 11164 et seq.) — annual recertification.
2. **Bloodborne Pathogens Training** (Cal/OSHA 8 CCR 5193) — annual.
3. **Sexual Harassment Prevention Training** (Government Code 12950.1) — biennial.
4. **CPR and First Aid Certification** — at least one certified staff member per shift.
5. **Trauma-Informed Practice Training** — required under Bangor BP 5113.1 and the District's MTSS Framework.
6. **PBIS Tier 1 Orientation** — same training certificated staff receive at the August in-service.
7. **BUESD-specific operational orientation** — facilities, emergency procedures, sign-in/sign-out, communication protocols, expected family interactions.

Ongoing Professional Development

ELO-P staff participate in at least 4 hours of ongoing PD per quarter, coordinated with the District's monthly PD release schedule. Topics rotate based on observed needs and staff input. ELO-P staff are invited (and encouraged) to attend grade-band PLC meetings periodically to deepen their understanding of what's happening in classrooms during the school day.

Coaching and Feedback

The ELO-P Program Lead conducts brief observations and constructive-feedback conversations with each staff member at least once per month during the first quarter (more frequent for staff new to the role) and at least quarterly thereafter. Feedback is focused on student interaction quality, safety procedure fidelity, and program goal alignment.

Section 8 — Clear Vision, Mission, and Purpose

Quality Standard 8 of 11 — CDE Quality Standards for Expanded Learning in California

CDE Prompt

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

BUESD Response

Vision

Every Bangor student — regardless of family income, language, ability, or family structure — has access to safe, engaging, joyful learning beyond the school day, every day they want it.

Mission

The BUESD ELO-P extends the District's mission of academic excellence, character development, and community connection into the hours before and after school and during intersessional periods. The program provides:

- A **safe, supervised, trauma-informed** environment for every participating student;
- **Academic reinforcement** that complements — does not duplicate — the school day;
- **Enrichment** in arts, STEAM, recreation, outdoor learning, and cultural exposure;
- **Nutritious snacks and meals** that support healthy development;
- **Social-emotional skill-building** aligned with CASEL competencies;
- **Family support** by extending care into hours when parents and guardians are working.

Purpose

The purpose of the BUESD ELO-P is to deliver the legislative intent of California Education Code 46120: to ensure that the children most underserved by California's traditional school day — students who are low-income, English learners, foster youth, or experiencing homelessness — have access to high-quality expanded learning that supports the whole child.

Connection to the LCAP

The ELO-P operationalizes two LCAP goals:

- **LCAP Goal 1 (Climate and Wellness)** — ELO-P contributes to reduced chronic absenteeism (Action 1.1 attendance practices), strengthens PBIS Tier 1 implementation (Action 1.3), reinforces SEL curriculum (Action 1.6), and provides extended family engagement opportunities (Action 1.9).
- **LCAP Goal 2 (Achievement and Instruction)** — ELO-P reinforces the daily WIN intervention block (Action 2.3), provides additional academic support for English learners (Action 2.4), and gives Tier 2 and Tier 3 students structured opportunities to practice priority standards (Actions 2.5–2.6).

Section 9 — Collaborative Partnerships

Quality Standard 9 of 11 — CDE Quality Standards for Expanded Learning in California

CDE Prompt

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

BUESD Response

Statutory Encouragement to Collaborate

Per **EC 46120(b)(6)**, LEAs are "encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas."

Operating Model: In-House with Partner Augmentation

BUESD has chosen an **in-house operating model** with **partner augmentation** rather than fully contracting the program to an external provider. This decision reflects:

- BUESD's single-site rural location — limited proximity to large CBO providers;
- The District's existing strong relationships with families and the relational continuity that an in-house program preserves;
- The scale of BUESD's allocation (estimated ~\$100K-\$145K), which can fund meaningful in-house staffing but may not attract a full-service contracted provider.

Current and Planned Partnerships

BUESD will work with the following partners during 2026-27 to enrich the ELO-P:

Partner	Type	Role in ELO-P
Butte County Office of Education (BCOE)	Public agency	Technical assistance, professional development access, regional coordination, ASES/21st CCLC coordination if applicable
Butte County Behavioral Health	Public agency	Tier 3 mental-health referrals per BP 5141.5 / BP 5141.52
Butte County Public Health	Public agency	Health screening support, nutrition program coordination, CACFP at-risk afterschool meal sponsorship
California Department of Education (CDE) Nutrition Services	State agency	CACFP sponsorship for intersession meals (42 U.S.C. 1766)

Partner	Type	Role in ELO-P
CDE Expanded Learning Division	State agency	Quality Standards guidance, technical assistance, CALPADS reporting support per AB 1113
Local volunteer professionals	Community	Guest visits each quarter (farmers, ranchers, foresters, fire service, healthcare, trades, public service)
Local libraries and natural areas	Community	Field trip destinations for intersession enrichment per Field Trip Operations Packet
TBD: Children's Center or CBO partner	TBD	Potential satellite enrichment programming if mutually feasible

PLACEHOLDER — The specific Children's Center or CBO partner, if any, should be confirmed during summer 2026 before the program launches. BUESD's existing relationships with BCOE and county-level agencies may surface local partners. If no additional CBO partner is identified, the in-house model proceeds as designed.

Coordination with ASES and 21st CCLC

See **General Questions** below for the BUESD response on coordination with After School Education and Safety (ASES) and 21st Century Community Learning Centers (21st CCLC) programs.

Section 10 — Continuous Quality Improvement

Quality Standard 10 of 11 — CDE Quality Standards for Expanded Learning in California

CDE Prompt

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

BUESD Response

CQI Framework

The BUESD ELO-P CQI plan follows the **CDE Continuous Quality Improvement** framework: Assess → Plan → Improve → Reassess. Each cycle uses multi-source data (student, family, staff, observation) to inform program adjustments.

