Expanded Learning Opportunities Program Plan

Prepared by:
The Department of Educational Services

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Natomas
Unified School District

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

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Natomas Unified School District
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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. American Lakes School (TK-8)
2. Bannon Creek School (TK-8)
3. H. Allen Hight Elementary School
4. Heredia-Arriaga Dual Immersion School
5. Heron School
6. Jefferson School (TK-8)
7. Natomas Park Elementary School
8. Paso Verde School
9. Two Rivers Elementary School
10. Witter Ranch Elementary School

Governing Board Approval Date: September 24, 2025
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.

NUSD's vision states: *"NUSD will provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success."* Inherent in this vision is the expectation that students participating in any school program are physically, socially, and emotionally safe. To support this, the district ensures that campus facilities are maintained in good working condition and that campuses are regularly cleaned and secured.

In addition to maintaining safe and clean campuses, the district requires staff to complete mandated trainings in areas such as trauma-informed practices, suicide risk prevention, Title IX, equity and inclusion, and culturally responsive practices. Equally important, each school site is required to develop a comprehensive school safety plan outlining procedures to ensure student safety.

An after school program is offered at all schools that serve students in grades TK-6. After-school providers in Natomas Unified School District (NUSD) operate as extensions of district programs and establish agreements with school sites for shared instructional space. Social and emotional safety extends beyond the school day into these after-school programs. Accordingly, these programs implement procedures and practices to ensure students are consistently accounted for, supervised, and supported through clear expectations and discipline protocols. Contracted providers are responsible for ensuring their staff complete mandated training and understand the district's safety expectations. They are also tasked with fostering a socially and emotionally supportive environment. In addition, all staff hired by after-school providers must undergo background checks and obtain TB clearance prior to employment.

All enrichment vendors participate in a rigorous Request for Qualifications (RFQ) process to ensure alignment with NUSD's safety standards and educational goals.

Contracted community-based organizations (CBO) collaborate with the district on the Comprehensive Safe Schools Plan and maintain updated emergency information for each enrolled student, including medical conditions, allergies, and individualized health plans. Front-line staff who interact with students receive training on relevant policies and procedures, including check-in/check-out processes, attendance protocols, student supervision during transitions, recess, and meals, and participation in required safety drills.

Students enrolled in after-school programs are placed in small group settings—maintaining a 10:1 ratio for TK/K grades and a 20:1 ratio for grades 1 through 6. They learn in safe, clean environments with adequate space and supplies. To support their safety, students are informed of program policies and procedures and are guided by staff in maintaining positive behaviors. They participate in collaborative peer activities, enrichment opportunities on secured campuses, and are familiar with daily routines, including check-in and check-out processes. Students also have opportunities to develop social-emotional awareness and to co-create group norms that support a safe and respectful program environment.

Families are kept informed of program policies, procedures, and practices and receive communication in multiple languages.

Maintaining a socially and emotionally safe learning environment extends beyond the school campus and If a program must occur offsite for specialized enrichment activities, transportation protocols and staff supervision procedures are in place to ensure students are safe from departure to return.

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.

Staff strive to provide mentorship and build positive relationships with students. They also continue to seek professional development opportunities in social-emotional learning (SEL), positive behavior intervention systems (PBIS), trauma-informed practices (TIP), and restorative justice (RJ)—with particular focus on repairing harm between peers or between students and staff in conflict.

Staff will be supported with tools and training to promote positive relationships and build community with both students and families through restorative practices. They will also learn strategies to conduct restorative conversations aimed at preventing or resolving conflict.

When working with students, staff offer individualized behavior management support as needed, and make referrals to outside agencies to ensure all students receive appropriate care. Equally important, staff collaborate with students to co-create norms and agreements that reflect inclusive values and affirm the diverse cultures and perspectives of NUSD's multilingual, multicultural community.

Front-line staff build trust through consistent, ongoing communication with families. They

keep families informed about program activities, student behavior, available supports, and the incident reporting system.

NUSD also maintains a dedicated Constituent and Customer Services department to support students and families across the district.

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.

One of NUSD's core values is: *"We value our families as partners in the education of our students."* In developing the Expanded Learning Opportunities Program (ELO-P) plan, NUSD engages stakeholders to gather feedback on students' social awareness skills, preferred scheduling, enrichment interests, and options for flexible use of after-school programs. This input helps inform program design. Additionally, district data on unduplicated student counts is used to prioritize access for students with the greatest needs—those who qualify under the ELO-P funding education code—before expanding the program to serve non-unduplicated students.

To ensure alignment with the school day, after-school staff communicate regularly with school-day educators. This collaboration supports continuity in interventions and strategies used to assist students. Linkage to the school day also includes planning accommodations for students with 504 plans or individualized education programs (IEPs).

Familiar, centralized academic supports such as i-Ready, Read 180, Math 180, and IXL are integrated into after-school learning. Additionally, targeted interventions led by credentialed teachers are offered at each elementary and K–8 site as part of the expanded learning programs. These teacher-led supports are aligned with the district's instructional framework and focus on literacy and math learning recovery—especially for students affected by chronic absenteeism.

