

Expanded Learning Opportunities Program Plan for SY 25-26



South San Francisco Unified School District

Department of Student and Family Services
South San Francisco Unified School District

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Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: South San Francisco Unified School District

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School Sites Operating Expanded Learning Opportunities Programs:

1. Buri Buri Elementary School
2. Junipero Serra Elementary School
3. Los Cerritos Elementary School
4. Martin Elementary School
5. Monte Verde Elementary School
6. Ponderosa Elementary School
7. Skyline Elementary School
8. Spruce Elementary School
9. Sunshine Gardens Elementary School
10. Alta Loma Middle School
11. Parkway Heights Middle School
12. Westborough Middle School

Governing Board Approval Date: NOV 13, 2025

Review/Revision Date: NOV 1, 2026

Review/Revision Date: NOV 1, 2027

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The South San Francisco Unified School District (SSFUSD) is committed to providing a safe, caring, and inclusive environment where all students can learn, grow, and thrive both during and beyond the instructional day. Our Expanded Learning Opportunity Program (ELOP) reflects this commitment by ensuring that every student experiences safety, belonging, and meaningful engagement aligned with the district's Portrait of a Graduate competencies: *Learn, Impact, Navigate, and Thrive*.

The first tier of ELOP support is offered on students' home campuses, providing continuity with their regular school environment and trusted staff. Whenever possible, programs take place on-site to strengthen relationships between the school-day and after-school teams and to ensure students remain in a familiar, supportive setting. When enrichment opportunities are provided off campus, such as through partnerships with community-based organizations like the Boys & Girls Club of the Peninsula, the district will coordinate with partners and families to ensure equitable access, including transportation as needed.

Each student's safety and well-being are foundational to program operations. Upon enrollment, families provide emergency contact information, medical details, and dietary needs to help staff maintain a secure and inclusive environment. Daily sign-in and sign-out procedures are required, and only authorized adults listed on emergency cards may pick up students. Staff maintain a 1:10 ratio for transitional kindergarten & kindergarten (TK/K) and 1:20 for first through sixth grade, ensuring close supervision and meaningful student–adult connections.

All ELOP providers adhere to California Department of Education (CDE) and district safety requirements. Staff complete CPR, First Aid, and Mandated Reporter training and are fully cleared through fingerprinting and health screenings. Programs follow the Big 5 Emergency Response Protocols adopted

by the San Mateo County Office of Education and participate in regular safety drills and incident reporting to ensure continuous readiness.

Equally important is emotional safety. Through social-emotional learning (SEL), restorative practices, and mindfulness, programs nurture self-awareness, empathy, and conflict resolution, key aspects of the *Thrive* and *Impact* dimensions of the Portrait of a Graduate. Students are encouraged to take responsibility for their choices, care for others, and contribute positively to their communities.

By creating physically and emotionally secure spaces that mirror the values of the school day, SSFUSD's ELO Programs help students learn constantly, thrive as individuals, navigate their futures purposefully, and impact their communities for the better, the very goals embodied in our Portrait of a Graduate.

Emotionally Safe & Supportive

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

Providers embed SEL through daily structures. For example:

- Boys and Girls Club of the Peninsula (BGCP) uses weekly SEL lessons and Community Circles and offers on-site clinical support (mental-health social worker with regular student check-ins).
- CAMedu integrates SEL via inclusive norms, community circles, empathy/conflict-resolution modeling, and recognition systems.
- Daly City Recreation Services emphasizes student voice/choice, the mind-body connection, and alignment with school climate; communication with families reinforces belonging.
- District Extended Day Activities Program (DEDAP) builds an SEL-rich culture through daily check-ins, restorative practices, safe spaces, and explicit instruction in self-awareness, self-management, and relationship skills.
- Right At School (RAS) aligns SEL lessons with Collaborative for Academic, Social, and Emotional Learning (CASEL) standards and trains staff to build trusting, nurturing relationships.
- South San Francisco Parks & Recreation Department foregrounds conflict resolution, mindfulness, group agreements, and developmentally responsive room/schedule design to sustain an emotionally supportive environment.

2—Active and Engaged Learning

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

Across all providers, daily activities supplement but do not duplicate the instructional day through project-based learning, enrichment, and homework support.