Annual Self-Assessment Cycle

Each fall, the ELO-P conducts a formal self-assessment using the **CDE Quality Standards Self-Assessment Tool** (or an equivalent rubric — see Appendix C of this plan). The self-assessment rates the program against each of the 11 Quality Standards, identifies 2-3 standards as focus areas for the coming year, and documents specific improvement targets.

Data Sources

The CQI process triangulates the following data sources:

Data Source	Frequency	Purpose
Student attendance and participation logs	Daily	Track who is being served and how often
Student voice survey	Quarterly	Capture student experience and preferences
Family input survey	Twice annually (fall + spring)	Family satisfaction, accessibility, communication
Staff reflection survey	Quarterly	Operational issues, training needs, climate concerns
Site walkthroughs by Program Lead	Monthly	Direct observation of program quality
Connection-to-school-day data	Quarterly	Are ELO-P participants showing academic growth?
CALPADS ELO-P data (per AB 1113)	State-required reporting cycle	Statewide accountability and comparison

Annual Reporting

Each spring, the ELO-P Program Lead presents an **annual program report** to the BUESD Governing Board. The report includes:

- Participation data (enrollment, average daily attendance, retention)
- Compliance verification (ratios, staff qualifications, snack/meal delivery, ELO-P hour requirements)
- Quality Standards self-assessment results
- Student, family, and staff input summary
- Fiscal report (revenue, expenditures, any deferred or carryover funds)
- Recommended adjustments for the coming year

Triennial Review and Plan Revision

Per **EC 8482.3(g)(1)**, this Program Plan is reviewed and updated **at least once every three years**, with the next scheduled major revision occurring in alignment with the 2027-30 LCAP cycle. Minor adjustments may be made annually as part of the spring report-out to the Governing Board.

Section 11 — Program Management

Quality Standard 11 of 11 — CDE Quality Standards for Expanded Learning in California

CDE Prompt

"Describe the plan for program management."

BUESD Response

Organizational Structure

The BUESD ELO-P is housed within the District's instructional services umbrella under the Superintendent / Principal (Scott Otis). Day-to-day operations are led by a designated **ELO-P Program Lead** (a certificated staff member with approximately 0.4 FTE assigned to the role). The Program Lead reports directly to the Superintendent / Principal.

Decision-Making Authority

Decision Type	Authority
Program Plan adoption and revision	BUESD Governing Board (public meeting; EC 46120(b)(2))
Program Plan posting on District website	Superintendent / Principal
Staff hiring (certificated)	Superintendent / Principal with Board approval
Staff hiring (classified)	Superintendent / Principal
Daily operations and scheduling	ELO-P Program Lead
Curriculum and enrichment selection	ELO-P Program Lead in consultation with classroom teachers
Family communication	ELO-P Program Lead with oversight by Superintendent
Behavior incidents (Tier 1)	ELO-P Program Lead
Behavior incidents (Tier 2-3 / suspension considerations)	Superintendent / Principal per BP 5144 and BP 5144.1
Mandated reporting (suspected abuse/neglect)	Any ELO-P staff (mandated reporter); coordinated with Superintendent
Mental health referrals (Tier 3)	Superintendent in coordination with Butte County Behavioral Health

Fiscal Management

ELO-P funds are received as a categorical apportionment from CDE through the Principal Apportionment process. Fiscal management follows **EC 46120(c)** (subject to the audit conducted pursuant to Section 41020) and the District's adopted fiscal policies (Bangor BP 3100 Budget series). Key compliance commitments:

- **Reasonable, necessary, and allowable** — All costs charged to ELO-P are reasonable, necessary, and allowable per EC 46120(b)(8), EC 46120(d)(3), and EC 46120(d)(8)(A-B), and the District's chart of accounts segregates ELO-P expenditures.
- **Time and effort documentation** — Staff funded in part or whole through ELO-P maintain duty statements and time-effort records consistent with CDE Fiscal Monitoring Unit requirements.
- **Inventory tracking** — Per the 2025-26 ELO-P fiscal requirements update, **durable goods purchased with ELO-P funds in excess of \$1,500 on or after January 1, 2026** are inventoried with description, purchase date, location, and current condition. Inventory is reviewed annually.
- **Indirect cost** — Indirect cost is charged at the District's CDE-approved indirect cost rate.
- **Carryover** — Any unspent ELO-P funds carry forward subject to state allowance and District board action.
- **Audit** — ELO-P participates in the annual audit conducted under EC 41020. Findings, if any, are reported to the Board and remediated promptly.

Data Collection and Reporting

Per **AB 1113 (McCarty, 2024)**, BUESD reports ELO-P participation data through **CALPADS** beginning with the 2025-26 school year and continuing in 2026-27. The District submits:

- Student-level ELO-P participation data (CALPADS)
- Annual program expenditure report (CDE Expanded Learning Division)
- Annual audit (per EC 41020)
- Annual program report to the Governing Board (local)

General Questions — ASES / 21st CCLC Coordination

CDE Template Prompt

"Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees. ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program."

BUESD Response

Current ASES and 21st CCLC Status

CONFIRM — BUESD's current ASES and 21st CCLC grant status. As a small single-site rural district, BUESD has not historically operated an ASES program (ASES is a competitive grant program and many small rural LEAs do not hold an ASES grant). 21st CCLC is similarly competitive and federally funded. Confirm with the District Office prior to Board adoption of this plan whether BUESD holds either grant.