To further engage students, NUSD partners with enrichment providers to deliver STEAM-based (Science, Technology, Engineering, Arts, and Mathematics) learning experiences driven by parent and student choice. These opportunities cater to diverse learning modalities and incorporate hands-on, project-based activities. Program managers collaborate with enrichment partners to co-create master schedules that provide students equitable access to these experiences.

Program managers are skilled in coordinating multiple programs, ensuring alignment, and allocating resources effectively to build robust and engaging after-school learning environments. They set high expectations and model desired behaviors for staff. CBOs also contribute by offering academic support, including homework help tailored to students with learning needs.

After school instructional staff implement clear procedures and structured engagement strategies, including pre-planned learning objectives and well-prepared lesson materials. They establish and model expectations for student behavior, while continuously working to understand students' interests and talents. Staff actively monitor student participation,

engage students with digital learning platforms, and adjust instruction as needed to meet individual learning needs.

To further improve engagement, staff involve students in selecting learning topics relevant to their interests and offer choices for enrichment activities. Programs are designed to promote collaboration, inquiry-based learning, and hands-on projects that build 21st-century skills. These include digital literacy, organization, teamwork, critical thinking, problem-solving, and effective communication.

Staff provide students with regular feedback on participation, progress, and behavior. Supportive interactions emphasize student strengths, foster respect, and encourage self-reflection in a non-threatening environment. Through after-school programs, students benefit from collaborative learning, mentorship to support social-emotional growth, and enrichment experiences led by specialty vendors. Students also receive ongoing feedback and opportunities to reflect on their academic and personal goals.

3—Skill Building

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

A core value of NUSD is: *"We value learning and achievement for each of our students."* In alignment with this value, we continuously seek opportunities to expand learning experiences that help students develop the skills needed to thrive in today's global marketplace. After-school programs play a vital role in supporting this mission by providing skill-building opportunities for NUSD students.

NUSD values not only learning but also achievement—offering programs that address gaps in literacy, social-emotional development, mathematics, the arts, and athletics. These learning experiences help students build confidence, discover and refine their talents, and foster academic independence.

The wide range of enrichment providers contributes to this by offering specialized instruction in areas such as coding, cooking, writing, drawing, crafting, and physical movement. Collectively, these opportunities help students develop well-rounded skills. After-school programs also integrate STEAM learning, sports, and project-based activities. Master schedules and assemblies are coordinated to give students access to specialty vendors who support athletic development, artistic expression, and specific enrichment objectives.

Vendors use structured developmental programs to support student growth. Staff intentionally create opportunities for students to showcase their talents, completed work, and projects. They encourage students to take initiative, develop organizational strategies, scaffold tasks, manage emotional responses to challenges, and reflect on their progress to set personal goals.

Through these diverse opportunities, students not only enhance their academic and social skills but also engage in meaningful extracurricular activities—such as joining athletic teams, participating in drama productions, or presenting group projects. In doing so, they practice key skills including collaboration, leadership, active listening, time and project management, and effective communication—all while developing a strong sense of choice and

responsibility.

CBO staff play a critical role in fostering these skills through consistent encouragement, constructive feedback, and targeted support. Students who participate in these programs gain multiple opportunities to build social-emotional awareness and skill mastery through collaborative and project-based learning. These efforts often culminate in events such as STEM competitions, open houses, book release signings, and community engagement nights—giving students an authentic platform to celebrate and apply what they've learned.

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.

Student leadership opportunities are available across NUSD schools. Students may serve as representatives through student councils and after-school mentorship groups. They also participate in community circles where they are encouraged to share their voices, express opinions, and discuss current classroom and school-related issues. These forums empower students to offer solutions that enhance their learning environments.

Programs throughout the district promote student voice and leadership by engaging students in meaningful activities and decision-making processes. Students are encouraged to take initiative in their personal growth by selecting from a variety of enrichment opportunities and participating actively in shaping their school and program environments.

Developmentally appropriate surveys are conducted to gather student feedback, which informs program improvements and ensures services are responsive to student needs. Staff engage students in team-building games, class activities, and spirit week events that promote youth voice and leadership development.

Staff also teach communication skills to help students express their ideas effectively and respectfully. Students are invited to co-create classroom and program environments that support positive behavior and academic success.

In addition, staff regularly share updates on upcoming events and activities, empowering students to make informed choices and exercise leadership, self-advocacy, and self-reliance. Students develop a strong sense of ownership and belonging within after-school programs. With staff guidance, they take on shared leadership roles in campus activities and have opportunities to work independently, collaborate in small groups, and lead large group activities.

Service projects are also integrated into after-school programming, giving students meaningful opportunities to lead initiatives that positively impact their communities.

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.

