

Expanded Learning Opportunities Program Plan Guide

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

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

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Bellevue Union School District

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Contact Title: Superintendent

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

1. Bellevue Elementary School
2. Kawana Springs Elementary School
3. Meadow View Elementary School
4. Taylor Mountain Elementary School

Governing Board Approval Date: February 17, 2026

Review/Revision Date:

Review/Revision Date:

Purpose

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

Definitions

“Expanded learning”:

Expanded Learning refers to 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. (See [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. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

All four of the Bellevue Union School District (BUSD) campuses will offer daily after school programming to students, directly on the school campus. The after school and intersession programs, COOL School, are run through the Napa County Office of Education (NCOE). During intersession programming, students from all four school campuses are invited to programming on one school campus, with bussing available.

All COOL School staff are trained in safety practices aligned with the school day, including, but not limited to: emergency responses and mandated reporting. COOL School Site Supervisors communicate regularly with BUSD Principals and communicate any major student incidents that occur during programming. Incidents are documented and shared with parents as well. Additionally, all staff are trained as mandated reporters and will report any suspected issues to Child Protective Services as necessary. Student health information is provided by parents to the COOL School program during the application / enrollment process.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Bellevue Union School District is invested in providing both staff and students an emotionally safe and supportive space. All COOL School staff are trained in the basics of social emotional learning, as well as building relationships with youth. During the COOL School program students engage in a daily community circle, fostering sharing opportunities and supporting relationship building. Additional social

emotional learning activities are incorporated into the program, like mindful moments and opportunities to talk about feelings.

2—Active and Engaged Learning

Explain 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.

Bellevue Union School District and the COOL School after school and intersession programs offer students:

- A daily homework time (academic programming activities during intersession), to support student academic learning, which supports student learning during the instructional day
- Daily recess and/or physical education time, to increase student physical activity levels
- Hands on enrichment activities and projects are offered daily (for example: art, science, and more)
- Collaboration / partnerships with local organizations to bring new and exciting hands on activities to students (for example: sports, music, culinary, and science)

3—Skill Building

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

Bellevue Union School District provides various ways for students to experience skill building. During COOL School, daily homework support is provided, which will enhance students' academic skills during the after school program. During summer, academic programming is offered each morning by Bellevue District teachers. COOL School will further focus on SEL (social emotional learning skills) and physical activity skills during the after school program. Enrichment activities and additional partnerships will provide students with the opportunity to explore new activities, develop new skills, and learn more about themselves and their world.

4—Youth Voice and Leadership

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.

Bellevue Union School District will provide opportunities in after school and enrichment programs that will provide students with youth voice / opportunities. During the COOL School program, staff will regularly ask students for their input and suggestions on future activities, PE games and more. Students will additionally have

a choice in which weekly club activity they participate in. Partnership activities are offered throughout the school year, which allow students an option to sign up and participate or pass on a variety of enrichment activity options. Upper grade students in COOL School will have the opportunity to apply for and participate in the year long Junior Classroom Leader leadership program. Each spring, all students will participate in an annual student survey, asking for their insights and feedback into the program.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

BUSD's ELOP program routinely focuses on healthy behaviors. COOL School implements a daily recess / PE time block during the after school hours. Staff encourage students to be physically active and are encouraged to model physical activity as well. The COOL School program successfully implements a CACFP (Child and Adult Care Food Program) which serves a healthy daily "supper" for every student enrolled in the after school program. During the summer and enrichment programs, students will be offered a healthy breakfast, lunch, and snack daily. They will also participate in physical activities and recess opportunities.

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. Include how the ELO-P will provide access for students with disabilities.

Bellevue Union School District is committed to serving all students and families, and ensures equal access to its programs in various ways. COOL School enrollment is open to all families. During the enrollment process, IEP information is requested and COOL School staff meet with families and/or teachers to develop plans to best support students with additional needs. The online application / enrollment form is available in both English and Spanish on the district website. All BUSD program paperwork is shared in both English and Spanish, making it accessible to the majority of district families. Enrichment programs afford all students the opportunity to work with their strengths outside of the academic setting and allow them an opportunity to engage with other students who may not be in their core day classroom.