Default Plan Assumption: No ASES or 21st CCLC Grant Held

This Program Plan is written under the assumption that BUESD does **not** currently hold an ASES grant or a 21st CCLC Elementary or Middle School grant. Under that assumption, the BUESD Expanded Learning Program is operated entirely through ELO-P funding, and there is no need to coordinate among multiple grant streams. The ELO-P stands alone as the District's comprehensive Expanded Learning Program for 2026-27.

If ASES or 21st CCLC Is Held

In the event that BUESD does hold or subsequently obtains an ASES or 21st CCLC grant during the plan period, the District commits to the following:

1. **Adopt the most stringent requirements** across the grant programs for program guidance, as expected by the CDE template.
2. **Coordinate into a single, comprehensive program** rather than running parallel programs.
3. **Coordinate snack and meal delivery** across the funding streams to avoid duplication and confirm continuous nutrition coverage.
4. **Coordinate staffing** to avoid duplicative supervision and confirm consistent staff-to-student ratios.
5. **Amend this Program Plan** to reflect the coordination model and present the amendment to the Governing Board for adoption.

See Appendix B

Appendix B of this Plan contains a side-by-side **ASES / ELO-P / 21st CCLC Coordination Crosswalk** showing programmatic alignment and the most-stringent-requirement rule applied to each program element. The

crosswalk is provided whether or not BUESD currently holds an ASES or 21st CCLC grant, so that the District is prepared in the event of grant acquisition.

General Questions — Transitional Kindergarten and Kindergarten

CDE Template Prompt

"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?"

BUESD Response

10:1 Ratio Maintenance for TK and Kindergarten

BUESD maintains a strict **10:1 pupil-to-staff ratio** for TK and Kindergarten students in the ELO-P, per EC 46120(b)(2)(D). With BUESD's small TK-K cohort (typically 8-15 students combined), this ratio is achievable with one dedicated classified staff member assigned to TK-K, supplemented by a second adult during transition periods.

Mixed-Age vs Separated Programming

During the **3:00–3:30 PM transition and snack block**, TK-K students mix with older students in a structured family-style setting, with one dedicated adult continuously focused on the TK-K group. For all other blocks (3:30 PM onward), **TK and Kindergarten students participate in their own developmentally appropriate programming** in a designated TK-K space, with continuous 10:1 supervision. Brief joint activities with older students may occur (e.g., reading buddies, shared outdoor play) when older students are explicitly trained and continuously supervised.

Developmentally Informed Curriculum for TK-K

The TK-K block uses a play-based, developmentally informed curriculum:

- **More movement, shorter sit-time** — TK-K children rarely sit longer than 10-15 minutes at a stretch.
- **Free choice and structured choice time** — TK-K children make meaningful choices among 3-5 prepared activity stations.
- **Read-aloud and story-time** — Daily, with diverse authors and characters.
- **Sensory and fine-motor development** — Sand and water play, manipulatives, drawing and cutting.
- **Outdoor play** — Daily outdoor time, weather-permitting, with safe-fall surfaces, gross-motor opportunities, and structured peer interaction.
- **Nap and quiet time** — Available for TK students if needed, especially during longer intersession days.

Staff Preparation

Staff assigned to TK-K complete additional preparation beyond the general ELO-P training:

- 1. Early childhood development orientation** — A 4-hour pre-service training covering developmental stages from age 4 through age 6, attachment and separation needs, language development, and play-based learning principles.
- 2. Trauma-informed approach for young children** — Specific application of trauma-informed practice to early childhood, including co-regulation, predictable routines, and minimizing harsh transitions.
- 3. Shadow week with the TK-K classroom teacher** — Before launching, the assigned ELO-P TK-K staff member shadows the classroom teacher to learn routines, individual student needs, and family communication preferences.
- 4. Bi-weekly check-ins with the TK-K classroom teacher** — Ongoing during the school year to maintain continuity between the classroom day and the ELO-P.

Family Communication for TK-K Families

Families of TK and Kindergarten children receive enhanced communication during the first 6 weeks of the program: a brief pickup-time update each day, a weekly written summary, and direct contact from the ELO-P Program Lead within the first two weeks to confirm the family's child is settling in well.

General Questions — Sample Program Schedules

CDE Template Prompt

"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."

Sample School Day Schedule

On every instructional day, the BUESD school day combined with the ELO-P provides **at least 9 hours of programming**, meeting **EC 46120(b)(1)(A)**. The chart below illustrates the typical structure.