NUSD provides breakfast and lunch in accordance with the California Education Code and California nutritional guidelines. In addition, CBOs, as after-school program providers, serve supper meals and/or district provided snacks to students during the program. Meals are offered during both after-school programs and summer intersession.

As part of the program's meal requirements, students are encouraged to create balanced plates that include salad, fruits, dairy, and a nutritious protein source. Every student participating in after-school programs is offered a meal or snack daily. Program providers are responsible for ensuring that healthy food choices are consistently available and properly served. Meal distribution is tracked by recording the number of meals served each day. Hydration stations with clean drinking water and alternative meal options to accommodate students with dietary restrictions are also available.

Staff encourage students to make healthy food choices that promote positive behaviors. Nutrition education is one key component of the overall health and wellness program. The second component focuses on physical activity. Age-appropriate physical activities are incorporated into the daily schedule, allowing students to participate in organized, structured movement that promotes lifelong healthy habits.

Program providers partner with enrichment vendors specializing in athletics and wellness to offer instruction in physical education, health, and nutrition. Site staff are trained in food safety and handling, ensuring students can enjoy breakfast, lunch, or supper in a supervised, supportive setting.

Daily programming includes nutritious meals and regular physical activities designed to match student interests, meet safety standards, and ensure equal participation. Activities such as fitness, dance, basketball, soccer, and flag football help students improve physical health while building social skills like respect, resilience, and sportsmanship.

Enrichment partners also offer cooking and nutrition lessons, empowering students to make healthy choices and take ownership of their well-being.

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.

NUSD values the diversity of our community and believes it is one of our greatest strengths. As such, our schools use multiple methods to communicate with families and ensure all students have access to programs. For example, ELO-P program information is shared in various languages, distributed through school electronic messaging systems, printed in translated flyers, and posted online to reach as many families as possible.

At its core, the ELO-P program prioritizes students with the greatest needs by providing access to expanded learning opportunities they might not otherwise receive. Programs funded under ELO-P have a strong history of serving diverse communities. Staff members

often reflect the racial, ethnic, linguistic, and gender identities of the students and communities they serve and are attuned to the unique needs of each student.

Programs intentionally align human resources to support student success—for example, placing students with staff members with whom they can build strong, positive relationships. Community-based partners offer orientation sessions to inform parents about program policies, procedures, and expectations, while also committing to ongoing communication with families throughout the year.

Where appropriate, accommodations and necessary support are provided by site administrators and the district Student Services team to ensure full access and inclusion for students with IEPs, 504 plans, and behavior plans. Programs reflect a commitment to cultural awareness, diversity, and inclusivity, addressing both economic and social factors. Parents are encouraged to share their voices and feedback, which is incorporated into program planning and improvement efforts continuously.

Staff foster inclusive environments that celebrate and affirm diversity. They incorporate multicultural activities and world culture celebrations into the classroom, creating space for students to share and explore their heritage. This includes culturally relevant projects, events, and activities—such as art, dance, multimedia, and academic projects—that validate and honor students' backgrounds.

All students are offered equal access to enrichment programs and are encouraged to participate in activities aligned with their interests. These opportunities allow students to explore their passions, deepen their sense of belonging, and form authentic connections with teachers and support staff.

7—Quality Staff

Staff Engagement

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

NUSD values the diversity of its community, students, and workforce. To support this commitment, NUSD contracts with local vendors and CBOs that have a proven track record of providing high-quality services in diverse communities. These partnerships help deliver culturally responsive services to the students of Natomas.

Staff hired by CBOs to support NUSD after-school programs meet all minimum qualifications and undergo thorough background checks conducted by their employers. Each staff member must also present a cleared TB test before working directly with students. CBOs prioritize hiring individuals with youth-related experience, subject-matter knowledge, and a genuine interest in working with children. Equally important, they aim to hire staff whose backgrounds reflect the diversity of the students and communities they serve.

CBO partners provide comprehensive programming that includes clearly defined policies, procedures, and safety protocols. Each program includes a full-time site coordinator and team leaders responsible for day-to-day operations. To meet ELO-P staff-to-student ratio requirements, program staff must have either completed a minimum number of college units

or passed the district's instructional assistant exam.

Staff recruitment occurs through local job fairs, community colleges, referrals, and word-of-mouth. Hiring sources include both external applicants and current NUSD classified and certificated staff. To maintain high service quality, CBOs conduct regular performance monitoring and staff evaluations. These efforts are supported by coaching, peer-to-peer learning, and administrative oversight.

All volunteers must complete fingerprinting and background clearance in accordance with district policy. Additionally, all staff are required to complete mandated reporter training and participate in ongoing professional development offered by their CBO or in partnership with NUSD. Staff also engage in safety training and professional learning focused on student engagement, classroom management, and instructional strategies.

More experienced staff are encouraged to take on leadership roles by mentoring and supporting newer team members. All staff are encouraged to grow professionally by attending after-school program conferences and workshops. Specialized training is also promoted to equip staff with the skills needed to support English Learners and students with individualized education plans (IEPs) and 504 plans.