- BGCP features Mindworks/Playworks enrichment and BGCP Reads to broaden perspectives and foster collaboration.
- CAMedu offers project-based learning (PBL), STEM, enrichment, and homework help to extend classroom learning into creative, hands-on contexts.
- Daly City Rec blends academic support (ELA, math, science, social science) with arts, physical activity, and nutrition education, using school spaces/materials to extend learning.
- DEDAP uses games (Sudoku/word activities), STEM challenges, arts, and teambuilding to reinforce core skills in low-stakes, engaging ways with strong student choice.
- RAS's Right Club curriculum incorporates inquiry-based learning, differentiated instruction, gamification, fitness, service, leadership, and a short daily world-language component.
- SSF Parks & Rec provides daily homework support, small-group centers, STEAM-forward enrichment, and extended recreational learning blocks mid-week, intentionally reinforcing but not replicating the core day.

3—Skill Building

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

Our providers collectively emphasize academic, social, and life-skill development.

- BGCP focuses on collaborative problem-solving and perspective taking.
- CAMedu develops academic, leadership, career-exploration, and digital-literacy skills through structured activities.
- Daly City Rec aligns skill building with school goals and uses local assessment data (CAASPP/ELPAC/benchmarks) to inform design; it also promotes health and civic engagement.

- DEDAP targets problem-solving, critical thinking, communication, creativity, goal setting, and resilience via enrichment projects and SEL practice.
- RAS ties all units to durable skills (teamwork, self-reflection, leadership) with varied grouping structures.
- SSF Parks & Rec individualizes activities based on observation to reinforce problem-solving, critical thinking, and literacy/STEAM, and partners with SSFPD's 8-week Police Youth Academy to build civic awareness and confidence.

4—Youth Voice and Leadership

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

All of our providers create avenues for student voice, reflection, and leadership.

- BGCP closes lessons with student reflection and uses youth surveys to inform improvement.
- CAMedu convenes youth advisory input, service-learning, peer leadership, and student-led projects, supplemented by regular feedback loops.
- Daly City Rec offers mentorship (older-to-younger support) and student-planned family/community events; ongoing surveys shape offerings.
- DEDAP assigns functional leadership roles (e.g., snack/materials monitors), facilitates team leadership and cross-grade mentorship, and uses those responsibilities to teach accountability and empathy.
- RAS integrates daily "Town Hall" meetings to set objectives and build community and runs a Junior Educator program where students plan/lead activities with staff mentorship.
- SSF Parks & Rec uses student quality assessments and frequent group/individual feedback to drive programming; older students lead reading activities for younger peers to build confidence and reinforce academics.

5—Healthy Choices and Behaviors

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

snacks and how opportunities for physical activity will be provided.

Nutrition and daily movement are consistent pillars within the SSFUSD ELOP.

- BGCP offers a daily snack (student choice) and a hot dinner prepared by a BGCP chef and transported to the site.
- CAMedu provides snacks aligned to federal guidelines, partners on state/federal meal service as needed, and trains staff in safe food handling; physical activity ranges from outdoor play to structured fitness.
- Daly City Rec serves two healthy snacks daily and incorporates cooking instruction to teach nutrition, food safety, and wellness.
- DEDAP provides daily CACFP-aligned snacks via SSFUSD Nutrition Services (milk/water/juice) and partners with ANTS for seasonal sports enrichment (13–14 sessions per term), plus daily recess.
- RAS supplies nut-free snacks consistent with Smart Snacks and runs a fitness curriculum with indoor/outdoor options to keep students active regardless of weather.
- SSF Parks & Rec weaves nutrition, hygiene, and emotional health into enrichment, ensures daily organized/self-directed physical activity, and posts monthly snack calendars with CACFP-compliant options.

6—Diversity, Access, and Equity

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

Each provider deploys inclusive, culturally responsive design and access for students with disabilities.