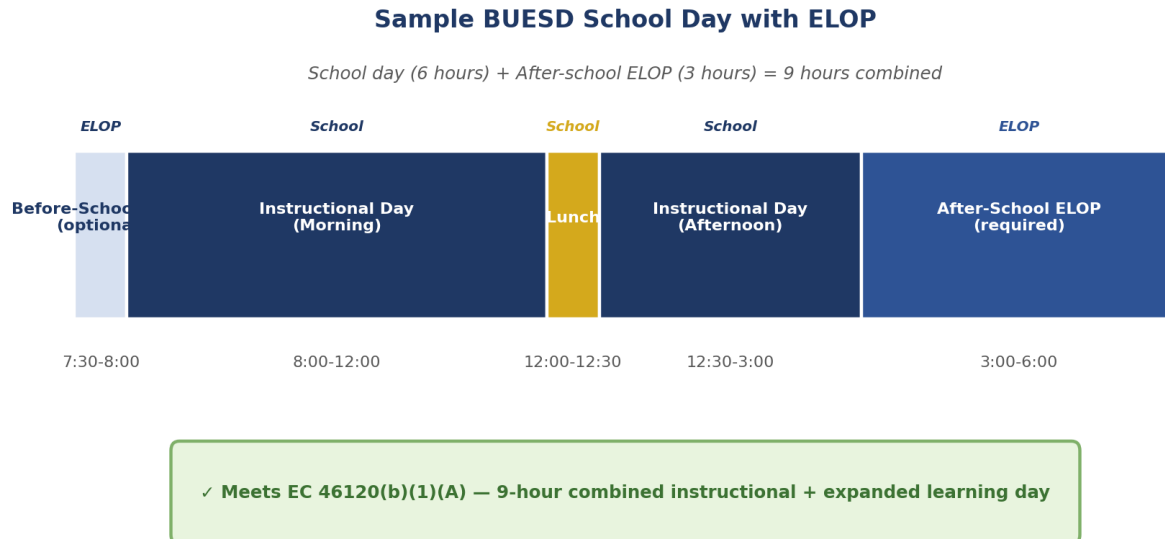


Figure 1 — Sample BUESD school day combined with ELO-P. Total combined: 9.5 to 10 hours.

Schedule Breakdown — Instructional Day

Time	Block	Description
7:30–8:00 AM	Before-School (Optional)	Quiet arrival, supervised play, breakfast for participating families
8:00 AM–12:00 PM	Instructional Day (Morning)	Tier 1 instruction in ELA, math, science, social studies
12:00–12:30 PM	Lunch	National School Lunch Program
12:30–3:00 PM	Instructional Day (Afternoon)	Tier 1 instruction continues; WIN intervention block; specials

Time	Block	Description
3:00–6:00 PM	After-School ELO-P	Snack, academic progress, enrichment rotation, closing circle

Schedule Breakdown — ELO-P After-School Component

Time	Block	Activities
3:00–3:30 PM	Snack and Decompression	Nutritious snack per EC 8482.3(d); connection time; transition from instructional day
3:30–4:30 PM	Academic Progress	Homework support, independent or partner reading, math fluency practice
4:30–5:30 PM	Enrichment Rotation	STEAM / arts / music / physical activity / gardening (rotates quarterly)
5:30–6:00 PM	Closing Circle and Pickup	Reflection, tidy-up, family pickup with brief verbal updates

Sample Summer / Intersession Day Schedule

For at least **30 non-school days** per year (summer break and intersession periods), the BUESD ELO-P operates **9 hours per day**, meeting **EC 46120(b)(1)(B)**.

Sample BUESD Summer / Intersession Day

9 hours of expanded learning programming on non-school days

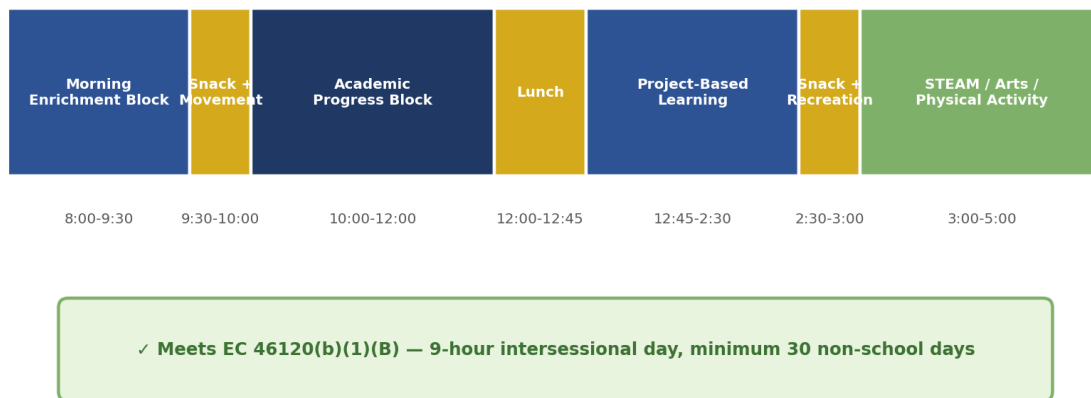


Figure 2 — Sample BUESD summer / intersession day. 9 hours of expanded learning programming.

Summer / Intersession Block Detail

Time	Block	Activities
8:00–9:30 AM	Morning Enrichment Block	Theme-of-the-week introduction, hands-on exploration, group projects
9:30–10:00 AM	Snack and Movement	Snack per EC 8482.3(d); physical activity; transition
10:00 AM–12:00 PM	Academic Progress Block	Reading workshop, math investigations, writing project
12:00–12:45 PM	Lunch	Meal per USDA CACFP at-risk afterschool meal component (42 U.S.C. 1766)
12:45–2:30 PM	Project-Based Learning	Extended quarter-long project work; student-led inquiry; collaborative making
2:30–3:00 PM	Snack and Recreation	Second snack; outdoor play; structured games
3:00–5:00 PM	STEAM / Arts / Physical Activity	Deeper-dive enrichment; field trips on designated days per Field Trip Operations Packet

Statutory Confirmation

✓ *Each school day: 6-hour instructional day + 3-hour after-school ELO-P = 9 hours combined — meets EC 46120(b)(1)(A)* ✓ *Summer/intersession: 9-hour day for 30+ non-school days — meets EC 46120(b)(1)(B)*

Funding Allocation and Tier Qualification

BUESD Tier 1 / Rate 1 Qualification

Beginning in the 2025-26 school year, the **UPP threshold for Tier 1 ELO-P funding was reduced from 75 percent to 55 percent**. With BUESD's approximately **73 percent UPP**, the District qualifies for **Tier 1 / Rate 1** funding.