Staff members build positive, trusting relationships with students to foster a strong sense of belonging. These connections help create a safe, welcoming environment where students feel comfortable interacting with staff and receiving feedback. Staff intentionally leverage students' strengths and learning styles to support active participation in the program.

NUSD's after-school programs provide structured, supervised spaces where students receive clear communication and constructive, supportive feedback on both behavior and academic progress. The growth and success of students are directly linked to the dedication, training, and care of experienced program staff.

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)]).

Instructional aides in the ELO-P program must meet Natomas USD classified staff standards. This includes possessing a high school diploma or equivalent, passing the district-required basic skills or selection assessment, and completing all mandatory clearances and credentials. All staff assignments are reviewed and approved by the site principal and the Human Resources department.

Health & Safety Screening:
All staff and volunteers must complete fingerprint background clearance, TB testing or a risk assessment, and required health and safety training (e.g., CPR, Mandated Reporter) prior to beginning their duties. Ongoing health oversight is provided by school Health Assistants and nurses, who perform routine screenings and manage health concerns in accordance with district policy. Any illness or lapse in health is reported immediately to Human Resources following standard protocols.

Staffing Ratios:
The program is designed to maintain a maximum student-to-staff ratio of 20:1 for grades 1–6 and 10:1 when TK or Kindergarten students are present, as outlined in EC §46120(b)(2)(D). Daily staffing rosters are maintained, with floating or support staff available to cover breaks or absences. Substitute procedures are in place to ensure ratios are never exceeded.

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 program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [EC Section 46120(b)(8)]).

NUSD provides professional development opportunities for expanded learning staff throughout the year to equip them with the tools and resources needed to effectively engage and enrich students during after-school programs and intersessions.

Prior to the start of the school year, staff participate in preservice training covering key topics such as safety procedures, attendance documentation, communication protocols, and incident reporting. During this training, staff also review data on student participation and academic progress within the expanded learning programs. District expectations are discussed, and staff set goals aligned with those expectations. Additional training is provided on positive classroom practices that support engagement and learning, including strategies for classroom management, homework support, and academic interventions.

Within the first trimester of the school year, an additional professional development day is offered for frontline staff. This session includes a review of updated data on academic growth among students participating in expanded learning and offers further training on implementing the district's academic and enrichment initiatives. These initiatives focus on key areas such as literacy, STEAM, athletics, and the arts.

These professional development opportunities bring expanded learning staff together from across the district, allowing them to strengthen their skills, share best practices, and collaborate with colleagues to enhance program quality and student outcomes.

8—Clear Vision, Mission, and Purpose

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

Natomas Unified School District's Expanded Learning Opportunities Program (ELO-P), known as the *Learning Recovery Enrichment Academics, Activities, Arts, Athletics Program (LEAP)*, is rooted in the district's vision:

"NUSD will provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success."
LEAP supports this vision by extending learning beyond the traditional school day, offering

safe, inclusive, and enriching environments where students can thrive academically, socially, and emotionally.

The mission of ELO-P is to close opportunity gaps and accelerate learning by providing high-quality, student-centered programming that fosters academic support, enrichment, and whole-child development. Through strong partnerships with community-based organizations and enrichment providers, the program offers engaging and culturally responsive experiences that build students' confidence, creativity, and critical thinking skills.

The primary purpose of ELO-P is to ensure equitable access to expanded learning opportunities for students who need them most, including unduplicated pupils (students who are English learners, foster youth, or eligible for free or reduced-price meals). The program is designed to support learning recovery, promote social-emotional well-being, and provide safe, structured environments beyond the school day—before school, after school, and during intersessions.

LEAP operates as a comprehensive system of support that complements and aligns with the regular school day and broader district initiatives, including Multi-Tiered Systems of Support (MTSS), Community Schools, and wellness initiatives. The program is built around hands-on, inquiry-based learning in areas such as literacy, STEAM, the arts, athletics, and social-emotional learning, providing students with opportunities to explore interests, develop new skills, and deepen their sense of belonging.

Through this clear vision, mission, and purpose, LEAP aims to develop well-rounded learners who are prepared to succeed academically and contribute positively to their communities.

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.

Natomas Unified School District (NUSD) believes that students and families are essential partners in the success of the Expanded Learning Opportunities Program (ELO-P). Their input is foundational to the program's development, continuous improvement, and relevance to student needs.

Students and families were actively engaged in the creation of the ELO-P plan through multiple input opportunities. These included district-wide surveys where participants shared their preferences, concerns, and ideas for program content, structure, and scheduling. These surveys were offered in multiple languages and formats to ensure broad participation across NUSD's diverse community.

Feedback gathered from families and students helped shape key components of the LEAP program, such as the selection of enrichment activities, identification of program priorities (e.g., academic support, social-emotional learning, STEAM, athletics, and the arts), and the design of safe and accessible schedules that meet working family needs. Families also provided input on communication strategies and access to translated materials to ensure

equitable awareness and enrollment.

