Expanded Learning Opportunities Program Plan

Prepared by:
San Mateo-Foster City School District
Expanded Learning Program

San Mateo-Foster City School District
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This program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

August 2026

Expanded Learning Opportunities Program Plan

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Contact Name: Diego Perez
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Contact Title: Director of Communications
Contact Phone: (650) 312-7391

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

School	Address	ELOP Community Partner
Abbott Middle	600 36th Ave., San Mateo, CA 94403	Newton Center
Audubon Elementary	841 Gull Ave., Foster City, CA 94404	Annex AM & PM
Bayside Academy	2025 Kehoe Ave., San Mateo, CA 94403	Annex AM*, Newton Center (K-8)
Baywood Elementary	600 Alameda de las Pulgas, San Mateo, CA 94402	Annex AM & PM, Homework Central
Beach Park Elementary	1058 Shell Blvd., Foster City, CA 94404	Annex AM & PM*
Beresford Elementary	300 28th Ave., San Mateo, CA 94403	Annex AM & PM*
Brewer Island Elementary	1151 Polynesia Dr., Foster City, CA 94404	Annex AM & PM,
College Park Elementary	1001 Bermuda Dr., San Mateo, CA 94403	Annex AM & PM
Cottage Grove, *formerly Lead Elementary*	949 Ocean View Ave., San Mateo, CA 94401	Annex AM, Boys and Girls Club
Fiesta Gardens International School	715A Indian Ave., San Mateo, CA 94401	Annex AM & PM, Boys and Girls Club, Homework Central
Foster City Elementary	461 Beach Park Blvd., Foster City, CA 94404	Annex AM & PM
George Hall Elementary	130 San Miguel Way, San Mateo, CA 94403	Annex AM & PM
Highlands Elementary	2320 Newport St., San Mateo, CA 94402	Annex AM & PM, Boys and Girls Club**
Laurel Elementary	316 36th Ave., San Mateo, CA 94403	Annex AM only, Newton Center, Boys and Girls Club**
Meadow Heights Elementary	2619 Dolores St., San Mateo, CA 94403	Annex AM & PM*
North Shoreview Montessori	1301 Cypress Ave., San Mateo, CA 94401	Annex AM & PM
Parkside Montessori	1685 Eisenhower St., San Mateo, CA 94402	Annex AM & PM
San Mateo Park Elementary	161 Clark Dr., San Mateo, CA 94402	Boys and Girls Club, Homework Central
Sunnybrae Elementary	1031 South Delaware St., San Mateo, CA 94402	Annex AM, Boys and Girls Club, Homework Central

**New ASES-funded classrooms for the 2026-2027 school year.*
***Additional spots made available for students residing in North Central San Mateo.*

Governing Board Approval Date: Thursday, August 27, 2026

Summary of SMFCSD ELOP Program

The San Mateo-Foster City School District operates one comprehensive afterschool program. The district delivers its Expanded Learning Opportunities Program at 19 school sites across San Mateo and Foster City through the district's before- and after-school program, the Annex, and five community partners: Boys & Girls Club of the Peninsula, Newton Center, Homework Central, and Peninsula Bridge.

These are not five separate offerings operating in parallel. The district intentionally braids them into a single continuum, so that when one program's hours or days of operation do not, on their own, reach a full qualifying day, another is already in place to complete it. A student who attends Homework Central transitions into the Annex and is picked up at 6:00 PM. A student in Peninsula Bridge is concurrently enrolled in a qualifying daily program. As a result, every unduplicated pupil has a documented, continuous path to nine hours of combined instructional time, recess, meals, and expanded learning every school day, and to 30 or more additional nine-hour days during fall, Thanksgiving, winter, spring, and summer breaks.

Consistent with California Department of Education guidance, the district administers its ELO-P and ASES funding as a single program and applies the most stringent programmatic requirement of the two funding streams to all sites and all participating students. In 2026–27, that represents $6,554,833.77 in dedicated expanded learning funding, budgeted through two dedicated actions in Goal 1 of the district's Board-adopted LCAP and supplemented by Community Schools (CCSPP) resources at four sites.

The program exists to serve the families who most need it. Per EC § 46120(a) and (b)(3), priority enrollment is given to unduplicated pupils, English Learners, low-income students, foster youth, students experiencing homelessness, and students with disabilities, with services prioritized at school sites in the district's lowest-income communities. No fees are charged to families. The district provides transportation for students attending off-site programming. The district's Community Services Specialists reach families of unduplicated students directly, with translation support, through phone calls and written outreach.

