

File ID: 2026-00846

5/5/2026

[Contract] Agreement with Natomas Unified School District (NUSD) to Accept Funding for Expanded Learning Opportunities Program (ELO-P) for Fiscal Year (FY)2026/27 and FY2027/28

File ID: 2026-00846

Location: District 1 and District 3

Recommendation: Adopt a **Resolution:** 1) authorizing the City Manager or designee to execute the agreement for After School Program with the Natomas Unified School District (NUSD) to accept Expanded Learning Opportunities Program (ELO-P) funding in coordination with the 4th “R” Program at four elementary schools in the Natomas Unified School District for an amount not-to-exceed \$1,650,000 in FY2026/27 and FY2027/28 ; and 2) increasing Youth, Parks, and Community Enrichment’s revenue and expenditure budgets in the 4th R Fund (Fund 6012) to \$1,650,000 in FY2026/27 and FY2027/28.

Contact: Joyce Wenger Johnson, Recreation Superintendent, (916) 808-3849, jwjohnson@cityofsacramento.org; Katie Houser, Recreation Manager, (916) 808-6046, khouser@cityofsacramento.org; Department of Youth, Parks, and Community Enrichment

Presenter: None

Attachments:

- 1-Description/Analysis
- 2-Agreement for After School Program
- 3-Natomas Unified School District Expanded Learning Opportunities Program (ELO-P) Plan
- 4-Resolution

Description/Analysis

Issue Detail: The Department of Youth, Parks, and Community Enrichment (YPCE) has provided before and after school services for NUSD since 2001 through the 4th “R” program at six elementary schools. The 4th “R” program is a licensed childcare program for school-age children, offered before and after school on elementary school campuses. The NUSD community's response to the 4th “R” program has been extremely positive. Parents see the before and after school program as an important service that is necessary to keep their children safe while they are at work.

ELO-P funding will allow for the expansion of our 4th “R” program. This will mean that more families

will be allowed to take advantage of this service. ELO-P funding will allow new enrichment opportunities and further coordination of the academic part of the program. The \$1,650,000 of ELO-P funding from NUSD prioritizes students who are most vulnerable and will be used to sponsor 660 additional children into the 4th “R” program. The detailed budget is included in MOU. The program will include three components: homework assistance, physical activity, and enrichment opportunities. All program components are planned with input from NUSD to ensure that learning enhancements happen during the school day.

Through this agreement, the City will receive an amount not-to-succeed \$1,650,000 to deliver services at Two Rivers Elementary (D3), Paso Verde (D1), Heron Elementary (D1), and Natomas Park Elementary (D1) schools. YPCE staff and the Natomas Unified LEAP Academy Director will work together closely to ensure all program requirements are met and no disruption to services will be experienced by students, parents, or NUSD staff.

Policy Considerations: Continued delivery of after school programs is consistent with the City’s Citywide Youth Development Plan of providing resources, support, and connection to effective programs and services that lead to success in education.

Economic Impacts: Not applicable.

Environmental Considerations: Not applicable.

Sustainability: Not applicable.

Commission/Committee Action: Not applicable.

Rationale for Recommendation: YPCE has provided after school services for NUSD since 2001 through 4th “R” at six elementary schools. ELO-P funding will allow for the expansion of our existing 4th “R” program at four sites.

Financial Considerations: For FY2026/27 and FY2027/28, NUSD will direct \$1,650,000 to cover 100% of the expansion’s operational cost for 660 students at four elementary schools per fiscal year.

Staff recommend adjusting YPCE’s FY2026/27 revenue and expenditure budgets to \$1,650,000 to properly account for the expansion funding in the 4th R Program (Fund 6012). The budget will remain the same for FY2027/28.

Local Business Enterprise (LBE): Not applicable.

Agreement for After School Core Provider Program

This Agreement (“Agreement”) is made and entered into effective 08/01/2026 by and between the Natomas Unified School District, a political subdivision of the State of California (hereinafter referred to as “District”), and City of Sacramento (hereinafter referred to as “Program Host”). District and Program Host, collectively referred to as “Parties”. The purpose of this Agreement is for the implementation of the Expanded Learning Opportunity Program (“ELO-P”). It is understood by and between the parties that the implementation of this Agreement is contingent upon continued funding received by District from the California Department of Education.

RECITALS

- A. Whereas, the California Legislature enacted the ELO-P, which provides local educational agencies (“LEAs”) the opportunity to provide funding for afterschool and summer school enrichment programs for students; and
- B. Whereas, as part of its implementation of the ELO-P, District determined to partner with community entities to provide an afterschool program with focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences in accordance with ELO-P (“Program”).
- C. Whereas, Program Host is able to provide such Program.

AGREEMENT

NOW, THEREFORE IT IS MUTUALLY AGREED between District and Program Host as follows:

1. **Term of Agreement.** The term of this Agreement shall commence 08/01/2026 and terminate on 06/30/2028. Either District or Program Host may terminate this Agreement for convenience upon sixty (60) days prior written notice to the other Party. In addition to and without limiting the above, if, through any cause, either Party fails to perform a material term or obligation under this Agreement, the other Party shall have the right to terminate this Agreement by giving sixty (60) days prior written notice of such termination.
2. **Location.** Program Host will utilize and operate the Program at designated District school sites (“Facilities”). Program Host will operate the Program at

Heron School	Paso Verde School
Natomas Park Elementary	Two Rivers Elementary

in the City of Sacramento, County of Sacramento (“Facilities”).
3. **Program Hours.** The Program Host will operate the Program at the Facilities, Monday through Friday from dismissal to 6:00 p.m. Pacific Standard Time during the regular

school year (180 school days). Program start times may vary based on a school's end-of-day bell schedule and by grade level, including the minimum day schedule and early dismissal schedule. The intent is to offer a nine-hour day in alignment with ELO-P requirements.

4. **Program/Use Fee.** District will pay the Program Host for the services rendered during the Program as defined and incorporated in the attached "Fee Structure". (See Exhibit A.) Invoices shall be submitted to the Accounts Payable department via email accountspayable@natomasunified.org and be paid within 60 days of services rendered.
5. **Services.** District and Program Host are provided in the attached "Scope of Services", Exhibit B.
6. **Independent Contractor.** In the performance of this Agreement, Program Host shall be and acknowledges that Program Host is in fact and law, an independent contractor and not an agent or employee of District. Program Host has and retains the right to exercise full supervision and control over the manner and methods of performing its duties and obligations under this Agreement. Program Host retains full supervision and control over the employment, direction, compensation, and discharge of all persons assisting Program Host in its performance under this Agreement. With respect to Program Host's employees, Program Host shall be solely responsible for payment of wages, benefits and other compensation, compliance with all occupational safety, welfare and civil rights laws, tax withholding and payment of employment taxes whether Federal, State or local, and compliance with any and all other laws regulating employment.
7. **Indemnification and Hold Harmless.** Program Host shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of or connected with, the performance by Program Host, the Program Host Parties or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees in the performance of or failure to perform Program Host's obligations under this Agreement, including, but not limited Program Host 's or the Program Host Parties' performance of the Services, Program Host's or the Program Host Parties' breach of any of the representations or warranties contained in this Agreement, or for injury to persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. Program Host's defense and indemnity obligations under this section shall arise immediately upon the filing and/or service of any claim or action against District arising under this Agreement, and shall extend to all such claims or actions except those based on the sole negligence or willful misconduct of District. The indemnification provided for in this section also includes any claims that may be made against the District by any taxing authority asserting that an

employer-employee relationship exists by reason of this agreement, and any claims made against District alleging civil rights violations by Program Host under the California Fair Employment and Housing Act. This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

8. **Insurance.** Program Host shall secure and maintain throughout the Term of this Agreement the following insurance: (i) comprehensive general liability insurance with limits of not less than \$1,000,000 each occurrence and \$5,000,000 in the aggregate (including sexual abuse/molestation coverage, either by separate policy or by an endorsement to the commercial general liability policy); (ii) commercial automobile liability insurance with limits not less than \$1,000,000 each occurrence and \$2,000,000 in the aggregate, if applicable; and (iii) worker's compensation insurance as required by Labor Code section 3200, *et seq.* Certificates indicating the required coverages shall be delivered to District. All insurance policies shall include an endorsement stating that District is a named additional insured. All of the policies shall provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to District. If such a notice is not given or even if District receives a notice, District may, at its sole option, terminate this Agreement.