- BGCP is building ties with nearby Baden High/Adult School and centers equitable access in its mission/vision.
- CAMedu ensures accessible facilities/materials, multilingual supports, and collaboration with community partners; activities are adapted for varied learning styles and abilities.
- Daly City Rec foregrounds multicultural programming, culturally responsive practice, and respectful collaboration among staff, students, and families.
- DEDAP provides multilingual materials/communication, implements IEP/504 accommodations in consultation with school-day teams, adapts spaces/activities, and trains staff in inclusive practices.

- RAS audits curriculum for cultural responsiveness (with Westchester Education Services), hires multilingual staff, translates materials, and deploys a dedicated Inclusion Team to align accommodations with IEP/504 guidance.
- SSF Parks & Rec removes financial barriers, places bilingual staff at each site, participates in IEP teams, trains staff on challenging behaviors and inclusion, and offers regular cultural appreciation curriculum and celebrations.

7—Quality Staff

Staff Engagement

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

Providers staff programs with caring adults who lead enrichment, facilitate play and fitness, and provide individualized academic/SEL support.

- BGCP structures enrichment with an intro–activity–reflection arc and conducts ongoing coaching/observations.
- CAMedu hires qualified, caring staff, mentors continuously, and emphasizes relationships and communication.
- Daly City Rec staff lead games, enrichment, and academics to build strong student connections.
- DEDAP maintains low ratios, prioritizes trusting relationships, and uses ongoing staff reflection to improve practice.
- RAS balances indoor project-based learning and outdoor play with staff modeling positive interactions.
- SSF Parks & Rec uses a tiered staffing model (Supervisor→Coordinator→Site Specialists→Leaders/Aides), with many local alumni and high-school aides as a pipeline.

Minimum Staff Qualifications

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

All after-school providers partnering with the SSFUSD have agreed to uphold the district's instructional aide standards to ensure safe, high-quality, and equitable

care for students. Each program will staff individuals who have successfully completed Department of Justice and FBI background checks, as required by Education Code section 45125.1, and maintain current tuberculosis clearances in compliance with section 49406. All staff must also complete mandated reporter training prior to working with students and renew it every two years.

Program personnel are expected to demonstrate effective classroom management, support students' academic growth through homework assistance, and exhibit strong cultural competency to meet the diverse needs of the district's student population, including unduplicated and special education students.

Staff will use walkie-talkies or other reliable means of communication to ensure quick response in emergencies, and all programs must maintain clear emergency procedures, including maps, routes, and protocols.

Each provider will submit a comprehensive staff list to the district by verifying compliance with fingerprinting, TB testing, and mandated reporter requirements, and all staff will sign the district's internet use agreement. Additionally, providers must submit a volunteer policy and a list of approved volunteers before any individual begins on-site service. Volunteers with frequent or ongoing student contact must also provide TB clearance and pass a criminal background check.

Staffing Ratios

The district maintains required pupil-to-staff ratios through close coordination with our providers. The site administrator ensures that each program maintains a 1:10 ratio for transitional kindergarten & kindergarten (TK/K) and 1:20 for first through sixth grade, ensuring close supervision and meaningful student–adult connections. Mixed groups that include TK/K pupils are also held to the 1:10 ratio requirement.

Staffing plans are reviewed and approved within providers' MOUs by the district prior to each term, and all staff must meet SSFUSD's instructional aide requirements, including background checks, tuberculosis screening, and mandated reporter training. To ensure safe and continuous operations, partners use staggered schedules, floating staff, and cross-trained site leads who can provide additional support as enrollment fluctuates. Through proactive staffing, compliance monitoring, and shared accountability, our partners ensure every ELOP site remains safely staffed and equipped to provide enriching, equitable, and high-quality care for all students.

Staff Development

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

- BGCP provides daily coaching/observations, quarterly training, and program quality assessments.
- CAMedu runs orientation plus ongoing PD (classroom management, SEL, curriculum, safety) and up to three PD days annually.
- Daly City Rec mandates a suite of compliance and youth-development training (e.g., harassment prevention, mandated reporter, DEI, First Aid, workplace safety) and encourages participation in school/district PD.
- DEDAP holds regular after-hours meetings for reflection and improvement across health/safety, behavior supports, academic enrichment, and SEL.
- RAS uses a blended PD model (online modules with assessment, real-time coaching, weekly PD, field leader observations and quality assessments, internal wiki resources).
- SSF Parks & Rec orients staff, provides ongoing mentoring/coaching, quarterly training (developmental stages, behavior, inclusion, medical/safety, water safety), CPR options, and biennial mandated reporter training.