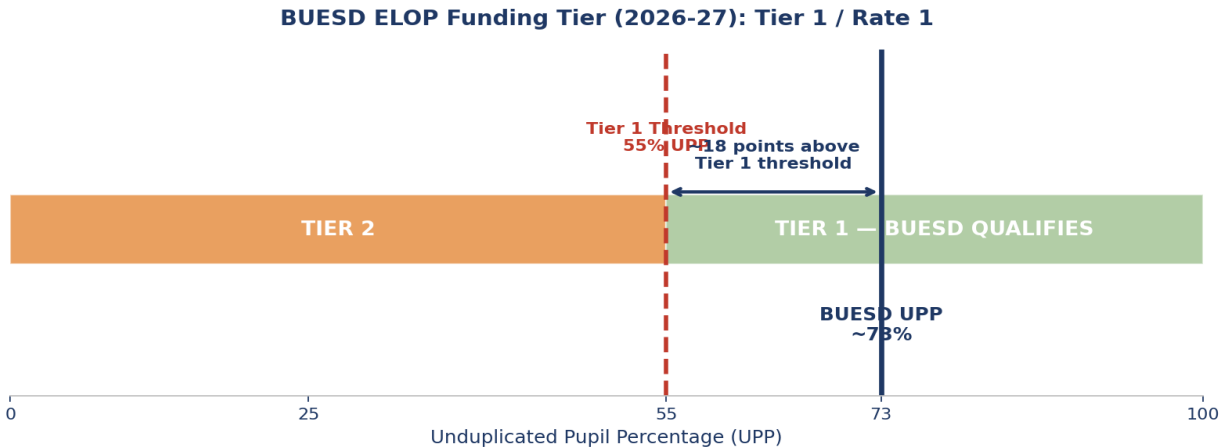


Figure 3 — BUESD UPP position relative to the Tier 1 funding threshold. BUESD qualifies for Tier 1 / Rate 1 funding.

Three-Year Rate 1 Guarantee

Per the updated ELO-P funding structure, once an LEA qualifies for Rate 1, it **retains Rate 1 funding for at least three years** even if UPP dips below the 55 percent threshold during that period. An LEA only loses Rate 1 eligibility after four consecutive years below the threshold.

Estimated 2026-27 Allocation

Funding Element	Estimated Value
Per-pupil Rate 1 funding (approximate)	\$2,750 per eligible UP TK-6 student
Estimated UP TK-6 students at BUESD (approximate)	45-55 students (of ~70 TK-6 students × 73% UPP)
Estimated formula-based allocation	~\$125,000 (range \$100K to \$145K)
Minimum LEA entitlement (2025-26 forward)	\$100,000 per LEA
BUESD 2026-27 expected allocation	Greater of formula-based or \$100,000 minimum

CONFIRM — Final 2026-27 allocation will be issued by CDE through the Principal Apportionment process and confirmed in the District's Adopted Budget. The estimates above are planning-level approximations. Scott Otis should update this section with the actual apportionment letter once received from CDE.

Proposed 2026-27 Budget Allocation

The District's proposed 2026-27 ELO-P budget allocation is shown below. The allocation supports a single-site, in-house operating model with adequate staffing to meet the 20:1 and 10:1 ratio requirements, full snack and meal compliance, modest enrichment and field-trip funding, and a modest reserve for contingencies.

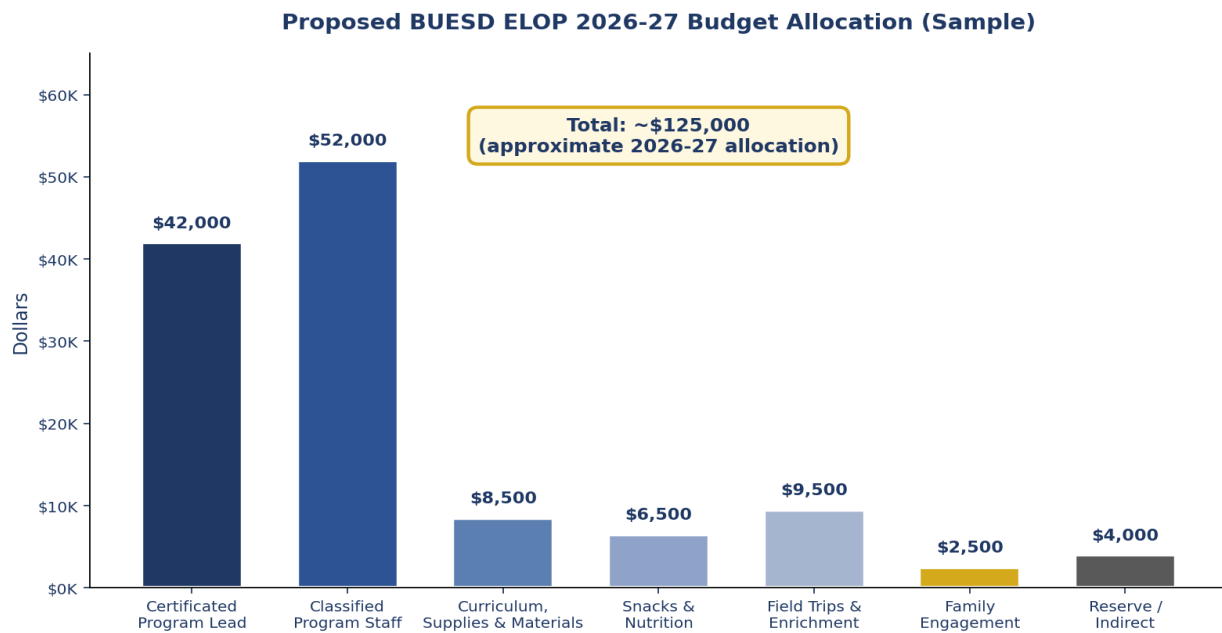


Figure 4 — Proposed BUESD ELO-P 2026-27 budget allocation by category.