District shall secure and maintain throughout the Term of this Agreement the following insurance: (i) comprehensive general liability insurance with limits of not less than \$1,000,000 each occurrence and \$5,000,000 in the aggregate (including sexual abuse/molestation coverage, either by separate policy or by an endorsement to the commercial general liability policy); (ii) commercial automobile liability insurance with limits not less than \$1,000,000 each occurrence and \$2,000,000 in the aggregate, if applicable; and (iii) worker's compensation insurance as required by Labor Code section 3200, *et seq.*, if applicable. Certificates indicating the required coverages shall be delivered to Program Host. All insurance policies shall include an endorsement stating that Program Host is a named additional insured. All of the policies shall provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to Program Host. If such a notice is not given or even if Program Host receives a notice, Program Host may, at its sole option, terminate this Agreement.

9. **Warranties.** Each party represents and warrants that: (a) It has secured and will secure all rights and licenses necessary for its performance of this Agreement; (b) That its performance or any part of its performance of this Agreement, will not infringe upon or violate any right or interest of any third-party or entity now existing under the laws of, or hereafter existing or issued by, any state, the United States, or any foreign country. There are currently no actual or threatened claims by any such third-party based on an alleged violation of any such right by either party; (c) It has appropriate systems and controls in place to ensure that state and federal funds will not be used in the performance of this Agreement in violation of state or federal law; and (d) It has no knowledge of any outstanding claims, licenses or other charges, liens or encumbrances of any kind or nature

whatsoever that could affect in any way District's and Program Host's performance of this Agreement.

10. **Notices.** Any and all notices relating to this Agreement shall be sufficient if personally served upon the District at the following address:

Heather Brown
Chief Business Officer, Associate Superintendent
1901 Arena Blvd
Sacramento, CA 95834
Telephone: 916-567-5400
Email: heatherbrown@natomasunified.org

Any and all notices relating to this Agreement shall be sufficient if personally served upon the Program Host at the following address:

Jackie Beecham
Director
915 I Street
Sacramento CA 95814
(916) 808-1041
jbeecham@cityofsacramento.org

11. **Fingerprinting/Criminal Background Investigation Certification.** The Program Host and its employees shall at all times, and at no cost to the District, comply with the fingerprinting and criminal background investigation requirements of the California Education Code. Program Host shall ensure that, prior to the provision of services under the Responsibilities of the Program Host, that the results of those background checks and fingerprints reveal that none of the Program Host's employees have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code. The Program Host shall maintain on file information confirming that its employees have passed fingerprinting and criminal background investigation requirements of the Education Code. Program Host further agrees and acknowledges that if at any time during the Term, the Program Host learns or becomes aware of additional information which differs in any way from the representations set forth above, or the Program Host adds personnel, the Program Host shall immediately notify the District and prohibit any new personnel from having any contact with District students until the fingerprinting and background check requirements have been satisfied and the District determines whether any contact is permissible. Program Host will comply with District requirements for proof of compliance with this requirement. (See Exhibit C.)
12. **Tuberculosis Certification.** The Program Host and its employees shall at all times, and at no cost to the District, comply with the tuberculosis ("TB") certification requirements of Education Code section 49406. Program Host shall maintain on file the certificates showing that its employees were examined and found free from active TB within the last four (4) years. These forms shall be regularly maintained and updated by the Program Host and shall be available to the District upon request or audit. Program Host further agrees and acknowledges that all new personnel hired after the Effective Date of this

Agreement by the Program Host are subject to the TB certification requirements and shall be prohibited from having any contact with District students until the TB certification requirements have been satisfied and the District determines whether any contact is permissible.

13. **Drug and Smoke Free.** The Program Host shall ensure that there is no consumption or possession of drugs, alcohol, and/or tobacco products at any time during the Program, other than those items which are necessary for a student or employee's disability as permitted by law and District policies.
14. **Compliance with Law.** Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. The Parties agree that they shall comply with all legal requirements for the performance of duties under this Agreement, including, but not limited to the requirements of the ELO-P.
15. **Non-Discrimination.** There shall be no unlawful discrimination in the performance or implementation of this Agreement because of race, color, national origin, age, ancestry, religion, sex, or sexual orientation of such persons.
16. **Dispute Resolution.** District and Program Host shall use their best efforts to mutually resolve any disputes which may arise between the parties relating to this Agreement. The Parties understand and acknowledge that using their best efforts to mutually resolve any dispute may include meeting with the other Party to discuss grievances; not making assumptions without speaking to the other Party; not making unilateral decisions on how to resolve a grievance; and using good faith efforts to come to an amicable resolution. If there is no resolution to the dispute following the Parties' best efforts, either District or Program Host may file an action in a court of law.
17. **Governing Law.** District and Program Host agree that the provisions of this Agreement will be construed in accordance with the laws of the State of California. Venue shall be the Superior Court of the State of California of and for the County of Sacramento.
18. **No Authority to Bind.** It is understood that neither Party, in its performance of any and all duties under this Agreement, has authority to bind the other Party to any agreements or undertakings with respect to any and all persons or entities with whom such Party deals in the course of its business.
19. **Modifications.** This Agreement may be modified or amended only by the written agreement of the District and Program Host. No waiver or modification of this Agreement or of any covenant, condition or limitation herein contained shall be valid unless in writing and duly executed by District and Program Host.
20. **Assignment.** Neither Party shall assign any right, title, or interest it may acquire by reason of this Agreement, except after first obtaining the written consent of the other Party.

21. **Records and Audit.** Program Host shall maintain complete and accurate records with respect to the services rendered and the costs incurred under this Agreement, including records with respect to any payments to employees and subcontractors. All such records shall be prepared in accordance with generally accepted accounting procedures. Upon request, Program Host shall make such records available to District for the purpose of auditing and copying such records for a period of five years from the date of final payment under this Agreement.
22. **Health Information.** Program Host is required to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment pursuant to Education Code section 8483.4(d).
23. **Conflict of Interest.** The parties to this Agreement have read and are aware of the provisions of Section 1090 et seq. and Section 87100 of the Government Code relating to conflict of interest of public officers and employees. All parties hereto agree that they are unaware of any financial or economic interest of any public officer or employee of Program Host relating to this Agreement.
24. **Signature Authority.** Each person executing this Agreement on behalf of a Party represents and warrants that he or she is duly authorized by such Party to execute and deliver this Agreement on behalf of such Party and that this Agreement is binding upon the Party in accordance with its terms.
25. **Counterparts.** This agreement may be executed in counterparts, each of which will be deemed to be an original, but all of which, taken together, will constitute one and the same agreement.

IN WITNESS WHEREOF, the parties have hereunto set hands on the day and year first above written.

NATOMAS UNIFIED SCHOOL District

By: _____
 Heather Brown
 Chief Business Officer

Date: _____

City of Sacramento


By: _____
 Jackie Beecham
 Director

Date: 2/25/2026

Exhibit A: Fee Structure

1. District shall pay Program Host on a monthly basis as follows:

School Year #1		2026 - 2027	
School	# of Seats	Cost per Seat	Yearly Amount
Heron School	160	\$ 2,500.00	\$ 400,000.00
Natomas Park Elementary	180	\$ 2,500.00	\$ 450,000.00
Paso Verde School	180	\$ 2,500.00	\$ 450,000.00
Two Rivers Elementary	140	\$ 2,500.00	\$ 350,000.00
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
Total Fee:			\$ 1,650,000.00

**Students are encouraged to participate, but attendance is not a requirement.*

School Year #2		2027 - 2028	
School	# of Seats	Cost per Seat	Yearly Amount
Heron School	160	\$ 2,500.00	\$ 400,000.00
Natomas Park Elementary	180	\$ 2,500.00	\$ 450,000.00
Paso Verde School	180	\$ 2,500.00	\$ 450,000.00
Two Rivers Elementary	140	\$ 2,500.00	\$ 350,000.00
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
Total Fee:			\$ 1,650,000.00

**Students are encouraged to participate, but attendance is not a requirement.*

2. Program Host must submit a monthly invoice to District. District shall pay the Program Host invoice within 60 days of receipt of the monthly invoice and services rendered, provided it contains sufficient reasonable documentation as determined by District. Invoices shall be submitted to:
Natomas Unified School District
Attn: Accounts Payable Department
1901 Arena Blvd. Sacramento, CA 95834
accounts payable@natomasunified.org
3. Any work performed by Program Host in excess of the Total Fee shall not be compensated.
4. The District and the Program Host may mutually agree to increase the number of seats at each site based on District need and Program Host ability through an authorized addendum.