Family and student voices continue to guide program implementation and improvement throughout the year. Regular surveys and informal check-ins are used to collect feedback on program quality, satisfaction, and emerging needs. This input is used to adjust offerings, address concerns, and highlight areas for growth.

Open lines of communication are maintained between families and program staff through newsletters, in-person conversations, phone calls, and messaging platforms. These efforts ensure that families remain informed and feel supported as partners in their children's learning. At the beginning of the year, community-based partners host family orientation sessions to introduce program expectations, policies, and opportunities for involvement, creating a welcoming and transparent foundation.

Student voice is embedded throughout the program. Students participate in classroom community circles, leadership opportunities, and enrichment choice boards, all of which empower them to shape their own learning experiences and provide ongoing feedback. These avenues help ensure that programming remains responsive to student interests and goals.

To foster deeper family engagement, the program hosts parent events and showcases throughout the year. These events invite families to observe programming, celebrate student achievements, and learn more about the enrichment activities offered. Staff use these moments to strengthen relationships and reinforce the program's connection to each student's academic and social development.

Program staff are trained to create inclusive environments where all families feel welcome and empowered to participate. Culturally and linguistically responsive communication practices are prioritized to build trust and partnership. Staff also intentionally seek out student feedback to guide planning and implementation, ensuring the program evolves in alignment with student voice and community needs.

Through these ongoing efforts, NUSD ensures that students and families are not only consulted in the planning process but are actively engaged throughout the school year as valued partners in delivering high-quality, equitable expanded learning experiences.

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.

NUSD actively collaborates with a wide network of CBOs and non-LEA partners in the design, administration, and implementation of its ELO-P. These partnerships are grounded in a shared commitment to equity, enrichment, and academic success for all students, especially those with the greatest needs.

To design the program, NUSD engaged CBOs and enrichment providers through a series of

structured planning meetings, stakeholder engagement sessions, and feedback cycles. Partners were invited to share input on student needs, effective practices, cultural responsiveness, and programming models that align with the diverse interests of NUSD students. In addition, CBOs participated in districtwide surveys, focus groups, and strategic planning conversations that directly shaped the program structure, schedule, and service offerings.

NUSD's RFP and RFQ processes ensured that all partners met quality standards aligned with California's Quality Standards for Expanded Learning. These processes also invited prospective partners to propose innovative enrichment activities grounded in equity and inclusion.

CBOs and enrichment providers play a central role in implementing and delivering daily LEAP program services across school sites. They are responsible for hiring and training staff, coordinating enrichment offerings, supporting academic activities, and maintaining ongoing communication with families. Each site includes a dedicated program manager or site coordinator, employed by a CBO, who collaborates directly with school principals and district staff to ensure alignment with school-day priorities and expectations.

Partners also participate in ongoing evaluation and quality improvement processes. They attend quarterly data review sessions with district leaders to assess student participation, academic growth, social-emotional outcomes, and overall program effectiveness. These findings are used collaboratively to refine practices, professional development, and student support.

The LEAP program is intentionally aligned with other key district initiatives, including Community Schools and the Multi-Tiered System of Supports (MTSS). Coordination occurs through shared staffing and leadership structures between school-day and after-school programs to ensure continuity of supports; data sharing and collaborative goal-setting between academic intervention teams and LEAP providers to align tutoring and behavioral supports with school-day interventions; integrated referral systems that connect students to mental health services, family supports, and Tier 2 and Tier 3 interventions as part of MTSS; and family engagement efforts within LEAP that reflect and expand upon those offered through Community Schools, providing wraparound services and access to additional resources.

Through these efforts, LEAP supports the whole child by reinforcing learning and social-emotional growth across the extended school day. The integration of CBO expertise, community voices, and systemic support ensures a responsive, inclusive, and high-quality expanded learning experience for all students.

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.

Maintaining high-quality after-school programs requires NUSD to implement its Cycle of Continuous Learning and Improvement (CCLI) to strengthen and refine program services. NUSD and its partners administer surveys aligned with California's Quality Standards for Expanded Learning to gather feedback from parents, program staff, school staff, students, and other community partners involved in the program. These surveys are distributed twice per year for the after-school program and once at the conclusion of each intersession program.

In addition to survey data, student attendance and academic progress—monitored by district administrators and program managers—serve as key indicators for evaluating program quality. Each partner organization uses this shared data to create improvement plans, which include interim checkpoints to monitor progress and make necessary adjustments.

While the current ELO-P plan is designed to deliver comprehensive, high-quality after-school programming across NUSD schools, there is also value in focusing improvement efforts on one or two priority Quality Standards. This targeted approach helps establish a strong foundation for ongoing program growth.

As part of their agreement with NUSD, CBOs assist with administering assessments, including surveys, to collect meaningful feedback from stakeholders. This input is used to evaluate program strengths, identify areas for improvement, and inform planning.

The data collected helps identify trends, uncover potential program gaps, and determine how best to support students through expanded learning services. Results are shared with site staff and district leadership to collaboratively develop improvement plans for both the following school year and intersession programs.

