

“Have fun. Be safe.”

ELOP Snapshot and Overview of Impact

Vincent Chandler, ELOP Coordinator

February 12, 2026 | Board Meeting



Meet Vincent Chandler



BA, MA, Communication Studies, SFSU

Youth program development since 1990

Continuation & experiential learning charter high school teacher | *Tall Ship Education Academy for Girls*

Tenured community college professor in communication studies

Higher Ed institutional effectiveness & program review

As of July 1, 2025, Classified, 12-month employee

Advocacy & Equity Through Program Management



Used with permission.



Purpose of our time together



1

Explain my role and what you can expect

2

Clarify what ELOP is and why it matters

3

Review our sites, providers, and praxis

4

Discuss opportunities for alignment

5

Answer your questions



My Role and Scope

Oversee ELOP program design, delivery, and continuous quality improvement across all after school programs	Coordinate work that used to be spread across multiple roles so no students, sites, or details fall through the cracks
Support all after school providers who use the ELOP framework, including tuition-based programs, so families experience one coherent system	Establish systems for: ■ Registration cycles ■ Communication and expectations ■ Program planning, assessment



My Approach and Focus

APPROACH

Partner, not police, and work alongside Principals and Providers to deliver quality programs that provide conditions for thriving, are student centered, trauma informed and healing-centered.

FOCUS

1. Kiddo wellness and belonging
2. Safety and joy for students
3. Healthy working conditions & psychological safety
4. Stellar, robust program integrity



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ELOP 101: What It Is & Why It Matters

ELOP is a ~~Program~~ Platform

- Expanded learning = before school, after school, summer, intersession
- Focus on academic, social, emotional, and physical development
- Hands-on, engaging experiences that are:
 - Pupil-centered
 - Results-driven
 - Built with community partners
 - Complement, not replicate the school day

Why it matters for us

- Keeps kids safe and engaged after the bell
- Supports attendance, SEL, and family stability
- A key lever for equity for low- and middle-income families



ELOP 101: Requirements

Key Requirements



Ed Code §46120 + AB 181,
AB 185, SB 114, AB 176

- Grades TK/K–6
- 9 hours total per school day (instruction + expanded learning)
- 30 non-school days, 9 hours/day
- Prioritize unduplicated / lowest-income students; may serve all
- Must:
 - Serve a nutritious snack
 - Include tutoring/homework (academic) and enrichment
 - Maintain ratios: 10:1 (TK/K), 20:1 (1–6)
 - Use staff who meet instructional aide qualifications and clear health/fingerprint requirements
- Subject to audit, so systems, MOUs, ratios, and rosters matter



ELOP 101: Key Distinctions

It's Not Daycare. While it covers before/after school, ELOP's focus is educational enrichment and skill-building, not just supervision, though it does provide safe, nurturing environments.

It's Not Just Play. Activities are engaging and playful but structured around developmental goals (academic, social, emotional, physical), integrating subjects like arts, music, and science.

Holistic Development: Focuses on the "whole child" by combining academics, arts, sports, and social-emotional learning (SEL).

Hands-On Exploration: Encourages curiosity, self-discovery, and confidence through activities like robotics, coding, art, and outdoor science.

Complementary Learning: Designed to enhance, not replicate, what happens in the classroom, offering new experiences.

Equity & Access: Aims to provide opportunities for all students, especially those needing extra support, often serving low-income or underserved youth.



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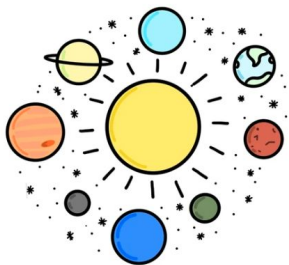
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Our After School Footprint



- **12 sites** (Elementary & Middle schools) and **6 Provider-Partners**
- All using an ELOP framework for after school care programming
- **1,297 students enrolled** (ELOP 800, Tuition 497)
- On-site programs at multiple schools
- Hub model (e.g., BGCP at Orange) with buses from several sites



GOAL: Take separate, quality providers constituting one coordinated and integrated ELOP and after school care system.



Foundation → Design → Intentions

California Department of Education (CDE)	California Afterschool Network (CAN)	SSFUSD Core Values, Strategic Priorities, POG	The DNA of SSFUSD ELOP and OOSC
State Level: Quality Standards of ELO Program: ■ Safe and supportive environment ■ Active & engaged learning ■ Skill building ■ Youth voice & leadership ■ Healthy choices & behaviors ■ Diversity, access, and equity	Expert Statewide Practitioner Level: Learning in afterschool and summer: ■ Active ■ Collaborative ■ Meaningful ■ Supports Mastery ■ Expands Horizons <i>Develops assessment tool for all CA ELOP and after school providers required in our MOU</i>	Local Emphasis Mission, vision, and commitments: CV: Community is our Strength CV: Authentic Relationships Matter SP 2: Engaged Students SP 3: Purposeful Partnerships SP 5: Equity Centered Systems POG: Thrive as a Person	Healing-centered and not just rule following. Students feel seen, heard, and valued. Healthy teams → Healthy programs 



Our Current Provider Partners



District Extended Day Activities Program (DEDAP)



CITY OF
South San Francisco
CALIFORNIA



DEPARTMENT OF
RECREATION SERVICES



Next Steps: Evolving Our Provider Partnerships

Where We've Been

- Mix of national/franchise-style vendors and local partners, for-profit & non-profit organizations
- Support and infrastructure sometimes only “acceptable”
- Inconsistent responsiveness to parent concerns and district requests
- Provider missing: SEL, academic support, curriculum, PD, healthy work climate

Where We're Going

- Prioritize nonprofit, community-based organizations
- Partners with a proven track record of stellar ELOP design, delivery, and assessment
- Strong human(e) infrastructure for: communication, complaint resolution, responsive collaboration with school and district staff, for example

Why This Matters

- More reliable, high-quality experiences for students and families
- Vendors who act as true partners in our mission, not just service providers
- Our robust programs are healing-centered and do no harm ❤️



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Current Work For Sites and Principals

- ✓ De-escalation of parent and family complaints with follow through
- ✓ Monthly evening Zooms to listen to parents and inform improvements
- ✓ Embedded mediation & coaching with provider-partners to improve quality, culture, and retention
- ✓ Plan for students to carry over behavioral therapists into after school care
- ✓ Adjusted ratios to better address students who engage in elopement behavior
- ✓ Program Plan → Program Quality Assessment and Improvement
- ✓ Continue to research and vet providers and invite new vendors
- ✓ Work closely with sites to advocate for funds and support



Ways I Can Work Together With Sites



Meet 1 on 1 to walk you through your site's changes and space needs and additional requirements, requests.



Conversations about what you want, don't want and an accurate picture of what's working and what's not.



Your perspective on specific Provider-Partner requests, opportunities, and problems, some site-specific and some not.



Early heads-up on persistent issues with Providers or programs.



Provide occasional space for me to conduct site visits, short check-ins and thought-partnering.



Enable your ELOP Partner to provide academic tutoring in support of IM and academic discourse through their cross-trained staff.



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Close & Q&A

I'm especially interested in where ELOP & after school feels heaviest for you right now, whether with families, providers, space or systems.

- ❑ What questions or ideas do you have, or
- ❑ What's not sitting quite right that we should talk about?

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Thank you!