7—Quality Staff

Staff Engagement

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

Napa County Office of Education has an EXL Assistant Director who oversees the

program as a whole and meets regularly with BUSD district staff. A NCOE Program Coordinator is responsible for the recruitment and training of quality after school staff. Hired COOL School staff are assigned a set group of students (their class) who they will engage with and support throughout the full school year, building and maintaining strong relationships. Each COOL School site has a Site Supervisor who has years of experience in the expanded learning field and coaches staff regularly to ensure they are successfully engaging with and supporting all students.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

All BUSD and COOL School staff must go through: fingerprinting / background clearances, TB testing, a full application, and an Instructional Assistant Exam. Staff are hired in the required 1:10 ratio for TK and Kinder and 1:20 ratio for grades 1 - 6.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close programs to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

COOL School staff receive training before working with students and engage in monthly training opportunities to enhance their professional development. Beginning of the year training includes, but is not limited to: classroom and behavior management, ELO-P and ASES overviews (requirements), COOL School program components, homework support, and more. Each Bellevue District school site has a Teacher Liaison, a BUSD teacher, who is paid through ELO-P funds to support the after school program by providing additional observation, coaching and training to COOL School staff; in an effort to align the program with the core day and enhance COOL School staff skill sets.

8—Clear Vision, Mission, and Purpose

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

The COOL School program's mission is: COOL School is an after school program providing a safe learning environment that enriches the lives of students.

The program is designed in collaboration with each school site, seeking support and engagement from teachers and families in order to best support all students.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

The COOL School program engages both students and families in an annual after school survey, collecting feedback as well as asking for suggestions for the program in the future. Intersession programming also incorporates parent surveys, as well as some student surveys. During the school year, each COOL School program hosts a minimum of two family events, inviting families to engage with their students in the expanded learning program and engage with the greater school community.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Bellevue District works collaboratively with the Napa County Office of Education to run the daily COOL School program, and collaborates on the ELO-P summer program. This partnership has existed for more than 20 years and will continue to be reviewed and altered yearly to best support the Bellevue District community. The NCOE Assistant Director meets regularly with the BUSD administration to review successes, address challenges, and make future programming plans. BUSD also seeks out additional partnerships within the community, to offer enrichment program opportunities to students, like sports and music.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Bellevue Union School District regularly evaluates program components and adjusts or improves as needed. Additionally, each COOL School site team creates a CQI plan annually, based on survey data and feedback from the district, staff, families, and students. The CQI plan sets out to enhance the program each year and is assessed monthly by the COOL School staff. District and NCOE leadership will meet approximately three times a year to talk about successes and challenges in the ELOP program to set goals for the following year.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The Bellevue District After School Care page of the website, <https://www.busd.org/parents/after-school-care>, links to the COOL School program overview document, as well as the COOL School enrollment/registration process and links.

District wide communication with families, regarding the ELO-P programs, is shared with all families through ParentSquare.

COOL School after school enrollment and attendance is completed in the online CitySpan platform, www.cityspan.com, which can also pull all necessary reports. Intersession programming is either collected in CitySpan as well, or collected in BUSD's AERIES system. Additionally, starting in the 2026 school year, the Activity Hero online platform will be used for enrollment and attendance reporting.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

Each year, the Bellevue Union School District ELO-P funds will be split between:

- 70% to 85% - Staffing costs (BUSD staff, COOL School staff, Administrative support, and additional partnerships). Staff will provide caring and supportive adults for all participating Bellevue District students; the greatest need for both youth and families.

- 15% – 30% - Program Supplies for students and District Cost-Sharing items like maintenance, etc. District cost-sharing items ensure students are housed in safe facilities. Additional costs provide students access to a variety of supplies and activities.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

Both Bellevue Union School District and NCOE will:

Maintain electronically, all student records and attendance in the secure online systems, CitySpan, Activity Hero and AERIES, for at least 5 years.

Maintain accurate fiscal records for all ELO-P expenses, aligned with the appropriate fiscal year.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? Yes No

Do you have a 21st CCLC Grant? Yes No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Bellevue, Kawana Springs, Meadow View, and Taylor Mountain all hold an ASES grant. Napa County Office of Education, COOL School, runs these programs and utilizes ELO-P funds to expand services and increase student enrollment on each campus; running one comprehensive and universal expanded learning program for all district students. BUSD and NCOE work together to ensure both sets of program requirements are being met.