Site staff play a critical role as collaborative partners in this process. They participate in the development of program improvement plans and serve as front-line implementers, focusing on targeted areas identified for enhancement. Program managers provide guidance by recommending effective strategies, offering feedback based on observations, and supporting real-time adjustments to ensure continuous program improvement.

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 ELO-P is supported by a dedicated district staff team that provides oversight to ensure effective management of all program elements. This includes fiscal accountability, day-to-day program operations, progress toward program goals and objectives, and alignment of resources with services.

District-assigned ELO-P staff actively pursue additional revenue sources to support the expansion and sustainability of ELO-P offerings. The ELO-P management team is responsible for ensuring that all programs remain in compliance with funding guidelines and reporting requirements across all settings, including comprehensive school sites.

All staff—district personnel, CBO staff, and front-line staff—work collaboratively to maintain student attendance by recruiting students, offering attendance incentives, and providing individualized support to encourage consistent participation. The district may implement a family fee schedule for expanded learning programs if necessary.

Each CBO and enrichment vendor is responsible for recruiting and hiring qualified employees who meet established standards and are capable of delivering high-quality afterschool programming. These partners ensure that staff possess a strong working knowledge of program policies, procedures, and the characteristics of effective service delivery.

At the district's request, CBOs and enrichment vendors collaborate on data-sharing initiatives to support program evaluation and improvement. Each organization provides students, staff, and families with a handbook and orientation to ensure a clear understanding of program expectations and operations.

Enrollment, student data, and attendance is tracked through an online student management system that keeps all records in accordance with records retention policies and EC requirements.

Staff providing direct services to students are required to complete mandated trainings, including child abuse reporting, suicide risk prevention, sexual harassment prevention, positive behavior intervention systems (PBIS), restorative justice practices, and developmentally appropriate instructional strategies. Front-line staff also receive thorough orientation on program procedures, safety protocols, student supervision, communication expectations, and alignment with program goals and objectives.

Each site has a defined support structure, with program managers and supervisors available for reporting, coaching, and guidance to ensure fidelity to program practices and performance expectations.

Priority enrollment is given to unduplicated pupils, including foster youth, English language learners, and students who qualify for free or reduced-price meals. All participating students engage in experiential, hands-on, and project-based learning activities that align with academic content standards.

Students may participate in programming for up to nine (9) hours per day, inclusive of meals and recess, beginning with the regular school day. In accordance with ELO-P requirements, transitional kindergarten (TK) and kindergarten classes maintain a student-to-staff ratio of 10:1, while grades 1 through 6 maintain a ratio of 20:1.

Link to the ELOP LEAP Academy Handbook.

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 Program[3]. How does this budget reflect the needs of students and families within the community?

The ELO-P budget is strategically developed to ensure that all expenditures are reasonable, necessary, and allowable, in accordance with applicable state statutes, regulations, and program guidelines. The budget is designed to meet the academic, social-emotional, and enrichment needs of students and families across the Natomas Unified School District (NUSD), while also ensuring operational efficiency and equitable access to quality programming.

Budget Overview and Cost-Share Elements

Core Providers: The budget fully funds services from core community-based providers at 10 school sites for 180 instructional days. These providers offer consistent, structured after-school programming that supports academic and social development.

Enrichment Providers: Over 28 contracted enrichment partners deliver year-round programming in rotating cycles throughout the 180-day school year. These services are intentionally diversified to engage student interests in areas such as STEM, visual and performing arts, athletics, wellness, and literacy.

Student Participation: The program supports between 120 to 225 students per site, depending on site enrollment and community demand, ensuring equitable access across all participating campuses.

Summer School Intervention: The budget allocates funds for 30 non-school days of summer programming, which includes academic interventions led by certificated NUSD teachers and support delivered by classified instructional aides. This ensures continuity of learning and bridges achievement gaps.

Program Administration and Support: A dedicated administrative team oversees operations at all 10 sites, providing leadership, compliance monitoring, scheduling, and quality assurance. The budget also includes support for a programmatic leadership team, intervention coordinator, clerical and admin support, and a data analysis team to monitor student outcomes and inform continuous improvement.

Materials and Supplies: The budget includes allocations for instructional materials, program supplies, and enrichment resources to ensure students are fully equipped to participate in all aspects of the program.

Alignment with Student and Family Needs

The budget reflects the priorities and voices of the school community. Comprehensive needs assessments and surveys are conducted annually to gather input from students, families, and school staff. Feedback informs decisions about provider selection, enrichment offerings, scheduling, and academic support. The diversity of enrichment options, availability of academic interventions, and commitment to operating at full capacity during both the school year and summer reflect the district's responsiveness to the needs of working families and underserved populations.

By maintaining a balanced investment in academic supports, enrichment, staffing, and infrastructure, the budget ensures that the ELO-P continues to serve as a vital extension of the school day, supporting both student success and family well-being.