Every element of this program advances the district's Board-approved Community Vision: that every learner will "learn with purpose" and "lead with empathy." The instructional day is where much of that work begins. The SMFCSD Afterschool Program is one of the primary places it continues.

Purpose

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

Definitions

"Expanded learning":

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

"Expanded Learning Opportunities":

Expanded Learning Opportunities has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).
Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

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

Enrichment Element:

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

Off-Site Locations:

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

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

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

Completing the Program Plan

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

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

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

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

Approving and Posting Program Plans

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

Revisions/Changes

Reviewing and Revising Program Plans

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

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

1 — Safe and Supportive Environment

Physical Safety
Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, 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 San Mateo-Foster City School District's (SMFCSD) ELO-P is offered on school campuses and off-site campuses. The Annex operates at 17 on-campus sites, including before- and after-school care. For after-school care, we have Boys and Girls Club at 6 sites, Homework Central at 4 sites, and Newton at 2 sites. Peninsula Bridge is the only program that offers off-campus programming hosted at the Nueva School and Crystal Springs Uplands School, with transportation provided by the district.

Our Community partners maintain a staff-to-student ratio consistent with state ELO-P requirements. All program staff complete required health screenings and fingerprinting clearances. Staff are trained annually in incident reporting, emergency procedures, and student health-record maintenance. Third-party partners are contractually required to notify the district by the next working day of any health or safety incident, with a written report submitted within seven days, per EC § 8483.4(b).

Each program maintains secure, staff-accessible emergency contact and authorized pick-up information before releasing a student to anyone other than a parent/guardian.

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.

All ELO-P incorporate social-emotional learning (SEL) as a core, daily component. Boys & Girls Club uses the Second Step Out-of-School Time curriculum to build community, empathy, and growth mindset. Newton Center integrates mindfulness and community-building activities into its weekly schedule and opens each session with a group check-in. Homework Central pairs every student with a consistent volunteer or Site Coordinator, building the kind of steady, one-on-one relationship that its multi-decade presence in the district has been built on. The Annex provides structured, relationship-based programming designed around a consistent daily rhythm so students know what to expect. Across all programs, staff are trained to recognize and respond to students' social-emotional needs and to create welcoming, culturally affirming spaces.

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.

SMFCSD's ELO-P is intentionally designed to complement, not repeat, the instructional day, and together they form one coordinated continuum rather than five separate offerings at their designated sites:

- **The Annex:** academic enrichment, recreation, and enrichment activities tailored to each site, serving as the district's own before- and after-school program.
- **Boys & Girls Club:** Power Hour, a dedicated time for tutoring and academic support; Art in Action, providing critical thinking and visual literacy through art and history; Imaginate/Minworks, theme-based STEAM enrichment such as Medical Marvels and Patently Inventive; Playworks-facilitated recreation; and sports, including soccer, basketball, and others, funded in part through Community Schools (CCSPP) dollars.
- **Newton Center:** play-based interest stations, TK–8th grade STEAM + mindfulness projects (offered at least twice weekly, up to daily depending on school homework loads), a supervised Study Hall period for homework and ST Math/Footsteps2Brilliance learning assignments, a daily reading period, and roughly one hour of outdoor play.
- **Homework Central:** five-days-a-week individualized and group tutoring in reading and math for grades 3–5, delivered by trained volunteers and a Site Coordinator, plus enrichment in science, art, and humanities/culture.
- **Peninsula Bridge**: a rigorous after-school and summer academic and enrichment program for grades 4–8 focused on deep analytic thinking, public speaking, and problem-solving.

Because Peninsula Bridge and Homework Central do not operate every day, the district's comprehensive afterschool program model deliberately braids these programs with the Annex, Newton Center, or Boys & Girls Club so that every unduplicated student has continuous access to a full qualifying day.

3 — Skill Building

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

All SMFCSD ELO-P build academic, social, and life skills through differentiated, hands-on activities. Individualized tutoring, structured homework support, and dedicated reading periods reinforce literacy and math skills across programs. Offerings like STEM and creative-arts programming build critical thinking and problem-solving, while embedded social-emotional learning curriculum supports conflict resolution, self-regulation, and school connectedness. Programs provide daily physical activity and structured recreation that build teamwork and leadership. For upper-grade students, programs support the academic mindset, public speaking, and analytic skills that are continued from elementary school through college.