5. Any outstanding costs incurred by the Program Host for NUSD transportation services, including but not limited to NUSD-owned buses and NUSD Transportation employee costs, will be deducted directly from their monthly invoice payment. This deduction will apply solely to transportation services provided by NUSD for the duration of the Summer Program. The deduction will be made each month where transportation costs are outstanding, ensuring timely reconciliation of any unpaid balances.

Exhibit B

Scope of Services

The Agreement will cover the operation by Program Host of an afterschool program pursuant to the ELO-P. The ELO-P focuses on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences.

District's Duties.

- i. The district will provide "Super Snack", a USDA At-Risk Child and Adult Care Food Program supper meal, every day to every student. "Super Snack" is in conformance with the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program.
- ii. District shall provide a Program calendar of the days the Program will operate.

Program Host's Duties.

- i. **Program.** The Program Host will operate the Program at the Facilities, **Monday through Friday from dismissal to 6:00 p.m.** Pacific Standard Time during the regular school year (180 school days). Program start times may vary based on a school's end-of-day bell schedule and by grade level, including minimum day schedule and early dismissal schedule. The intent is to offer a nine-hour day in alignment with ELO-P requirements at the assigned facilities.
- ii. **Enrollment.** Program Host shall enroll only students currently enrolled in the District school.
- iii. **Supervision and Records.** Program Host shall provide and be responsible for the adequate and proper supervision of students during involvement in the Program. Program Host will be responsible for maintaining evaluation data and other relevant Program documentation as needed by the Program, as approved by District. Program Host will submit such documents to District on a monthly basis.

Program Host will be responsible for maintaining enrollment and attendance data in the district-provided student management software. The Program Host will submit attendance on a daily basis.

Program Host will align supervision schedules with program ELO-P Enrichment Providers who will serve at similar times at the program site. This supervision includes all program time, from start to end to ensure students are actively supervised throughout the program.

- iv. **Confidentiality.** Program Host will maintain the confidentiality of, and protection from unauthorized disclosure, any and all confidential individual student information received from District, if any, including but not limited to student names and other identifying information. Program Host shall not use such student information for any purpose other than carrying out the obligations under this Agreement. Upon termination of this Agreement, Program Host shall turn over to District all confidential student information, if any, in its possession and obtained in the performance of this Agreement.
- v. **Meals.** Program Host shall be responsible for serving meals to students during the Program in accordance with applicable laws, including food safety laws. Program Host and staff will be responsible for following sanitary food safety practices when serving food to the students. The Program Host will submit food service records as applicable on a daily basis.
- vi. **Staffing Levels.** Program Host will comply with staffing requirements of ELO-P, which currently are approximately one (1) staff per twenty (20) students in first through sixth grade, and one (1) staff per ten (10) students in TK through kindergarten. The total level of staffing is based upon the number of students participating in the Program.
- vii. **Meeting Participation.** Program Host staff will participate in technical assistance, training, orientation, meetings, and other support and resource development activities provided by the district and collaborative partners in conducting program planning, implementation, and evaluation. These include required regular meetings with the school principal or other identified designee to ensure collaboration with the school vision. Program Host staff will participate in meetings facilitated by the District to address program quality, program improvement, and general troubleshooting. Program Host agrees to have all staff participate in two mandatory professional development sessions organized by the District office prior to the start of school.
- viii. **ELO-P Program Plan.** Program Host will align the program to the NUSD EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE, see Attachment C.
- ix. **After School Program Content and Requirement.** Program Host will provide a program in compliance with applicable laws, including by not limited to, Education Code sections 46120 *et seq.*, 8483.4 and 8482.3, this includes, but is not limited to providing:
 - a. All staff members who directly supervise students meet the minimum qualifications for an instructional aide, pursuant to District Board Policy/Administrative Regulation 4222. 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.

- b. An educational and literacy element in which tutoring, or homework assistance is provided in one or more of the following areas:
 - i. language arts,
 - ii. mathematics,
 - iii. history and social sciences,
 - iv. computer training,
 - v. science.
- c. An educational enrichment element that may include, but not be limited to:
 - i. fine arts,
 - ii. career technical education,
 - iii. recreation,
 - iv. physical fitness,
 - v. prevention activities.
- d. Program Host will provide planned and age-appropriate recreational activities for students registered for the Program.
- e. Program Host will provide all materials, supplies, and equipment related to the Program.
- x. **After School Program Personnel and Volunteer.** Program Host will be responsible for coordinating all matters regarding personnel. Program Host employees will meet qualifications that ensure “highly qualified” status, in compliance with California Education Code and aligned to District policy.
- xi. **Student Attendance/Enrollment Reports.** Program Host will submit District a monthly attendance/enrollment report of the students who participate in the Program.
- xii. **Safety on/off Campus After School.** Program Host and District are committed to promoting the safety of all District students. Program Host and District will work collaboratively to develop a modified plan for execution during the after school program that is aligned to the Crisis Response Plan and/or School Safety Plan used by the District.
- xiii. **Requests for Change in Scope of Services.** Requests for operational changes initiated by District must receive approval by Program Host. Requests must be submitted to the Program Host in writing prior to implementing any changes in Program operation. Operational changes may include, but are not limited to the following:
 - a. Increasing student Program capacity

- b. Increasing/decreasing number of operational Program days
- c. Increasing/decreasing Program hours
- d. School site locations to conduct Program

Exhibit C

Fingerprinting/Criminal Background Investigation Certification

District Representative: Select one of the following options, with the corresponding certification provided, and attach this form to the Independent Contractor Agreement ("Agreement"): Option #1

Option 1: The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Contractor's services under this Agreement and Contractor certifies its compliance with these provisions as follows:

"Consultant certifies that the Consultant has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Consultant's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Consultant, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto."

Option 2: Contractor's employees will have only limited contact, if any, with District pupils and the District will take appropriate steps to protect the safety of any pupils that may come in contact with Contractor's employees so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 shall not apply to Contractor for the services under this Agreement. As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District. (Education Code § 45125.1 (c))

If Option 2, pursuant to Education Code section 45125.2, District shall ensure the safety of the pupils by **at least one of the following** as marked:

Contractor will have no contact with students at any time or in any setting.

The installation of a physical barrier at the worksite to limit contact with pupils.

Continual supervision and monitoring of all Contractor's on-site employees of Contractor by an employee of Contractor, _____, whom the Department of Justice has ascertained has not been convicted of a violent or serious felony.

Surveillance of Employees by District personnel.

Vendor/Contractor: I am a representative of the Contractor/Vendor entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor/Vendor.

Name of Contractor: City of Sacramento

Name and Title: Jackie Beecham

Signature:  Date: 2/25/2026

Appendix D

WORKERS' COMPENSATION CERTIFICATION

Labor Code section 3700 in relevant part provides:

Every employer except the State shall secure the payment of compensation in one or more of the following ways:

(a) By being insured against liability to pay compensation in one or more insurers duly authorized to write compensation insurance in this State.

(b) By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to his employees.

I am aware of the provisions of section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this contract.



Signature

Jackie Beecham

Name

Director

Title

City of Sacramento

Company

(In accordance with article 5 (commencing at section 1860), chapter 1, part 7, division 2 of the Labor Code, the above certificate must be signed and filed with the awarding body prior to performing any work under this contract.

ATTACHMENT A
Violent and Serious Felonies

Under Education Code sections 45122.1 and 45125.1, no employee of a contractor or subcontractor who has been convicted of or has criminal proceedings pending for a violent or serious felony may come into contact with any student. A violent felony is any felony listed in subdivision (c) of Section 667.5 of the Penal Code. Those felonies are presently defined as:

- (1) Murder or voluntary manslaughter.
- (2) Mayhem.
- (3) Rape as defined in paragraph (2) or (6) of subdivision (a) of Section 261 or paragraph (1) or (4) of subdivision (a) of Section 262.
- (4) Sodomy as defined in subdivision (c) or (d) of Section 286.
- (5) Oral copulation as defined in subdivision (c) or (d) of Section 288a.
- (6) Lewd or lascivious act as defined in subdivision (a) or (b) of Section 288.
- (7) Any felony punishable by death or imprisonment in the state prison for life.
- (8) Any felony in which the defendant inflicts great bodily injury on any person other than an accomplice which has been charged and proved as provided for in Section 12022.7, 12022.8, or 12022.9 on or after July 1, 1977, or as specified prior to July 1, 1977, in Sections 213, 264, and 461, or any felony in which the defendant uses a firearm which use has been charged and proved as provided in subdivision (a) of Section 12022.3, or Section 12022.5 or 12022.55.
- (9) Any robbery.
- (10) Arson, in violation of subdivision (a) or (b) of Section 451.
- (11) Sexual penetration as defined in subdivision (a) or (j) of Section 289.
- (12) Attempted murder.
- (13) A violation of Section 18745, 18750, or 18755.
- (14) Kidnapping.
- (15) Assault with the intent to commit a specified felony, in violation of Section 220.
- (16) Continuous sexual abuse of a child, in violation of Section 288.5.