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

NUSD is committed to the high-quality implementation of the ELO-P across all participating school sites. The district has established clear systems of oversight, staffing, communication, and continuous improvement to ensure full compliance with all state and local requirements. NUSD will ensure proper implementation of each component by:

Program Oversight and Accountability

Dedicated ELO-P Administrative Team: NUSD has a centralized ELO-P administrative team that provides strategic leadership, manages contracts, and ensures that all program elements adhere to applicable laws, funding requirements, and program goals.

Site-Level Oversight: Each of the 10 participating school sites has a designated site supervisor from the core provider who is responsible for day-to-day program operations, staffing, and student engagement.

Principal Involvement: School principals are active partners in program oversight, ensuring alignment with site priorities, intervention needs, and family engagement.

Staffing, Training, and Ratios

Qualified Staffing: All core and enrichment providers meet the LEA's minimum employment qualifications, including fingerprint clearance, TB screening, and required training. Certificated teachers and classified staff support summer intervention components.

Staffing Ratios: NUSD strictly adheres to the required ratios of 1:20 for grades 1–6 and 1:10 when transitional kindergarten or kindergarten students are served. Staffing is planned in advance and adjusted as needed to maintain compliance.

Professional Development: Ongoing training is provided to core and enrichment partners on health and safety procedures, child development, mandated reporting, and inclusive practices.

Program Design and Scheduling

180 School Days + 30 Non-School Days: The program is structured to run daily on all 180 instructional days with enrichment and academic support, and an additional 30 days during the summer.

Site Scheduling: Each site has a customized schedule that includes homework help, enrichment blocks, physical activity, and social-emotional learning components.

Cycle-Based Enrichment: Enrichment providers are rotated through cycles across the school year, allowing for variety and deeper student engagement across interest areas.

Data Collection and Evaluation

Attendance Tracking: Attendance is recorded daily and monitored centrally to track student participation and ADA recovery.

Surveys and Feedback: Annual family and student surveys are used to gather feedback on programming, scheduling, safety, and satisfaction.

Data Analyst Support: The ELO-P data team reviews participation, demographic, and academic intervention data to inform program planning, identify gaps, and support equity across sites.

CDE Reporting: All required reports are submitted to the California Department of Education (CDE), and program activities are documented in accordance with grant assurances and fiscal requirements.

Fiscal Monitoring and Compliance

Budget Oversight: The ELO-P administrative team works closely with NUSD's Fiscal Services department to ensure expenditures are reasonable, necessary, and aligned with the approved plan.

Cost Allocation: The budget includes staffing, program materials, provider contracts, enrichment costs, and administrative support, ensuring proper documentation of shared and direct expenses.

Internal Monitoring: Periodic audits and reviews are conducted to verify compliance with fiscal and programmatic expectations.

Continuous Improvement and Family Engagement

Site Walkthroughs and Quality Checks: ELO-P leaders regularly visit sites to monitor program fidelity, support staff, and assess student engagement.

Stakeholder Involvement: Family voice is integrated into decision-making through surveys, school site councils, and community partner meetings.

Program Improvement Plans: Based on data reviews and feedback, NUSD refines program offerings and provider selections annually to better meet student and family needs.

[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

Do you have a 21st CCLC Grant? 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.

Currently, the After School Education and Safety (ASES) program operates at four NUSD school sites: American Lakes, Bannon Creek, Jefferson, and Natomas Middle School. While student capacity varies by site—with some campuses maintaining balanced enrollment—others have experienced waitlists due to high demand. With the addition of ELO-P funding, NUSD has significantly expanded access by increasing student capacity across all K–8 schools, resulting in a notable reduction in program waitlists.

ASES school sites now operate as comprehensive expanded learning programs that meet the highest standards, including mandatory attendance expectations and high-quality, standards-aligned instruction. These enhancements ensure greater equity in access while maintaining program integrity and accountability throughout the district. Each ASES site strives to maintain student attendance at or above 85% in accordance with required guidelines.

At non-ASES sites funded by ELO-P, programs operate nine (9) hours per day and follow a more flexible attendance model. Priority access is first offered to unduplicated pupils (including foster youth, English learners, and students eligible for free or reduced-price meals) in grades TK–6. Once access has been offered to all eligible unduplicated TK–6 students, enrollment is extended to non-unduplicated students in the same grade span. After all TK–6 students have been accommodated, any remaining ELO-P funding may be used to offer expanded learning opportunities to students in grades 7 and 8. Only after this tiered access is complete will ELO-P enrollment be opened to non-unduplicated students in grades 7 and 8.

Unlike ASES programs, ELO-P does not have strict daily attendance requirements. Parents may choose a schedule that best suits their family's needs—students may attend on a minimal or full-time basis and will retain active enrollment status unless a parent formally opts out of services.