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 SMFCSD ELO-P create meaningful opportunities for student voice and leadership. Students engage in leadership workshops, public speaking, and college-preparatory experiences, alongside student-led recreation and choice-based activity models that give them agency over their own learning. Program staff gather student interest and feedback to help shape educational projects and enrichment offerings. Consistent small-group and one-on-one support have provided students a direct voice in identifying where a student may need additional support.

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.

All ELO-P's provide nutritious snacks in compliance with EC Section 8482.3(d)(1-2) and applicable USDA nutrition standards. Physical activity is embedded in all programs daily, including outdoor play, organized sports, and structured recreation. Programs reinforce healthy habits, personal wellness, and emotional regulation as part of their daily routines.

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.

SMFCSD ELO-P offerings are designed to serve the district's diverse student population equitably. Per EC § 46120(a), priority enrollment is given to unduplicated pupils, English Learners, low-income students, foster youth, homeless students, and students with disabilities. All family communications are provided in English and Spanish, with additional language support available upon request. Community partners reflect the cultural communities they serve: Newton Center provides culturally responsive programming; Boys and Girls Club emphasizes celebrating diversity through its BGCP Reads program. Students with disabilities are accommodated in all programs consistent with their Individualized Education Plan (IEP) and district inclusion practices. Transportation is provided to students attending off-site programs through Durham Transportation or HopSkipDrive.

7 — Quality Staff

Staff Engagement

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

All SMFCSD ELO-P's are committed to providing opportunities for students to engage with

quality staff who create a positive, enriching, and supportive environment. Bilingual staff members support effective communication and accessibility for multilingual families. Staff engage students in both large-group and individualized settings, adapting their approach to each student's academic, social, and emotional needs.

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)]).

SMFCSD follows all state requirements and district board policies to ensure that instructional aides meet the necessary minimum qualifications. All staff and volunteers complete required health screening and fingerprint clearance per district and state requirements, including Department of Justice background checks and TB testing.

Programs maintain a pupil-to-staff ratio of no more than 20:1, and no more than 10:1 for TK/K students, per EC Section 46120(b)(2)(D). Health or safety incidents are reported directly to district ELOP staff and the school site office for further action.

Staff Development

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

The district and its partners provide ongoing professional development to ensure staff has the knowledge, skills, and tools to engage and enrich students. Before the start of the school year, community partner staff participate in onboarding training covering curriculum delivery, supervision, classroom management, safety and incident reporting, attendance procedures, and program goals.

Throughout the year, the district works with community partners to provide ongoing training opportunities. Per EC Section 46120(b)(8), programs may close up to 3 days for staff development, held during instructional or non-school days. Professional development opportunities are aligned with the California Department of Education Quality Standards for Expanded Learning.

8 — Clear Vision, Mission, and Purpose

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

SMFCSD comprehensive afterschool program exists to advance the same vision that guides the entire district community: to help every learner "learn with purpose" and "lead with empathy." The Board-approved Community Vision, developed by students, families,

educators, and community partners, commits the district to building learning experiences where every student belongs to a safe and inclusive community, engages in challenging and collaborative learning, and applies what they learn beyond the classroom. The ELO-P is one of the primary places that vision comes to life outside the instructional day.

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.

Throughout the year, SMFCSD's Community Services Specialists maintain direct contact with the families of unduplicated students, including thousands of phone calls annually, supplemented by flyers, ParentSquare messages, and written communications in English and Spanish. This ongoing outreach allows families to actively shape how the program is best designed and delivered to support the whole child.

This direct, relationship-based communication model reflects the district's broader Community Vision commitment to empowering families to be meaningfully involved in their child's academic journey. SMFCSD's outreach efforts function as an ongoing feedback loop: staff learns what families need, and that input directly informs which programs are offered together, at which sites, and on what schedule.

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.

SMFCSD’s ELO-P offerings are built entirely on partnerships with community-based organizations, the Annex Afterschool program, Boys & Girls Club of the Peninsula, Newton Center, Homework Central, and Peninsula Bridge, each formalized through a contract or MOU with the district. These partnerships give students access to a broad range of community resources and enrichment beyond what any single provider offers on its own: academic tutoring, STEM and arts enrichment, structured recreation, and, through Peninsula Bridge, long-term college-preparatory support extending from elementary school through college.