- (17) Carjacking, as defined in subdivision (a) of Section 215.
- (18) Rape, spousal rape, or sexual penetration, in concert, in violation of Section 264.1.
- (19) Extortion, as defined in Section 518, which would constitute a felony violation of Section 186.22 of the Penal Code.
- (20) Threats to victims or witnesses, as defined in Section 136.1, which would constitute a felony violation of Section 186.22 of the Penal Code.
- (21) Any burglary of the first degree, as defined in subdivision (a) of Section 460, wherein it is charged and proved that another person, other than an accomplice, was present in the residence during the commission of the burglary.
- (22) Any violation of Section 12022.53.
- (23) A violation of subdivision (b) or (c) of Section 11418.

A serious felony is any felony listed in subdivision (c) Section 1192.7 of the Penal Code. Those felonies are presently defined as:

- (1) Murder or voluntary manslaughter; (2) Mayhem; (3) Rape; (4) Sodomy by force, violence, duress, menace, threat of great bodily injury, or fear of immediate and unlawful bodily injury on the victim or another person; (5) Oral copulation by force, violence, duress, menace, threat of great bodily injury, or fear of immediate and unlawful bodily injury on the victim or another person; (6) Lewd or lascivious act on a child under the age of 14 years; (7) Any felony punishable by death or imprisonment in the state prison for life; (8) Any felony in which the defendant personally inflicts great bodily injury on any person, other than an accomplice, or any felony in which the defendant personally uses a firearm; (9) Attempted murder; (10) Assault with intent to commit rape, or robbery; (11) Assault with a deadly weapon or instrument on a peace officer; (12) Assault by a life prisoner on a non-inmate; (13) Assault with a deadly weapon by an inmate; (14) Arson; (15) Exploding a destructive device or any explosive with intent to injure; (16) Exploding a destructive device or any explosive causing bodily injury, great bodily injury, or mayhem; (17) Exploding a destructive device or any explosive with intent to murder; (18) Any burglary of the first degree; (19) Robbery or bank robbery; (20) Kidnapping; (21) Holding of a hostage by a person confined in a state prison; (22) Attempt to commit a felony punishable by death or imprisonment in the state prison for life; (23) Any felony in which the defendant personally used a dangerous or deadly weapon; (24) Selling, furnishing, administering, giving, or offering to sell, furnish, administer, or give to a minor any heroin, cocaine, phencyclidine (PCP), or any methamphetamine-related drug, as described in paragraph (2) of subdivision (d) of Section 11055 of the Health and Safety Code, or any of the precursors of methamphetamines, as described in subparagraph (A) of paragraph (1) of subdivision (f) of Section 11055 or subdivision (a) of Section 11100 of the Health and Safety Code; (25) Any violation of subdivision (a) of Section 289 where the act is accomplished against the victim's will by force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the victim or another person; (26) Grand theft involving a firearm; (27) carjacking; (28) any felony offense,

which would also constitute a felony violation of Section 186.22; (29) assault with the intent to commit mayhem, rape, sodomy, or oral copulation, in violation of Section 220; (30) throwing acid or flammable substances, in violation of Section 244; (31) assault with a deadly weapon, firearm, machine gun, assault weapon, or semiautomatic firearm or assault on a peace officer or firefighter, in violation of Section 245; (32) assault with a deadly weapon against a public transit employee, custodial officer, or school employee, in violation of Sections 245.2, 245.3, or 245.5; (33) discharge of a firearm at an inhabited dwelling, vehicle, or aircraft, in violation of Section 246; (34) commission of rape or sexual penetration in concert with another person, in violation of Section 264.1; (35) continuous sexual abuse of a child, in violation of Section 288.5; (36) shooting from a vehicle, in violation of subdivision (c) or (d) of Section 26100; (37) intimidation of victims or witnesses, in violation of Section 136.1; (38) criminal threats, in violation of Section 422; (39) any attempt to commit a crime listed in this subdivision other than an assault; (40) any violation of Section 12022.53; (41) a violation of subdivision (b) or (c) of Section 11418; and (42) any conspiracy to commit an offense described in this subdivision.

ATTACHMENT B

Form for Certification of Lack of Felony Convictions

Note: This form must be submitted by the owner, or an officer, of the contracting entity before it may commence any work or services, and before it may be present on District property or being within the vicinity of District pupils.

Entity Name: City of Sacramento


Date of Entity's Contract with District: 08/01/2026

I, Jackie Beecham, am the Director for City of Sacramento ("Entity"), which entered a contract on 08/01/2026, with Natomas Unified School District.

I certify that (1) neither the Entity, nor any of its employees who are required to submit fingerprints and who may interact with pupils, have been convicted of a felony as defined in Education Code section 45122.1; and (2) the Entity is in full compliance with Education Code section 45125.1, including but not limited to each employee who will interact with a pupil outside of the immediate supervision and control of the pupil's parent or guardian having a valid criminal background check as described in Education Code section 44237.

I declare under penalty of perjury that the foregoing is true and correct to the best of my knowledge.

Date: 2/25/2026

Signature: 

Jackie Beecham
Director

CONTRACT AMENDMENT NO. 1

After School Core Provider Program Agreement

This CONTRACT AMENDMENT ("Amendment") between the Natomas Unified School District ("District") and the City of Sacramento, a municipal corporation of the State of California ("Contractor"), shall be effective August 1, 2026. For purposes of this Amendment, collectively, District and Contractor shall be referred to as the "Parties."

Recitals

WHEREAS, the Parties entered into that certain Agreement for After School Core Provider Program ("Agreement"); and

WHEREAS, the Parties desire to amend the Agreement **solely with respect to indemnification language in section 7 of the original agreement**

NOW, THEREFORE, the Parties agree as follow

1. Amendment to Section 7

Section 7 of the Agreement is hereby deleted in its entirety and replaced with the following:

Indemnification and Hold Harmless. The Parties shall defend, indemnify, and hold harmless each other and their respective agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees, officials, and volunteers (collectively, the "Indemnified Parties") from and against any and all claims, demands, liabilities, damages, losses, suits, actions, and expenses (including, but not limited to, attorney fees and costs including fees of consultants) of any kind, nature, and description (collectively, the "Claims") directly or indirectly arising out of or connected with a Party's acts of negligence or willful misconduct in the performance of or failure to perform that Party's obligations under this Agreement, including, but not limited to, a Party's breach of any representations or warranties contained in this Agreement, or for injury to persons or damage to property caused by that Party.

Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity that would otherwise exist as to a party, person, or entity described herein. A Party's defense and indemnity obligations under this section shall arise immediately upon the filing and/or service of any claim or action against an Indemnified Party arising under this Agreement and shall extend to all such

claims or actions except those based on the sole negligence or willful misconduct of the Indemnified Party.

This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring during the term of this Agreement or any extension thereof.

2. Full Force and Effect

Except as expressly amended herein, the Agreement remains in full force and effect, and all other terms and conditions are unchanged.

IN WITNESS WHEREOF, the Parties have executed this Amendment as of the dates set forth below.