8—Clear Vision, Mission, and Purpose

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

Our provider missions converge on equitable access and whole-child development.

- BGCP’s mission is to empower youth with equitable access to social, academic, and career opportunities; its vision is that all youth lead fulfilling lives fueled by passion and a love of learning.
- CAMedu’s mission is a safe, inclusive environment that nurtures academic and social-emotional growth to bridge opportunity gaps.
- Daly City Rec aims to enrich learning through arts, academics, technology, and health, cultivating team spirit and community participation.
- DEDAP emphasizes a loving, supportive environment that builds self-esteem, empathy, cooperation, and real-life learning.

- RAS’s mission is to inspire a love of learning, support schools, and give parents peace of mind; its vision is to expand access to exceptional, affordable programs.
- SSF Parks & Rec’s mission is a safe, high-quality experience that develops the whole child through academics, SEL, physical activity, and enrichment in strong partnership with families.

9—Collaborative Partnerships

Students and Families

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

- BGCP hosts open houses, showcases, and community events (Spooktober, Friendsgiving, Breakfast with Santa) and year-end exhibitions.
- CAMedu engages families via meetings, family nights, and multilingual communication to co-design offerings.
- Daly City Rec communicates at pick-up, via email and flyers, and invites families to student-led events.
- DEDAP collaborates with families on behavior support, documents incidents, and uses conferences/referrals when needed.
- RAS partners through daily communication, family portal/boards, surveys, and built-in family engagement activities.
- SSF Parks & Rec surveys multiple stakeholder groups annually and runs signature family/community events (e.g., REAL Santa’s Workshop), with high reported parent satisfaction.

Community Based Organizations and other Non-LEA Partners

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

All of our providers describe partnerships with schools and community organizations. For example:

- Daly City Rec integrates operations with school policies and supports campus functions/events; it also offers city sports/aquatics/enrichment and facility use.
- DEDAP coordinates closely with school-day teams and maintains district employment standards.
- RAS emphasizes ongoing meetings with district/school leadership and scalable operations.
- SSF Parks & Rec partners with the City Council, Parks & Rec Commission, Library, SSFPD (including the Youth Academy), nonprofits, businesses, and Genentech for STEM experiences; it operates under facility use agreements and in-kind custodial services with SSFUSD.
- BGCP is strengthening ties with Baden HS/Adult School.
- CAMedu collaborates with PTAs and local education foundations.

10—Continuous Quality Improvement

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

CQI practices include routine observations, stakeholder feedback, and action planning.

- BGCP conducts twice-yearly Program Quality Assessments (Q2/Q4) using an internal rubric.
- CAMedu reviews participation/attendance data and student/family feedback to iterate curriculum and training.
- Daly City Rec monitors via parent surveys, attendance, academic indicators, partnership feedback, staff plans, and walk-throughs; data inform budgets, staffing, and evaluation practices.
- DEDAP documents behavior incidents, uses core values to guide interventions, engages families early, and adjusts management practices to strengthen self-control, conflict resolution, and connectedness.
- RAS employs a Plan-Do-Study-Act cycle anchored to CDE Quality Standards, uses a walk-through tool across safety/operations,

engagement, and partnerships, and surveys families twice annually to drive program adjustments.

- SSF Parks & Rec conducts annual multi-stakeholder self-assessments and adjusts priorities; principals and parents report sustained satisfaction.

11—Program Management

Policies and Procedures

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

- BGCP maintains an OP Site Guidebook and daily incident workflows. CAMedu documents enrollment/pick-up, attendance logs, homework/progress practices, conduct, management, and safety protocols.
- Daly City Rec coordinates registration with schools, monitors via observations, reports, meetings, and uses parent surveys for improvement. [Daly City Rec Services Youth and Teens Rec Handbook](#)
- DEDAP enforces strict sign-in/out with adult verification, monthly family verification of attendance records, first-come enrollment with a no-cost ELOP-priority waitlist, and secure documentation practices.
- RAS references a 2025–2026 Family Handbook governing program operations. [2025-2026 Right At School Family Handbook](#)
- SSF Parks & Rec delineates fiscal and attendance roles, runs dismissal–6:00 p.m. with defined early-release reasons at ASES sites, offers before-school care at some locations, conducts daily staff check-ins and quarterly trainings, and manages segregated ELOP accounts with annual external audits.