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. (See [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?

NCOE seeks to hire staff with preschool age experience or an interest in working with younger children. ELO-P funding is utilized to ensure staff can be budgeted to maintain the 1:10 ratio. TK and Kinder staff will receive all the NCOE trainings and will additionally participate in a TK/Kinder specific training, focused on effectively supporting 4 and 5 year old children. COOL School TK and Kinder activities will all be developmentally appropriate by incorporating short time blocks along with structured and supervised play time. Daily activities will include: story time, hands on centers activities, outdoor play, indoor play, and SEL activities.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will

transportation be provided?

ELO-P programming will be offered to all pupils in Bellevue Union School District, in both English and Spanish through ParentSquare and on the BUSD website, under the Parents tab. Families enroll in COOL School through the online portal, CitySpan and Activity Hero, which asks a variety of questions about each child and their needs, as well as their emergency contacts, and requires families to electronically agree to COOL School policies and sign the enrollment form. Enrollments are stored in the CitySpan and Activity Hero system, electronically, for at least 5 years. Transportation is provided during intersession programming, when all four school sites offer a single program on one school campus; but transportation is not offered during the school year when each school site operates an ELO-P program on their campus.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

The COOL School program seeks to take every student enrolled in COOL School on at least one field trip during the school year. Field trips are most often enrichment opportunities for students, taking place at locations that incorporate high levels of physical activities and engagement like trampolines and jumping, bowling, and parks / hikes or are exciting enrichment and educational opportunities that kids don't have access to regularly, like a zoo, museum, or a pumpkin patch. Field trips consistently wrap up with a reflection, supporting students' social and emotional development as well. Additionally, COOL School incorporates a number of COOL Sports challenges each year where all COOL School sites form a sports team and learn the skills of that sport for a month and then come together in a tournament style event. Most field trips require bus transportation and are done through West County Transportation. COOL School ensures all field trips meet the district staffing requirements of 1 adult for every 10 students. COOL School field trip dates, times, and locations vary year to year and are all shared with Bellevue District leadership monthly, in a shared COOL School field trip GoogleForm.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 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.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

All ELO-P and ASES programs in Bellevue Union School District are free for all families.
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Sample Program Schedule- Regular Schoolday

Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

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

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours 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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies 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 opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

Local educational agencies 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 opportunity programs offered across their attendance areas.

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] 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.
- (B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
EC sections 8483.4(a) 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 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.

Program Components
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.

Third Party Notifications
EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.

(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.

(5) Epidemic outbreaks.

(6) Poisonings.

(7) Fires or explosions that occur in or on the premises.

(8) Exposure to toxic substances.

(9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

ELO-P Program Plan – Bellevue Union School District

Sample Program Daily Schedule

School Day Programming:

8:10 - 2:45 - Core Day Instruction Hours

2:45 - 6:00 - After School Program Hours (sample)

Time	Activity
2:45 – 3:00	Sign-in and Community Circle
3:00 – 3:30	Snack
3:30 – 4:00	Recess (Enrichment)
4:00 – 5:00	Mindfulness and Homework (Educational)
5:00 – 5:45	Themes (Enrichment)
5:45 – 6:00	Sign-out

8:10 AM - 6:00 PM is 9 hours and 50 minutes daily

Summer Programming:

8:00 - 12:00 - Morning Programming with Credentialed Teachers (Sample)

Time	Activity
8:00 – 9:10	Rotation 1 (Math, Writing, and Reading)
9:10 – 9:30	Breakfast and Recess
9:30 – 10:45	Rotation 2 (Math, Writing, and Reading)
10:45 – 12:00	Rotation 3 (Math, Writing, and Reading)

12:00 - 5:00 - Afternoon Programming with COOL School Staff

Time	Activity
12:00 – 1:00	Sign-in, Lunch and Recess
1:00 – 1:45	Enrichment Activities
1:45 – 2:30	Enrichment Activities
2:30 – 3:00	Snack and Recess
3:00 – 3:45	Enrichment Activities
3:45 – 4:30	Enrichment Activities
4:30 – 5:00	Reflections and Sign-out

8:00 - 5:00 is 9 hours of daily programming