Natomas Unified School District

Name: 

Title: Associate Superintendent

Date: 3.25.2026

City of Sacramento

Name: 

Title: Director, Youth, Parks and Community Enrichment

Date: 2/25/2026

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: The Office of the Chief Academic Officer

Natomas Unified School District

1901 Arena Boulevard
Sacramento, CA 95834
(916) 567-5400

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

Expanded Learning Opportunities Program Plan Guide for Natomas Unified School District
Created April 5, 2023

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities

Program Site(s)

Local Educational Agency (LEA) Name: Natomas Unified School District

Contact Name: Yee Yang

Contact Email: yyang@natomasunified.org

Contact Phone: 916-567-5400

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 (K-8)**
2. **Bannon Creek School (K-8)**
3. **H Allen Hight Elementary (TK-5)**
4. **Heredia-Arriaga Dual Immersion School (TK-K)**
5. **Heron School (TK-8)**
6. **Jefferson School (TK-8)**
7. **Natomas Park Elementary (TK-5)**
8. **Paso Verde School (TK-8)**
9. **Two Rivers Elementary (TK-5)**
10. **Witter Ranch Elementary (TK-5)**
11. **Natomas Middle School (6-8)**

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.

Expanded Learning Opportunities Program Plan Guide

Definitions

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

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the community's needs and updates in the law and to provide continuous improvement in developing an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to collaborate with partners and staff to develop and review the program plan. The LEA is responsible for the plan and overseeing any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description responding to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards to provide ongoing improvements to the program. The Quality Standards are on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

Expanded Learning Opportunities Program Plan Guide

1—Safe and Supportive Environment

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

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 NUSD's vision is the expectation that students participating in any school programs are physically, socially, and emotionally safe. Therefore, the district ensures campus facilities are maintained to good working standards, and campuses are cleaned and secured. Beyond a secure and clean campus, the district engages employees to complete mandated training, trauma-informed practices, suicide risk prevention, Title IX training, diversity, equity, inclusiveness trainings, and culturally responsive training. Equally important, NUSD requires every school site to prepare a comprehensive school safety plan ensuring safety procedures are in place to keep students safe. NUSD also invests in student wellness through comprehensive supports through social workers and psychologists at sites, an embedded health educator with WEAVE, as well as an urgent care medical clinic and mobile health van that provides basic medical services to our students and staff.

Afterschool providers in NUSD serve as an extension of NUSD programs and set agreements with school sites for space to teach and learn. Social and emotional safety extends from the regular school day into afterschool programs. As such, afterschool programs continue to keep students safe by prescribing policy procedures and program practices to ensure clear expectations are in place for how students are accounted for, supervised, and disciplined. Maintaining a socially and emotionally safe learning environment extends beyond the school campus and includes transportation safety, whether private, by an organization, between programs, and on field trips. Afterschool providers ensure mandated training is completed for their employees and staff are trained on expected safety standards. They are responsible for creating a socially and emotionally positive and supportive environment. In addition, afterschool providers include a background check and TB clearance for each staff they onboard to their organization. Any non-ratio staff who represent enrichment providers, and provide instruction, submit proof of background and TB clearance. Enrichment vendors are vetted through our Request for Qualifications process. Afterschool providers continue to maintain emergency contact information through enrollment information. Community-based organizations collaborate with NUSD on Comprehensive Safe Schools Plan safety protocols and keep updated emergency information on each enrolled student, including health conditions, allergies, and unique health plans for sensitive student types.

Front-line staff who work with students receive training in policies and procedures and have familiarity with check-in/check-out, attendance policy, daily attendance for student accounting, monitoring during transitions, campus safety procedures, supervision during recesses and meals, and participation in Comprehensive Safe Schools Plan required drills and drill procedures. Staff also strive to provide mentorship to students and work to build positive relationships with students. In addition, staff continues to explore opportunities for professional development in

Expanded Learning Opportunities Program Plan Guide for Natomas Unified School District
Created April 5, 2023

Expanded Learning Opportunities Program Plan Guide

social-emotional learning strategies (SEL), positive behavior intervention systems (PBIS), trauma informed practices (TIP), restorative justice practices (RJ), especially in the area of repairing harm between peers and or staff experiencing conflict . Staff will be provided access to promote positive relationships and build community with both students and parents through the use of restorative practices. Likewise, staff will receive strategies to hold restorative conversations with students to prevent or address conflict. While working with students, staff provide student-specific assistance for students needing prescribed behavior management support and referral-based support to outside agencies to ensure all students are supported. Equally important, staff co-create with student norms and agreements that reflect inclusive thinking that values and validates the diverse cultures and perspectives of a multilingual and multicultural community. Front-line staff also creates trust by maintaining ongoing and consistent communication with in-program families to keep families informed of program activities and events, informed of behaviors and supports, and the program's incident reporting system. NUSD also prides itself in maintaining a staff Constituent and Customer Services department to support students and families

Student participants in the afterschool program are enrolled in a small 10:1 ratio for TK/K programs and a 20:1 ratio for first through sixth-grade programs. They have access to a safe and clean learning environment and adequate learning space and supplies. For their safety, students are also made aware of program safety policies and procedures. They engage in positive peer-collaborative opportunities, participate in enrichment opportunities on campus in secured facilities, know check-in and check-out procedures, and receive guidance from staff to maintain positive behaviors to access program instruction. Students have options during the program to develop social and emotional awareness and have the opportunity to provide input through collaborative means to co-create norms and agreements prescribed in the program that they believe support their social and emotional safety. Their families know program policy, procedures, and practices and receive messaging in multiple languages.

2—Active and Engaged Learning

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

One of NUSD's core values is that "We value our families as partners in the education of our students." In developing the expanded learning plan, NUSD engages stakeholders for feedback on social awareness skills, time preference, enrichment preference, and options for flexible uses of afterschool programs to inform program design at our elementary and K-8 ELO-P programs. Additionally, district data for unduplicated counts are used to ensure that students with the greatest needs who fall under the ELO-P funding education code are offered access before the program is expanded to non-unduplicated students. To ensure linkage to the school day, the afterschool staff communicates with the school day staff to inform practices in the afterschool program to align intervention and strategies to support students. Linkage to the school day includes working with the school day staff to consider program accommodations for students with a 504 plan or an individualized education plan. Familiar centralized supports for academic learning, such as technology-based learning platforms iReady, Amira, IXL, or Varsity tutoring, are also available. In addition, mentoring services and targeted teacher interventions are also

Expanded Learning Opportunities Program Plan Guide

provided at each elementary and K-8 site as part of expanding the learning programs. To expand on engaging students, NUSD partners with enrichment providers to offer learning experiences based on parent and student choice in Science, Technology, Engineering, Arts, and Mathematics (STEAM).

Program managers are experienced in organizing multi-programs, creating effective program alignment, and allocating resources to create a robust afterschool learning program. Managers set high expectations and model the behaviors they want staff to emulate. Community-based partners provide opportunities for assistance with homework and tutoring as needed accommodations for students with learning needs, and enrichment providers offer learning experiences addressing the diverse learning modalities of NUSD scholars. As part of a robust program, Science, Technology, Engineering, Arts, and Mathematics (STEAM) hands-on and project-based time learning opportunities are part of every program. In collaboration with enrichment partners, program managers co-create a master schedule for students to access enrichment provider programs. Teacher-led targeted interventions to support learning needs in literacy and math.

Staff leading instruction in afterschool programs provides explicit procedures and structures for effective student engagement: pre-planned learning objectives and well-designed lesson plans with needed materials. They also set expectations and model behaviors they want students to demonstrate. As front-line staff, they consistently strive to understand their students' interests and talents. Program staff ensures monitoring during activities to encourage active participation, engage students in centralized learning platforms, and make necessary shifts in instruction to address learning needs. To improve engagement, staff strive to involve students in choosing learning topics relevant to their interests. Provide students with choices for enrichment opportunities and program activities. Within programs, there are ample opportunities for students to engage in collaborative learning and be actively engaged in meaningful learning. Activities included project-based, inquiry-based, and hands-on learning to cultivate 21st-century skills. They provide feedback on student participation, progress, and behaviors as they engage their students. The support provided by staff to the student acknowledges students, respects them, and allows them to self-reflect without feeling threatened.

Students who participate in the after school program have opportunities for collaborative learning with project-based learning where they can utilize 21st-century skills such as digital presentation, effective organization skills, collaboration and teamwork, critical thinking and solving complex problems, and effective communication skills. The activities provided through afterschool programs target their needs, provide them mentoring to support social and emotional progress, and participate in enrichment programs through specialty vendors to expand on learning experiences. In addition, students receive ongoing feedback on their progress and opportunities to reflect on their goals.