Budget Detail

Category	Approx.	Description
Certificated Program Lead	~\$42,000	~0.4 FTE certificated lead; coordination, family communication, oversight
Classified Program Staff	~\$52,000	1.0 to 1.5 FTE classified instructional aide(s); maintains 20:1 / 10:1 ratios
Curriculum, Supplies, Materials	~\$8,500	Books, manipulatives, art materials, STEAM kits, classroom supplies
Snacks and Nutrition	~\$6,500	Daily snacks per EC 8482.3(d); intersession meals coordinated with CACFP
Field Trips and Enrichment	~\$9,500	Field trip transportation, guest visits, enrichment partnerships
Family Engagement	~\$2,500	Family events, translated communications, parent education
Reserve / Indirect	~\$4,000	Contingency; District-approved indirect cost rate
Total	~\$125,000	Within estimated allocation range

Family Fee Policy

EC Section 8482.6 — Family Fees and Waivers

Statutory Standard

Per **EC 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."

BUESD Family Fee Schedule

Free Participation — No Family Fees Charged

Per **EC 8482.6** and District policy, the BUESD ELO-P is **free of any family fee** for the following students:

- Students eligible for **free or reduced-price meals (FRPM)** under the National School Lunch Program income criteria;
- Students experiencing **homelessness** as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a) — coordinated with the BUESD McKinney-Vento Liaison per **BP 6173**;
- Students in **foster care** placement — coordinated with the BUESD Foster Youth Liaison per **BP 6173.1**;
- Students who are **English Learners** classified by ELPAC.

Given BUESD's ~73% UPP, the District expects that the overwhelming majority of participating students will qualify for free participation.

Sliding-Scale Fees for Other Families

Families who do not qualify for free participation under the categories above may be subject to sliding-scale family fees, scheduled based on family income and ability to pay. The sliding-scale schedule for 2026-27 is presented below.

FINALIZE — The District should finalize the specific sliding-scale dollar amounts before the Board adopts this plan. Sample structure below is a starting point informed by typical California after-school program fee schedules; actual amounts should be reviewed with the District's Business Office and approved by the Board.

Family Income Band (% of FPL)	Weekly Fee per Child	Daily Drop-In Rate
FRPM-eligible / Foster / Homeless / EL	\$0 (free)	\$0 (free)
Up to 250% of Federal Poverty Level	~\$10 / week	~\$3 / day
251%-400% of Federal Poverty Level	~\$25 / week	~\$7 / day
Above 400% of Federal Poverty Level	~\$50 / week	~\$15 / day

Hardship Waivers

Any family experiencing an unexpected financial hardship may request a fee waiver in writing from the Superintendent / Principal. Waivers are granted upon a good-faith showing of need. No student is excluded from the ELO-P due to inability to pay.

Fee Collection and Accounting

Fees, when charged, are collected monthly in advance. Receipts are issued. Fee revenue is deposited into a designated District account and accounted for per the District's adopted fiscal policies. Family fees, where collected, supplement (do not supplant) the District's ELO-P apportionment.

Health, Safety, and Staff Clearance

Staff Health Screening and Fingerprint Clearance

Per **EC 8483.4** and **EC 46120(b)(2)(D)**:

"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."

Every paid ELO-P staff member completes, prior to first day of student contact:

1. **DOJ and FBI fingerprint clearance** per Education Code 45125 (full background check, including the Subsequent Arrest Notification Service).
2. **TB risk assessment and clearance** per Education Code 49406.
3. **Megan's Law sex-offender registry verification** (cross-referenced with the District's adopted volunteer policy).
4. **Mandated Reporter Training** per Penal Code 11164 et seq. and the District's adopted reporting protocol.
5. **Annual sexual-harassment-prevention training** per Government Code 12950.1.

Volunteer Clearance

Per **BP 1240 (Volunteer Assistance)** and **AR 3541.1**, regular ELO-P volunteers (volunteers who supervise or have unsupervised contact with students) complete the same clearance requirements as paid staff. One-time guest visitors who are continuously supervised by a cleared staff member follow the District's standard visitor protocol.

Health and Medical Procedures

Medications During ELO-P Hours

Per **BP/AR 5141.21 (Administering Medication and Monitoring Health Conditions)**, ELO-P staff may administer medication only to students for whom a current Medication Authorization form (signed by the parent/guardian and prescribing physician) is on file. Medications are stored securely. Emergency medications (epinephrine auto-injectors, asthma inhalers, glucagon) are accessible during all ELO-P hours.

Allergy Management

Each student's known allergies are documented at enrollment and communicated to all ELO-P staff. Snack and meal menus are reviewed against student allergy lists. Epinephrine auto-injectors are stocked per **BP 5141.21**.

Injury and Illness Protocol

- **Minor injury** — first aid administered by trained staff; family notified at pickup.
- **Significant injury or sudden illness** — family contacted immediately; emergency services called if warranted; injury/illness report documented within 24 hours.
- **Communicable illness** — student sent home per District health protocol; **BP 5141.22 (Infectious Disease Prevention)** followed.

- **Suspected child abuse or neglect** — mandated report filed within statutory deadlines per Penal Code 11164 et seq.

Facility and Emergency Preparedness

The ELO-P operates within the District's adopted **Comprehensive School Safety Plan** (BP 0450 / EC 32280-32289).

Specific protocols include:

- Lockdown, fire, earthquake, and shelter-in-place drills follow the same protocol and frequency as the school day, with ELO-P staff fully trained on each.
- Emergency contact information for each student is updated annually and accessible to ELO-P staff.
- First aid kits are stocked in each ELO-P space and inventoried monthly.
- Wildfire smoke and air quality protocols (relevant in Butte County) follow the District's adopted air-quality response procedure.