Budget

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

Budgets across our providers prioritize staffing, safety, and high-quality enrichment. For example:

- CAMedu allocates most funds toward qualified personnel, curriculum development, STEM resources, and arts and recreation supplies.
- Daly City Recreation budgets for personnel, snacks and nutrition, instructional materials, enrichment activities, professional development, transportation (for intersession only), and administrative costs. Its budget is community-driven, emphasizing safety, equity, and enrichment access.
- DEDAP directs resources toward tutoring, STEM and literacy programming, snacks, and structured supervision, aligning with both family needs and ELOP funding allowability.
- RAS proposed a capped contracted services model emphasizing financial stability and scalability, though detailed line-item breakdowns were not fully specified in its narrative.

The ELOP budget is intentionally designed to reflect the needs of working families and underserved students. Funds are used to offset the cost of care for families in need and to support staffing, nutritious snacks, enrichment programming, and equity-based services. Cost-sharing may occur through facilities use, food services, and collaborations with PTAs or community partners.

All budgets undergo review to ensure expenditures are reasonable, necessary, and aligned with program goals. Schools with higher concentrations of unduplicated students receive additional support to ensure equitable access and consistent program quality across sites.

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

Our goal is to make sure every dollar spent through the Expanded Learning Opportunities Program (ELOP) directly benefits students and families. The budget reflects SSFUSD's commitment to equity, access, and quality in our afterschool and summer programs, especially for students who are low-income, English learners, or in foster care.

ELOP funds are used only for costs that are reasonable, necessary, and allowable under state and federal guidelines. Most of our spending goes toward direct services for students, including site supervisors, instructional aides, and enrichment instructors to maintain low staff-to-student ratios and ensure strong relationships. We also fund academic and enrichment materials like STEM kits, art supplies, literacy supports, and recreational resources that complement, rather than repeat, the school day.

Other key budget areas include professional development for staff on youth

development, social-emotional learning, inclusion, and safety; program operations such as facility use and coordination; and nutrition services, ensuring all students have access to healthy snacks and meals that meet USDA standards.

The budget priorities are based on feedback from principals, families, and providers, as well as data on school needs and attendance trends. This ensures that resources are focused where they're needed most and that spending reflects the diverse needs of our community.

Implementation and Oversight

All ELOP funds are managed through the district's Business Services Division under existing fiscal controls to ensure accuracy, transparency, and compliance. Providers submit detailed budgets and quarterly expenditure reports, and their contracts include clear expectations about fiscal accountability. Each month, I review ELOP expenditures with Business Services to verify alignment with state requirements and district goals. The program is also included in the district's annual independent audit to ensure compliance with Education Code and the California School Accounting Manual (CSAM).

We take a continuous improvement approach using attendance data, family feedback, and program assessments to make sure funds are driving quality, not just compliance. Every decision we make about spending is tied to improving the student experience, strengthening family engagement, and ensuring our afterschool programs remain accessible, high-quality, and sustainable.

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

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

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

General Questions

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

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

Do you have an ASES Grant? ☐ Yes **X No**

Do you have a 21st CCLC Grant? ☐ Yes **X No**

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

All SSFUSD ELO providers are committed to maintaining the 1:10 ratio for transitional kindergarten & kindergarten (TK/K) students, as required by Education Code Section 46120(b)(2)(D). Each provider recruits and prepares staff to meet the developmental needs of early learners through intentional hiring, onboarding, and training practices.

- BGCP maintains 1:10 for kindergarten and structures its activities to promote early social-emotional and academic readiness.
- CAMedu recruits and trains staff in early-childhood education and staffs above minimum ratios to ensure consistent supervision.
- Daly City Recreation prioritizes hiring individuals with early-childhood experience and supports them through mentoring by veteran recreation leaders.
- DEDAP maintains 1:10 for TK/K and 1:20 for grades 1–5, embedding ongoing professional development focused on child development and safety.
- RAS and SSF Parks & Rec both recruit continuously to sustain 1:10 coverage and provide TK-specific training emphasizing nurturing routines and transitions.