3—Skill Building

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

Expanded Learning Opportunities Program Plan Guide

Another Core Value of NUSD is “We value learning and achievement for each of our students.” To that end, we continue to seek opportunities to expand on learning experiences for children to develop their skills to be competitive in today’s global market. Afterschool programs serve to offer skill development opportunities for NUSD students. Of foremost importance are academic skills. NUSD not only values learning, but we also value achievement. This includes options to fill in learning gaps in literacy, social and emotional, mathematics and arts, and athletic skills. Developing these skills also targets their feelings of self-assurance, talents, and scholarly independence. In addition, the diversity of enrichment providers offers content learning that fosters skill development, such as coding, cooking, writing, drawing, crafting, and movement. In effect, the collective experiences create opportunities for students to develop comprehensive skills.

Afterschool programs teach STEAM, offer opportunities to engage in sports and project-based activities that enhance a range of skill sets, and incorporate assemblies and master schedules to allow afterschool program students to access specialty vendors to target vendor focus objectives, develop athletics skills, and perform arts skills. In addition, vendors utilize developmental programs to support student skill development.

The staff sets intentional opportunities for students to showcase their talents, work, and finished products. They support students to take the initiative to complete their work, develop systematic approaches to organization, scaffold projects, recognize the emotional effects during challenging projects, and recognize the importance of stepping back and offering self-reflection and reevaluation. CBO staff facilitates skill development for each student through encouragement, feedback, and intentional support.

Students who participate have multiple opportunities to develop 21st Century skills and SEL awareness through collaborative learning, project-based learning, and skill building towards a culminating event. Students not only develop academic and social skills but can participate as a member of an athletic team, drama production, or project presentation. In engaging with diverse learning options, they can recognize important work ethics and apply principles of leadership, active listening, time management, project management, and communication skills, including choice and responsibility.

4—Youth Voice and Leadership

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

Student leadership opportunities are available across NUSD schools. Students are provided opportunities to serve as student representatives in their schools through the student council. Learn organization skills, self-regulation, and daily schedule management through AVID. NUSD students can participate in community circles to discuss and offer voices and opinions on current classroom and school issues. Opportunities are provided to students to offer solutions to improve their learning environments.

Expanded Learning Opportunities Program Plan Guide

Programs promote student voice and leadership through engagement in program activities. Seek opportunities to engage students in decisions related to programming, take the initiative to work towards self-improvement through a selection of available programs, and encourage students to be active participants in their environment. Conduct developmentally appropriate surveys to solicit student feedback to support program revisions focused on improving services to the needs of students.

The staff engages students in team games, class activities, and support spirit weeks that foster youth voice and leadership. The staff engages the student in learning communication methods to express a position appropriately. They invite student voices and leadership to co-create classroom environments to support learning and behaviors. Additionally, staff provides students with regular updates on program events and activities to help students plan their own choices as an exercise of leadership, self-advocacy, and self-reliance.

Students have a strong sense of ownership and belonging in the afterschool program. They have shared leadership in activities provided on campus with guidance from the staff. Students can also work independently, in groups, and lead in large group activities. Service projects are also provided through the afterschool program to allow youths to lead in activities to impact their community.

5—Healthy Choices and Behaviors

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

NUSD provides breakfast and lunch according to the California Education Code and the California meal nutritional guidelines. In addition, CBOs, as the afterschool program provider, have staff provide supper meals at check-in to ensure all students receive a meal before the program begins. Meals are provided during afterschool programming and intersessions, including winter, spring break, and summer intersessions. As part of our meal requirements, students are encouraged to portion their meals to be a balance of salad, fruits, dairy, and a nutritious protein product. Each student in afterschool programs is offered daily meals.

Program providers operationalize service to students to ensure healthy meals are provided daily. Meals are monitored by recording daily meals served to afterschool program students. Beverages, including a hydration station with clean drinking water and meal options, are provided to students with dietary restrictions. Staff encourages students to make choices to promote health and behaviors. The nutrition program is one component of the overall health and nutrition program. The second component includes physical activities ranging in appropriate levels for students of various ages to participate in organized and structured physical activities to promote physical movement and healthy habits and practices. Program providers also work directly with enrichment vendors specializing in athletics to add experience and learning in physical education, health, and nutrition.

Expanded Learning Opportunities Program Plan Guide

Site staff is trained to ensure food safety and handling. Serving students ensures that each student is offered an opportunity for breakfast, lunch, or supper. They support health and nutrition by providing space and time for food consumption and supervising students during dining. Staff are also responsible for keeping an accurate record of meals served—incorporate physical activities into the daily schedule to offer movement opportunities and encourage students to make healthy choices. All program activities appeal to youths and are grounded by rules and observed for safety, but they also offer youths the equal opportunity to participate.

Students in the afterschool program are offered opportunities for nutrition and physical activities. Participate in the school district's breakfast, lunch, and supper meal options. They are encouraged to consume healthy foods and engage in age-appropriate physical activities. Students are also encouraged to participate in sports and physical activities provided through enrichment providers to promote health and fitness. Students are encouraged to practice daily habits for healthy living and participate in cooking and nutrition lessons provided through enrichment vendors. In addition, students may participate in fitness, dance, athletics, basketball, soccer, and flag football. In these program activities, students can learn to treat others with respect, learn from their mistakes, and build good sportsmanship characteristics.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

NUSD values our diversity and believes it is our community's strength. Therefore, our schools utilize multiple methods to inform our community. For example, ELO-P program information is provided in different languages, sent to families via school electronic messengers, in fliers, translated into diverse languages, and posted online to ensure all students can access programs. However, the foundation of ELO-P is to prioritize students with the highest needs by offering them access to expanded learning opportunities they may not have otherwise had access to.

Programs serving under ELO-P funding have a history of serving diverse communities. The staff shares similar racial, ethnic, linguistic, and gender characteristics as students and their communities. They are sensitive to the needs of students. Programs align human resources with the needs of students - including placing students with staff for the best relationships. Service programs provide orientation opportunities to inform parents of program practices, policies, and procedures. Inform parents promptly to allow parents time to apply to have their children participate in programs. Service programs commit to communication with families—support access to programs. They provide accommodations where appropriate to support student access—and inclusion. Actions and services reflect an awareness of cultures, diversity, and inclusivity, including economic and social inclusivity. Parents can have their voices and opinions heard and feedback incorporated into program planning.

The staff creates inclusive environments demonstrating an acceptance of diversity and appreciation of celebrating world cultures. In addition, the staff promotes and fosters the richness of cultures through multicultural in-class activities and projects, giving classroom space and

Expanded Learning Opportunities Program Plan Guide

opportunity to incorporate culturally-related dates and events unique to students, supporting and validating each student's heritage through art, dance, multi-media, and academic projects.

Student participants can participate in an enrichment program related to their interests. Each student is offered equal access. Students are made to feel comfortable with how we celebrate diversity and cultures. The environment ameliorates student backgrounds and cultures and acknowledges their uniqueness. Opportunities are available for students to explore their learning interests, deepen their sense of belonging to the school, and create authentic connections with their teachers and support staff.

7—Quality Staff

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

NUSD values diversity in its community, its students, and its workforce. NUSD contracts with vendors based in our local communities to provide services to the diverse student population in Natomas. NUSD partners with community-based organizations with a record of providing long-standing quality service in various communities. The staff recruited to provide services in NUSD afterschool programs meet the minimum requirements to provide services in NUSD and vetted with a thorough background check by their employer. Each staff is required to provide a cleared TB test before working with students.

CBOs who enters in partnership with NUSD, hire staff based on work experience with youth, content experience, and interest in working with youths. Equally important in their hiring process is ensuring that hired staff reflect students and their communities. CBO programs will provide programming, policies, procedures, and safety orientation. Additional programming includes a full-time site coordinator and team leaders to operationalize the program. As defined under ELO-P ratio requirements, program staff supporting ratios meet minimum requirements in college units or demonstrate a passing on the district instructional assistant test. Staff recruitment occurs at job fairs, from the local community colleges, through word-of-mouth and personal and organizational referrals. CBO staff recruitment are not exclusive to outside district sources, but includes existing NUSD classified and certificated staff. For the purpose of ensuring staff service quality, CBOs provide ongoing monitoring and staff reviews to ensure quality service, satisfactory performance and sustainability. This effort is supported with coaching, peer-to-peer learning, and administrative guidance to ensure program quality. Program providers ensure volunteers are vetted through the fingerprinting process following district policy and procedures.