Legal Requirements Verification

Statutory Compliance Checklist

Per the CDE November 2024 Program Plan Template Guide, BUESD verifies compliance with the following statutory requirements. The right-hand column identifies the specific section of this Program Plan where each requirement is addressed.

Statute	Requirement	Compliance / Plan Reference
EC 46120(b)(2)	Development of a program plan based on CDE guidance, EC 8482.6, EC 8483.3 paragraphs (1)-(9) and (12), and EC 8483.4	✓ Entire Program Plan (Sections 1-11)
EC 46120(b)(1)(A)	On schooldays: combined instructional + expanded learning of no less than 9 hours per instructional day	✓ Sample Program Schedule (page 32) — 9.5+ hours combined
EC 46120(b)(1)(B)	For at least 30 non-schooldays during intersessional periods: no less than 9 hours of in-person ELO-P per day	✓ Sample Summer/Intersession Schedule (page 33)
EC 46120(b)(3)	LEAs shall prioritize services at schoolsites in the lowest-income communities	✓ Section 6 — Diversity, Access, Equity (enrollment priority)
EC 46120(b)(4)	LEAs may serve all pupils, including elementary, middle, and secondary school pupils	✓ Section 1 — Single-site TK-8 service
EC 46120(b)(6)	LEAs encouraged to collaborate with CBOs and childcare providers	✓ Section 9 — Collaborative Partnerships
EC 46120(b)(8)	Reasonable, necessary, and allowable costs	✓ Section 11 — Fiscal Management
EC 46120(c)	Subject to audit pursuant to EC 41020	✓ Section 11 — Fiscal Management
EC 8482.3(c)(1)(A-B)	Educational and literacy element + educational enrichment element	✓ Section 3 — Skill Building
EC 8482.3(d)	Snacks conform to EC Article 2.5 (49430+); meals conform to USDA CACFP at-risk afterschool meal component (42 U.S.C. 1766)	✓ Section 5 — Healthy Choices and Behaviors
EC 8482.3(g)(1)	Plan reviewed and updated every three years	✓ Title page — next review aligned with 2027-30 LCAP cycle

Statute	Requirement	Compliance / Plan Reference
EC 8482.6	Eligibility for all pupils subject to capacity; family fees waived for FRPM/foster/homeless; sliding scale for others	✓ Family Fee Policy (page 38)
EC 8483.4 / EC 46120(b)(2)(D)	Pupil-to-staff ratio: 20:1 for grades 1-6; 10:1 for TK and Kindergarten; staff qualifications; fingerprint clearance; health screening	✓ Section 7 — Quality Staff; General Questions TK/K (page 30); Health & Safety (page 40)
EC 46120(b)(2)(B)	Section 8482.6 compliance	✓ Family Fee Policy (page 38)
Penal Code 11164+	Mandated reporter training	✓ Health and Safety (page 40)
EC 32280-32289	Comprehensive School Safety Plan	✓ Health and Safety (page 40) — BP 0450
AB 1113 (McCarty, 2024)	Mandatory CALPADS data collection for ELO-P, ASES, and 21st CCLC programs	✓ Section 11 — Program Management (CALPADS reporting)
2025-26 Fiscal Update	Inventory tracking for durable goods >\$1,500 purchased on or after January 1, 2026	✓ Section 11 — Program Management (inventory tracking)

All applicable statutory requirements identified in the CDE November 2024 Program Plan Template Guide are addressed within this Program Plan. The Plan is ready for Governing Board approval per EC 46120(b)(2) and EC 8482.3(g)(1).

Appendix A — Family Enrollment and Access Form (Template)

This is a template enrollment form for the BUESD ELO-P. The District Office will produce a final, English/Spanish-translated form before the 2026-27 school year begins. Information collected is the minimum necessary for safe and effective participation.

Student Information

Student Full Name: _____ Grade: _____ Birthdate: _____

Student CDS Code / Student ID: _____ Teacher: _____

Family Contact Information

Parent/Guardian #1 Name: _____ Relationship: _____

Phone: _____ Email: _____

Parent/Guardian #2 Name: _____ Relationship: _____

Phone: _____ Email: _____

Preferred Language(s): _____

Authorized Pickup

List all adults authorized to pick up this student. **Only authorized adults will be permitted to pick up.** Photo ID required for anyone unknown to ELO-P staff.

1. _____ Relationship: _____ Phone: _____

2. _____ Relationship: _____ Phone: _____

3. _____ Relationship: _____ Phone: _____

Emergency Contact

Emergency Contact (other than parent/guardian): _____

Phone: _____

Health Information

Allergies (food, environmental, medication): _____

Current medications and instructions: _____

Other medical conditions (asthma, diabetes, seizures, etc.): _____

- ☐ Medication Authorization Form on file (required for any medications during ELO-P hours)
- ☐ Health Insurance information on file with the school

Priority Enrollment Categories (For Internal Use Only)

Per EC 46120(b)(3) and EC 8482.6, the following categories receive enrollment priority and free participation:

- ☐ Free or reduced-price meal (FRPM) eligible
- ☐ English Learner (ELPAC-classified)
- ☐ Foster Youth (per BP 6173.1)
- ☐ Homeless / McKinney-Vento (per BP 6173)
- ☐ Student with IEP or 504 Plan

Family Fee Acknowledgment

By signing below, I acknowledge that my child's participation in the BUESD ELO-P is governed by EC 8482.6 and that I have been informed of the family fee policy. I understand that if my family qualifies under any of the priority categories above, my child participates **at no cost**. If my family does not qualify, family fees apply on a sliding scale based on family income (see Family Fee Policy).