The district monitors ratios and provides assistance to maintain compliance and quality across sites. Through proactive staffing, continuous training, and strong oversight, SSFUSD and its partners ensure every TK/K ELO Program offers a safe, structured, and enriching experience that supports the whole child.

Offer and Provide Access

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

- BGCPC offers a required family orientation prior to enrollment to align all services and program details with family need; ELOP-eligible families receive priority, followed by returning students, new in-district students, then out-of-district students.
- CAMedu distributes multilingual enrollment materials through district channels and provides multilingual staff support.
- Daly City Rec uses the iPlay online portal and in-person registration at the City office; ELOP approvals are prioritized and enrolled for the school year; others join a timestamped waitlist.
- DEDAP maintains first-come enrollment with no-cost ELOP priority and a maintained waitlist; documentation and monthly attendance verification are standard.
- SSF Parks & Rec offers online and paper enrollment with one-to-one assistance, multilingual staffing, and secure on-site/off-site record storage per retention policy.

Field Trips

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

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

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

- BGCP currently does not schedule field trips during the school year.
- CAMedu includes optional, educationally aligned field trips during summer (e.g., science museums, tech centers, cultural institutions).
- Daly City Rec may schedule field trips during intersession (winter/spring/summer) aligned to academic/cultural goals; district/city-approved transportation is used and ELOP ratios maintained.
- SSF Parks & Rec schedules school-year walking trips (library, Makerspace, parks/stores) tied to enrichment outcomes.

Program Fees

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

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

- BGCP programs operate at no cost to families.
- CAMedu collects no fees from ELOP-eligible families and supports eligibility verification.
- Daly City Rec enrolls ELOP-verified students at no cost up to the verified cap; non-ELOP families may pay when space allows.
- SSF Parks & Rec lists N/A for fees (no cost for ELOP-funded participation). DEDAP collects no fees from ELOP-eligible families and supports eligibility verification.
- RAS collects no fees from ELOP-eligible families and supports eligibility verification.

Sample Program Schedule

Regular Schoolday

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

Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.

CAM Edu. Sample After School Program Schedule

2:40 - 3:00 Check-in & overview of the day's activities
3:00 - 3:15 Snack Time
3:15 - 4:00 Homework "Hack" Club (Homework help)
4:00 - 4:30 Outdoor Activities (SEL, team building, wellness)
4:30 - 5:30 S.T.E.A.M. Enrichment/ Tech Lab
5:30 - 5:50 Flex Learning (Homework Catch-Up or S.T.E.A.M. Discovery)
5:50 - 6:00 Clean up and Check-out

On minimum days and early dismissal days, our afterschool program begins at the school's dismissal bell and runs through 6:00 PM. Between the early dismissal time and the regular dismissal time, students will engage in S.T.E.A.M. Discovery Stations and Outdoor Activities. We will then resume our regular daily schedule at the regular dismissal time. For the 30 non-school days, our full-day program operates from 8:00 AM to 6:00 PM.

Daly City Sample Program Schedule

1:30 Sign in, restrooms, group meeting
2:00 Enrichment (art, science, recreation, dance, yoga, etc)
2:30 Group game (indoor/outdoor)
3:00 Snack
3:20 Academic support
4:00 Enrichment Options, combined with all program participants (art, science, recreation, dance, yoga, etc)
4:45 Cool Down/ sign out (reading, board games, cards, homework)
5:30 Sign out/end of program

South San Francisco Parks & Recreation Sample Program Schedule

12:30-12:45 TK Pick-Up
12:45-1:00 Snack
1:00-3:00 Naptime
1:20-1:40 Kindergarten Pick-Up
1:40-2:00 Circle Time
2:00-3:00 Snack/Inside Play
2:40-3:00 1st-5th Sign-in
3:00-3:45 Outside Play
3:45-4:30 Homework/Snack
4:30-5:15 Activity
5:15-6:00 Centers