All staff are interviewed and demonstrate experience and background to meet minimum requirements. They must be fingerprinted, background cleared, and present a negative TB test. Additionally, all staff are expected to participate in required mandated reporter training and fully participate in professional development provided by the community-based organization or through a partnership with NUSD. Each staff participates in safety training and professional learning to develop skills and strategies in student engagement, classroom management, and instruction delivery. More senior staff are encouraged to provide accountability and ownership by providing peer support and guidance to less experienced staff. All staff are encouraged to seek

Expanded Learning Opportunities Program Plan Guide

opportunities for growth and development by attending afterschool program conferences and workshops to develop their repertoire of strategies. Additionally, the staff is encouraged to participate in specialized training to provide them with the skills to work with English Learner students and students with active individualized education plans.

Staff working with students builds positive, trusting relationships to create a strong sense of belonging. In this way, students enjoy a strong sense of community, feel safe interacting with staff, and where feedback from staff is well-received. A student's strengths and learning styles are leveraged by staff and used to support active engagement in the afterschool program. The afterschool program environment is a positive space where students are supervised and receive clear communication and critical but positive feedback on behavior and academic progress. Student growth and progress are a direct result of hiring experienced, well-trained, and caring staff.

8—Clear Vision, Mission, and Purpose

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

NUSD's expanded learning opportunities provide services related to academic support and enrichment opportunities for the diverse student population in the district. ELO-P does not have its own vision, our district's vision guides this work:

“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.”

In addition, its purpose is to provide high-quality, inquiry-based, hands-on opportunities, providing all scholars equitable access to enriching and meaningful programs in a safe learning environment to deepen scholar understanding, build 21st-century skills, and enhance their confidence and ensure all program activities in the expanded learning opportunity program are in alignment with NUSD's vision.

9—Collaborative Partnerships

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

NUSD and its partnership with community-based organizations and enrichment providers to create a robust afterschool program for NUSD students in the Expanded Learning Program called Learning Recovery Enrichment Academics, Activities, Arts, Athletics, Program (LEAP). The partnership between entities allows communication, collaboration, and effective programming to benefit NUSD students. For the 2023-24 school year, NUSD assures quality services by inviting community-based programs and enrichment providers to apply through the Request for Proposal (RFP) process and the Request for Qualifications (RFQ). Both processes include program quality expectations aligned with California's Quality Standards for Expanded

Expanded Learning Opportunities Program Plan Guide

Learning. The evaluation and assessment of the expanded learning programs are guided by California's Quality Standards for Expanded Learning and are based on needs expressed by students, community members, and staff. Key stakeholders share assessment and evaluation results as part of program improvement.

NUSD partners with several community-based organizations to expand learning opportunities at our pilot schools. The Center for Fathers and Families operates one afterschool program. The Center or Sacramento Chinese Community Service Center (SCCSC) operates three afterschool programs at two K-8 sites and one middle-school site. NUSD also contracts with several enrichment providers: Square Root Academy, 916Ink, Sacramento Youth Symphony, Mad Science, Little Heroes, iCook, iSteam, and B Street Theatre. The partnerships create a comprehensive program and allow students to experience hands-on projects related to visual and performing arts, math, science, athletics, and technology. Beyond collaboration with enrichment partners, community-based programs host orientations with parents and guardians to inform them about the program. They also offer families opportunities to volunteer, visit, and observe as appropriately as possible—make an effort to connect with families.

For the programs to operate as a complex system of services, community-based partners communicate with enrichment providers, the school, and associated district supervisors to ensure seamless delivery of services. Staff responsible for these programs, such as program managers, enrichment providers, and district personnel, are trained to ensure the effective collection of program data. The accountable staff remains in ongoing communication and collaboration to pivot and make adjustments needed to deliver programs to NUSD students. Staff work alongside administrators to recruit students, promote the program, and provide feedback to support improvement. The data gathered serves as information to continuously refine the program, its policies, and staff performance and is linked to professional development. Sometimes more than just afterschool programs are needed to provide students with additional learning opportunities; program staff refers families to summer camps and available programs. Lastly, program staff communicate with parents and provide them opportunities to share their thoughts regarding the program through surveys, informal conversations, or focus groups.

Students are key collaborators in the expanded learning opportunities program. They are aware of program goals and activities for youths. Students have a regular opportunity to provide feedback about all elementary and K-8 ELO-P programs. Program staff ensures that students from diverse backgrounds participate in providing multiple perspectives on afterschool program services.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Maintaining quality afterschool programs requires that NUSD utilizes its cycle of continuous learning improvement (CCLI) to improve program services. NUSD and its partners will administer surveys with questions ranking services via a Likert scale to parents, program staff, school staff, students, and any additional community partners involved in the program. The survey will ask questions specific to the Quality Standards for Expanded Learning in California

Expanded Learning Opportunities Program Plan Guide

for all sessions, including during the school year, winter, spring, and summer. Each organization may use the shared data to develop plans with interim checkpoints to monitor progress and make pivots and adjustments for program improvement. It is important to note that the current ELO-P plan aspires to deliver quality and comprehensive afterschool programs for NUSD schools. However, focusing on quality programs on one or two quality standards may also be important to establish a strong foundation for afterschool programming.

As part of the agreement with NUSD, CBOs help support the administration of assessments, including the administration of surveys to gather important constituent feedback to help assess the strengths and weaknesses of the program. The data collected supports identifying program trends, potential programming gaps, and how best to support the program in its services to students. Program providers are encouraged to administer program surveys at the end of each programming period (e.g., winter, spring, summer). All results are shared with staff and NUSD to create an improvement plan for the subsequent school year.

Staff support with the administration of surveys from students. Provide their feedback on the survey. Be a collaborative partner in developing and program improvement plans through a feedback process. Staff continues to serve as front-line staff to support the implementation of program plans. Continue to focus attention on the plan, with greater emphasis on areas needing improvement. Work with program managers to prescribe the most effective strategies, provide observations on progress, and support pivots and adjustments as required in the improvement process.

Students have multiple opportunities to provide feedback for program improvement. At the end of each programming period, a post-program survey is administered to students to allow them to give feedback on program services and express their overall satisfaction. In addition to student surveys, student attendance, and academic progress, as monitored by program leads and program managers, serve as additional data points and indicators for evaluating program quality.

11—Program Management

Describe the plan for program management.

The ELO-P program has a dedicated district staff team providing oversight to ensure effective management of program elements, including fiscal responsibilities, program operation, program plans towards program goals and objectives, and resources aligned to services. District-assigned ELO-P staff continues to pursue additional sources of revenue to support the expansion of ELO-P programs. The ELO-P management staff ensures programs adhere to funding guidelines and requirements and are responsible for adhering to ELO-P program reporting requirements for each comprehensive site, ELO-P-only sites, and the Heredia-Arriaga Dual Language Immersion Program. All staff, including district staff, CBO staff, and front-line staff, strive to maintain student attendance by actively recruiting students, offering attendance incentives, and providing individual student support to encourage program participation. The district may apply a family fee schedule for expanded learning, if needed.

Expanded Learning Opportunities Program Plan Guide

Each community-based organization and enrichment vendor strive to ensure staff recruitment and hiring practices reflect standards for hiring qualified employees to deliver program practices aligned with standards for the quality afterschool program. CBOs, enrichment vendors, strive to ensure program staff has a working knowledge of program practices, policies, procedures, and what attributes define quality services at the point of service. At the district's request, CBOs, including enrichment vendors, collaborate with the district as needed for data-sharing. Each CBO provides students, staff, and parents with a handbook and program orientation to ensure a comprehensive understanding of program expectations.

Staff providing direct services to students receive required mandated training related to child abuse reporting, suicide risk prevention, sexual harassment, positive behavior intervention systems, restorative justice, and developmentally appropriate training. Front-line staff receives needed information on program operations through organizational orientation outlining procedures and practices associated with program operations, safety, student supervision, communication protocols, and program goals and objectives. Each staff team has an upline of program managers and supervisors for reporting purposes and receiving guidance to ensure fidelity to program practices and performance expectations.

Unduplicated pupils, who are defined as foster youth, English Language Learners, or who qualify for free-reduced priced meals are provided priority access. All program students are offered the choice to engage in experiential learning, hands-on activities, and project-based learning in alignment with content standards. Students are offered programming time up to nine (9) hours, including meals and recess, beginning with the school day. As part of ELO-P requirements, students are assigned in-class ratios of ten (10) students to one (1) staff in transitional kindergarten and kindergarten, and students are assigned in-class ratios of twenty (20) students to one (1) teacher for grade one through grade six.