Photo and Media Release

- ☐ I consent to my child being photographed during ELO-P activities for District communications and program documentation.
- ☐ I do NOT consent to my child being photographed.

Parent / Guardian Signature

Signature: _____ Date: _____

Print Name: _____

Appendix B — ASES / ELO-P / 21st CCLC Coordination Crosswalk

This crosswalk shows the side-by-side requirements of California's three primary expanded learning funding streams. Per CDE guidance, when an LEA holds more than one of these grants, the program operates as a single, comprehensive program adopting the **most stringent requirement** for each element.

Element	ASES	ELO-P	21st CCLC
Statutory Authority	EC 8482.3 et seq.; Prop 49 (2002)	EC 46120 (2021 AB 130; updated through 2024)	ESEA Title IV-B; 20 U.S.C. 7171
Eligible Grades	K-9	TK-6 (may serve all grades)	K-12
Funding Type	Formula + competitive (Prop 49 minimum \$550M)	Formula apportionment (TK-6 UP-based)	Competitive federal grant (5-year)
Minimum Operating Hours	3 hours per school day; 180 days/year	9 hours combined per school day (instructional + ELO-P); 30 non-school days at 9 hours	Varies by grant; typically 12-15 hours/week
Pupil-to-Staff Ratio	20:1 (10:1 for TK/K under integrated ELO-P)	20:1; 10:1 for TK/K	20:1 (varies)
Family Fees	Permitted with sliding scale; waivers for FRPM/foster/homeless	Permitted with sliding scale; waivers for FRPM/foster/homeless	Generally prohibited (federal grant)
Educational + Enrichment Elements	Required (EC 8482.3(c)(1)(A-B))	Required (EC 8482.3(c)(1)(A-B))	Required (academic + enrichment per ESEA)
Nutrition	Snacks per EC Article 2.5; meals per CACFP	Snacks per EC Article 2.5; meals per CACFP	Federal nutrition standards
Staff Clearance	Fingerprint + health screening	Fingerprint + health screening	Fingerprint + health screening
Quality Standards	CDE Quality Standards for Expanded Learning	CDE Quality Standards for Expanded Learning	21st CCLC Quality Standards
Reporting	Annual report; CALPADS (AB 1113)	Annual report; CALPADS (AB 1113)	Annual Performance Report; CALPADS (AB 1113)

Most-Stringent-Requirement Rule

In the event BUESD operates ELO-P alongside ASES or 21st CCLC, the most stringent requirement governs each program element. For example: the ELO-P 9-hour-per-day standard exceeds the ASES 3-hour standard, so the combined program follows the ELO-P 9-hour standard. The ELO-P 10:1 TK/K ratio applies whenever TK/K students are served, regardless of which funding stream pays.

BUESD Current Status

CONFIRM — As of plan adoption, BUESD's status on each grant should be confirmed and documented here: (1) ASES — held / not held; (2) 21st CCLC — held / not held; (3) ELO-P — held (covered by this Plan). If only ELO-P is held, this Appendix is informational only.

Appendix C — Quality Standards Self-Assessment Rubric

This rubric is used annually to assess BUESD's ELO-P against each of the 11 CDE Quality Standards for Expanded Learning in California. For each Standard, the ELO-P Program Lead, in consultation with staff, students, and families, rates the program on a 4-point scale and identifies specific evidence and improvement targets.

Rating Scale

- **4 — Sustaining Excellence:** Standard fully implemented with documented evidence of high quality; program is improving on this dimension.
- **3 — Effective Implementation:** Standard implemented with adequate quality; some areas for refinement.
- **2 — Building:** Standard partially implemented; specific gaps identified.
- **1 — Emerging:** Standard not yet meaningfully implemented; significant work required.

Quality Standards Self-Assessment Form

Standard	Rating (1-4)	Evidence	Improvement Target
1. Safe and Supportive Environment	_____	[describe]	[next-year target]
2. Active and Engaged Learning	_____	[describe]	[next-year target]
3. Skill Building	_____	[describe]	[next-year target]
4. Youth Voice and Leadership	_____	[describe]	[next-year target]
5. Healthy Choices and Behaviors	_____	[describe]	[next-year target]
6. Diversity, Access, and Equity	_____	[describe]	[next-year target]
7. Quality Staff	_____	[describe]	[next-year target]
8. Clear Vision, Mission, Purpose	_____	[describe]	[next-year target]
9. Collaborative Partnerships	_____	[describe]	[next-year target]
10. Continuous Quality Improvement	_____	[describe]	[next-year target]
11. Program Management	_____	[describe]	[next-year target]

Composite and Focus Areas

Composite Score (sum): _____ / 44

Three Standards rated lowest (focus areas for the coming year):

1. _____ Target rating: _____

2. _____ Target rating: _____

3. _____ Target rating: _____

Signatures

Completed by: _____ Title: _____

Reviewed by: _____ Title: _____

Date: _____

Signature Page

Governing Board Adoption

This BUESD 2026-27 Expanded Learning Opportunities Program Plan was reviewed and adopted by the Bangor Union Elementary School District Governing Board on the date below, in a public meeting and pursuant to **Education Code Section 46120(b)(2)** and **Education Code Section 8482.3(g)(1)**.

Adoption Date: _____

Board President Signature: _____

Board President Printed Name: _____

Board Clerk Signature: _____

Board Clerk Printed Name: _____

Submitted by

Superintendent / Principal Signature: _____

Scott Otis, Superintendent / Principal

Bangor Union Elementary School District

Date: _____

Posting and Filing

☐ Plan posted on the BUESD District website per EC 8482.3(g)(1) on: _____

☐ Plan filed with the Butte County Office of Education on: _____

☐ Plan provided to the CDE Expanded Learning Division on: _____

— End of Plan —