District staff engages in ongoing, direct consultation with each partner organization to coordinate scheduling, rosters, and site-level logistics, and monitor and support program outcomes throughout the year. Community partnerships are recognized and communicated to families through outreach materials and direct communication, so families understand which organizations are operating at their child's site and what each provides.

SMFCSD has four community schools funded by CCSPP: Cottage Grove, Laurel Elementary, San Mateo Park Elementary, and Sunnybrae Elementary. This has supported the expansion of the Boys & Girls Club in serving many unduplicated families, minimizing waitlists.

As with many districts, SMFCSD's Multi-Tiered Systems of Support (MTSS) framework continues to grow, and building stronger connections between school-day MTSS supports and expanded-day programming is an identified area of need and growth for SMFCSD's ELO-P.

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.

SMFCSD's ELO-P collects feedback in collaboration with community partners to ensure students receive the highest quality enrichment and support services. The district and its community partners collect data including school attendance, participation and enrollment data, and survey feedback. This information is used to adjust outreach strategy, staffing, and site-level program design so that ELO-P programming stays aligned with both the goals of the instructional day and the district's broader Community Vision.

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.

Enrollment and Registration: Each enrolled student has a signed parent/guardian registration form on file. Where a signed form is not obtained, the district documents good-faith outreach efforts including phone logs, written communications, and attendance records. Families who decline enrollment are documented.

Attendance Tracking: Daily attendance records are maintained at all sites. Partner organizations provide attendance data to the district. Attendance audits are conducted with program partners.

Third-Party Partner Oversight: All community partners are contractually required to notify the district within one business day of any health or safety incident and submit a written report within seven days per EC Section 8483.4(b-d). Partners collect pupil health information from families prior to enrollment.

Budget

Provide your budget for the program, including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities

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

26/27 Expanded Learning Opportunities Program (ELOP) Grant: $5,131,019.00
26/27 After School Education and Safety (ASES) Grant: $1,423,814.77
Total of $6,554,833.77 dedicated to expanded learning funding.

Consistent with California Department of Education guidance, SMFCSD administers ELO-P and ASES as a single, comprehensive expanded learning program, applying the most stringent programmatic requirement of the two funding streams to all sites and all participating students.

These funds are budgeted through two dedicated actions in Goal 1 (ACHIEVEMENT) of the district's Board-adopted 2026–27 LCAP (table below):

LCAP Action	Personnel	Non-Personnel	Total
1.17 — ELO-P Initiative #1: Extended Day Programs (Before/After School). Before- and after-school programs ensuring all unduplicated students have access to 9 hours of academic and enrichment programming. LEA-wide, K–8.	$900,000	$4,000,000	$4,900,000
1.18 — ELO-P Initiative #2: 30+ Extra Days Programs. 30+ additional nine-hour days during fall, Thanksgiving, winter, spring, and summer breaks.	$1,000,000	$400,000	$1,400,000

Because partner contracts deliver services under both actions, the full contract value is accounted for in Action 1.17, and the relationship between the two actions is reported in the LCAP Annual Update.

Cost-share items. ELO-P funds supplement, and do not supplant, these separately funded LCAP actions supporting the expanded learning continuum:

LCAP Action	2026-2027	Fund Source
1.22 — Site-based Extended School Day Targeted Student Support	$270000	LCFF/Federal
2.14 — Full Service Community School Strategies	$1,250,000	CCSPP
2.12 — Community Outreach Staff (Community Services Specialist)	$627,000	LCFF/Federal

Both ELO-P actions target unduplicated pupils, per EC § 46120(a). Per EC § 46120(b)(3), services are prioritized at school sites in the lowest-income communities based on prior-year free and reduced-price meal eligibility. No family fees are charged. The split between Actions 1.17 and 1.18 reflects family needs.

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

SMFCSD ensures proper implementation through clearly assigned roles, requirements written directly into partner contracts, and regular monitoring of program records.

Role	**Responsibility**
Diego Perez, Director of Communications	Oversees ELO-P programming districtwide; primary district contact for all community program partners; responsible for compliance, contracts, and program quality.
School site leaders	Partner with community program leads on daily operations, scheduling, space, and coordination with the school day.
Community program partners	Deliver daily programming; work directly with Diego Perez and site leaders on programming, supports, and any issue that arises.
Community program leads + Community Services Specialists	Work together to support families with enrollment, transportation questions, and eligibility, in families' home languages.