General Questions

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

ASES expansions at CCLC Elementary/Middle School and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move the program expanded program, the most stringent requirements will be expected to be adopted for program guidance. If one or both grants are held, please describe how the ELO-P expansion will create one comprehensive and universal Expanded Learning Program.

In the current afterschool program, the After School Education and Safety (ASES) program is at four (4) NUSD school sites, American Lakes, Bannon Creek, Jefferson, and Natomas Middle. Space for the student in the ASES program varies by school site; a couple of schools had similar participant interests, while one school site has a waiting list. However, with ELO-P funds, spaces for students were increased to expand seats at one K-8 school to reduce the waitlist. At two other sites, we ran a parallel pilot program. Both parallel programs grew to be comprehensive programs by purchasing opportunities for ASES students to participate in ELO-P enrichment

Expanded Learning Opportunities Program Plan Guide

programs. 2023-2024 school year, ELO-P, branded as LEAP, is planned to expand access to all eleven (11) elementary and K-8 schools. ASES school sites will develop comprehensive programs. Each comprehensive program follows the most stringent requirements of the ASES program for attendance and programming. Additionally, each ASES site works to keep student attendance at 85% of the required guidelines.

Non-ASES sites supported with ELO-P funds to run nine (9) hour programs will operate with flexible attendance with priority access going to unduplicated students. After the access offer has been provided to unduplicated TK-6 students, access will then be offered to non-UP students. Once all other TK-6 program students have access, available ELO-P funding will be provided to offer UP students in grades 7 & 8 expanded learning opportunities. ELO-P program access offering will be expanded to non-Unduplicated students after access has been offered to 7 & 8-grade UP students. Under ELO-P language, ELO-P students do not follow the same attendance requirement--in that parents can have their students in the program based on their needs. An ELO-P student may attend as minimally as needed or be present for the full duration of the program. The student continues to have active enrollment status unless a parent opts out of receiving services.

Each program supports the policy and procedures for comprehensive or ELO-P-only programs by ensuring a daily attendance log to capture student attendance. Attendance documentation is kept for student seats purchased using ELO-P funds, while student seats through ASES are kept separately for meeting audit requirements and keeping fiscal management clearly defined. Similar accounting for supper and snacks is tracked to keep an accurate count of meals associated with each program. Monthly reports are submitted to indicate the number of students the program serves so the district is invoiced correctly.

CBO Site managers prescribe the policy and procedure around programming specific to each funding source. The instructional components of project-based learning, highly effective strategies, remain program-based and connected to high-quality standards. The program leads work with program managers to develop a master schedule to allow all cohorts of students to access ELO-P enrichment vendors. The schedule reflects inclusivity, equity, access, and choice opportunity. Participant Level - Students are encouraged to participate in enrichment programs to allow them to gain experiential knowledge through interaction with diverse content.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them in understanding 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 expanded learning opportunities program includes transitional kindergarten and kindergarten students with a ratio of 10 students to 1 teacher in afterschool programs across NUSD. Contract

Expanded Learning Opportunities Program Plan Guide

agreements with community-based partners to ensure staffing is hired to support the 10:1 ratio and maintained for the duration of the program.

Through enrollment, program managers maintain rosters to a ratio of 10:1 to ensure fidelity to Education Code requirements for TK and K ratios for expanded learning programs. Staff recruitment will be based on equivalent qualifications for instructional assistants as per NUSD requirements. CBO staff hired to support with ratios, will be provided professional development in what is considered developmentally appropriate for transitional kindergarten and kindergarten-age students with Preschool Learning Foundations. Additionally, staff working with TK and K students need classroom management, social-emotional learning strategies through (2nd-Step), and intentional play-based learning training to provide direct services to TK and K students. All training is provided through collaboration and partnership with NUSD's Early Learning department. TK and K afterschool programs begin at the end of each school day for a comprehensive 9-hour program inclusive of the instructional day, including recess and meal breaks.

Staff are expected to keep direct instruction to 20-minute increments, include engaging and hands-on activities or centers, and incorporate brain breaks or movement breaks lasting 10-30 minutes every hour to balance activity, learning academics, and play. A couple of curricula to consider for TK and K for afterschool programming are extensions provided by the newly adopted TK curriculum, Benchmark, with potential online access provided for afterschool program staff, and Owls, the current curriculum used in TK/K programs. Although Owls is discontinuing, Owl kits are available for afterschool program use.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

The schedule is a sample of ELO-P programming hours for our comprehensive afterschool programs (ASES, 21st Century funded programs) and our non-ASES ELO-P funded sites. Hours for both programs total nine (9) operating hours.

Expanded Learning Opportunities Program Plan Guide

Before & After School Programs with Tutor support	
Time	Sample Activity
7:30 AM - 8:30 AM	Check-in, Enrichment, Breakfast
8:30 AM - 2:30 PM	Regular School Day
2:30 PM - 2:45 PM	Check-in Attendance, Snack, & Active Break/Restroom
2:45 PM - 3:45 PM	Academic Support (center rotation) Mentoring, Research-based intervention (teacher-led), iReady, IXL, Varsity, homework assistance
3:45 PM - 4:00 PM	Restroom/Active Break
4:00 PM - 5:00 PM	Enrichment Arts, Performing Arts, Coding, Sports (Little Heroes) i-Cooking, S.T.E.A.M, thematic projects, B Street Theatre
5:00 PM - 5:30 PM	Class Meeting/ Restroom/Pack up/ Transition
5:30 PM - 6:00 PM	Active Break/SPARK/Optimistic Close

Winter, Spring and Summer School Intersession Sample Schedule	
Time	Sample Activity
8:00 AM - 8:30 AM	Check in, Enrichment, Breakfast
8:30 AM -12:30 PM	Teacher-led interventions, Literacy, Mindfulness, Mentoring
12:30 PM -1:00 PM	Lunch
1:00 PM - 3:00 PM	STEAM Challenge, Academic Enrichment, Mileage Club
3:00 PM - 3:15 PM	Expanding Minds Check-in Attendance, Restroom Break, Classroom, Snack
3:15 PM - 3:45 PM	Enrichment rotation 1 Arts, crafts, performing arts, coding, Sports (Little Heroes) i-Cooking, S.T.E.A.M, thematic projects, team games
3:45 PM - 4:00 PM	Restroom/Active break
4:00 PM - 4:30 PM	Enrichment rotation 2 Arts, crafts, performing arts, coding, Sports (Little Heroes) i-Cooking, S.T.E.A.M, thematic projects, team games
4:30 PM - 4:45 PM	Restroom/Active break
4:45 PM - 5:00 PM	SPARK/Optimistic Close

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

Expanded Learning Opportunities Program Plan Guide

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before-school component of a program, an after-school component of a program, or both the before and after-school components of a program on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] 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.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

Expanded Learning Opportunities Program Plan Guide

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

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

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

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

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program

Expanded Learning Opportunities Program Plan Guide

maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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.

RESOLUTION NO. 2026-

Adopted by the Sacramento City Council

Approving the Agreement with the Natomas Unified School District (NUSD) and Accepting Funding for Expanded Learning Opportunities Program (ELO-P) for Fiscal Years (FY) 2024/25 and 2025/26

BACKGROUND

- A. The Department of Youth, Parks, and Community Enrichment (YPCE) has provided before and after school services for the NUSD since 2001 through the 4th “R” Program at six elementary schools, and the City endeavors to continue such services for FY26/27 and FY27/28.
- B. NUSD will direct up to \$1,650,000 FY26/27 and FY27/28 to cover the complete costs of the expansion operational costs of 1,320 additional students at four elementary schools. The funding is sufficient to cover the City’s costs of operating the expansion.

BASED ON THE FACTS SET FORTH IN THE BACKGROUND, THE CITY COUNCIL RESOLVES AS FOLLOWS:

SECTION 1.

The City Manager or designee is authorized to execute an agreement with NUSD for the after-school program expansion at four elementary schools and accept ELO-P funding in the not-to-exceed amount of \$1,650,000 for FY26/27 and FY27/28.

SECTION 2.

The City Manager or designee is authorized to increase YPCE’s revenue and expenditure budgets in the 4th R Fund, (Fund 6012) to \$1,650,000 for FY26/27 and FY27/28.