Both ASES and ELO-P-only programs maintain clear attendance documentation policies. Daily attendance logs are kept to track student participation. Records for students funded

through ELO-P are maintained separately from those funded by ASES to meet audit requirements and ensure fiscal accountability. Similarly, meal tracking for supper and snacks is kept separate for each funding stream to ensure accurate reporting. Monthly reports are submitted to the district to document the number of students served and to support proper invoicing.

Community-Based Organization (CBO) site managers oversee the implementation of policies and procedures tied to each funding source. While logistical requirements vary, all instructional components—including project-based learning and other high-leverage strategies—are designed to meet high-quality program standards.

Program leads collaborate with site program managers to develop master schedules that allow all student cohorts to access ELO-P enrichment vendors. These schedules are built to reflect principles of inclusivity, equity, access, and student choice.

Students are encouraged to actively participate in enrichment programs, where they can gain hands-on, experiential learning through exposure to a wide range of content areas. These experiences are designed to promote deeper understanding, skill development, and engagement with diverse learning opportunities.

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?

The ELO-P includes transitional kindergarten (TK) and kindergarten students, maintaining a 10:1 student-to-staff ratio in after-school programs across NUSD. Contract agreements with community-based partners ensure that staffing levels are sufficient to meet this ratio and that it is upheld for the duration of the program.

Program managers monitor enrollment and maintain class rosters to ensure compliance with Education Code requirements for TK and kindergarten ratios in expanded learning settings. Staff recruitment is based on equivalent qualifications to those required for instructional assistants under NUSD guidelines.

CBO staff hired to support TK and kindergarten ratios receive professional development focused on developmentally appropriate practices for young learners. In addition, all staff working with TK and kindergarten students are trained in classroom management techniques, social-emotional learning (SEL) strategies, and play-based instructional methods to ensure high-quality, age-appropriate services.

Professional development is delivered through multiple formats, including preservice training before the school year begins, a districtwide fall professional development day, and ongoing on-site staff meetings throughout the year.

TK and kindergarten after-school programs begin at the end of the regular instructional day and operate as part of a comprehensive 9-hour program, which includes the school day, recess, and meal breaks. Staff are expected to keep direct instruction to 20-minute increments and to incorporate engaging, hands-on activities or learning centers. To promote balance between academics, physical activity, and play, brain breaks or movement activities lasting 10–30 minutes are scheduled every hour.

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 is advertised on the district website, with program flyers and application links available in both English and Spanish. Flyers and informational materials are also posted at school sites in both languages, along with links to the online application. Additionally, the district promotes the program to all families using the ParentSquare messaging platform, which offers translation services based on each family's preferred language.

The ELO-P application is currently completed by parents using a Google Form. Submitted applications are cross-referenced with the district's student information system to determine whether the student meets the ELO-P grant's priority enrollment criteria. Students are enrolled based on space availability and eligibility. Non-unduplicated students may be enrolled if space remains after priority students have been placed.

To improve the application and enrollment experience for families, the district is transitioning to a dedicated online platform. This platform will allow parents easier access to monitor application status, receive enrollment updates, and complete required forms—all in one place.

Once a student is enrolled, parents are notified by phone and email. They are provided with required documents to complete and return, including Registration and Health Forms, as well as any additional agreements related to the policies and procedures of the CBO supporting the site. All completed forms are stored electronically in a secure drive.

Transportation is not provided for after-school programs, as each school site hosts its own ELO-P program. However, transportation is offered at no cost to families during intersession periods, when programming is hosted at select schools and students may need to travel between campuses.

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.

Currently, no field trips are scheduled with our CBOs. Enrichment providers may provide field trips specific to their content and curriculum.

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.

Currently, no fees are collected.

Sample Program Schedule- Regular School Day

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.**

TK/K

	Monday	Tuesday	Wednesday	Thursday	Friday
1:50-2:25	Sign-In & Supper	Sign-In & Supper	Sign-In & Supper	Sign-In & Supper	Sign-In & Supper
2:25-2:40	SEL	SEL	SEL	SEL	SEL
2:40-3:00	Read Out Loud	Read Out Loud	Read Out Loud	Read Out Loud	Read Out Loud
3:00-3:45	Homework	Homework	Homework	Homework	Homework
3:45-4:00	Snack	Snack	Snack	Snack	Snack
4:00-4:45	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
4:45-5:30	SPARK	SPARK	SPARK	SPARK	SPARK
5:30-6:00	Sign-out	Sign-out	Sign-out	Sign-out	Sign-out

1st-5th

	Monday	Tuesday	Wednesday	Thursday	Friday
2:10-2:45	Sign-In & Supper	Sign-In & Supper	Sign-In & Supper	Sign-In & Supper	Sign-In & Supper
2:45-3:00	SEL	SEL	SEL	SEL	SEL
3:00-3:55	Homework	Homework	Homework	Homework	Homework
3:55-4:15	Snack	Snack	Snack	Snack	Snack
4:15-5:50	SPARK	SPARK	SPARK	SPARK	SPARK
5:50-5:30	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
5:30-6:00	Sign-out	Sign-out	Sign-out	Sign-out	Sign-out

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.