This structure gives every partner two clear lines of communication. One to the district for compliance and program direction, and one to the school site for daily operations. It also ensures families have access to direct, bilingual support.

The district holds recurring meetings with community program partners and site leaders to review enrollment and attendance, resolve site-level issues, and ensure compliance. Partner staff complete training before and throughout the program year, aligned to the state's Quality Standards for Expanded Learning. District and program partners collaborate on administering family and student feedback, along with attendance and enrollment data, which informs changes to outreach, staffing, and site-level program design.

General Questions

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

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

Do you have an ASES Grant? **Yes**

Do you have a 21st CCLC Grant? **No**

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?

Programs serving TK and Kindergarten students maintain a 10:1 pupil-to-staff ratio per EC Section 46120(b)(2)(D). TK/K students are served at multiple programs. Staff working with TK and K students receive training on early childhood development, developmentally appropriate practice, and age-specific supervision. Curriculum is play-based and emphasizes language development, fine and gross motor skills, and social-emotional learning.

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?

SMFCSD offers ELOP through multiple channels per EC Section 46120(g)(5): district website (with Ed Code references, program info, enrollment contacts, updated annually); pupil enrollment forms; public site postings at each ELOP location; direct CSS phone outreach to all unduplicated families with follow-up texts and written communications in English and Spanish; ParentSquare district-wide communications with built-in translation; school site staff distribution of bilingual flyers; and partner welcome letters, newsletters, and enrollment materials.

Enrollment requires a signed parent/guardian registration form available in English and Spanish at school sites, in enrollment packets, and digitally. Assistance available at (650) 312-7740 or elop@smfcsd.net.

Students in Homework Central and Peninsula Bridge, which do not operate on all required ELOP days, are concurrently enrolled in the Annex or another qualifying program to ensure access to 9 combined hours daily and on all 30 non-school days per EC Section 46120(b)(1). Families are informed of concurrent enrollment options during initial CSS outreach.

Transportation is provided for off-site programs per EC Section 46120(g)(6). Bus routes are provided in partnership with Durham transportation. HopSkipDrive is made available for foster youth and housing-unstable students. Transportation communicated to families in writing before the program year begins.

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.

A key enrichment opportunity offered across SMFCSD's ELO-P is Outdoor Education. Elementary school sites participate in Outdoor Education experiences as part of their expanded learning programming, with individual school sites selecting the date that best fits their school calendar and student needs. Outdoor Education experiences are hands-on, place-based, and designed to connect students to the natural world while building teamwork, resilience, and environmental awareness.

All trips maintain required staff-to-student ratios. Transportation is arranged through district transportation staff. Families are notified in advance and provide permission. Field trip documentation is maintained by each school site attending.

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.

No charge to families.

Sample Program Schedule- Regular School Day

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.

Time	Activity	Element
7:30 AM	Before-school Annex / BGCP (select sites)	ELO-P Before School
8:00 AM–2:30 PM	Regular instructional day (~6 hrs with recess and lunch)	Instructional
2:30–3:00 PM	Transition, sign-in, healthy snack	ELO-P
3:00–4:30 PM	Homework support / Power Hour / Study Hall / HWC	ELO-P — Educational Element
4:30–6:00 PM	STEAM, arts, recreation, SEL, Playworks, reading	ELO-P — Enrichment Element
Total	**~9.5–10 hours combined**	**Meets EC 46120(b)(1)(A)**

Additional Legal Requirements

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

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

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

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular School Days and Hours
EC Section 46120(b)(1)(A):

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

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

(A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.

(B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals,

are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites
EC Section 46120(b)(3):

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

Grades Served
EC Section 46120(b)(4):

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

Partners
EC Section 46120(b)(6):

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

Audit
EC Section 46120(c)(1):

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

Snacks and Meals
EC Section 8482.3(d)(1-2):

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

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

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

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

Staff Minimum Qualifications, Ratio
EC sections 8483.4(a) and 46120(b)(2)(D):

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

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

Program Components
EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

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

(A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B) For purposes of this section, an “event” includes any of the following:
(1) Death of a child from any cause.

(2) Any injury to a child that requires medical treatment.
(3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
(5) Epidemic outbreaks.
(6) Poisonings.
(7) Fires or explosions that occur in or on the premises.
(8) Exposure to toxic substances.
(9) The arrest of an employee of the third party.

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

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