



Vista Lago Global Academy

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ELOP - Program Plan SY26-27

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of the Local Educational Agency or Equivalent: Lake Elsinore Unified School District

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LEA Operating ELOP Program: Vista Lago Global Academy

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])

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.

Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and safe and under a safety review each quarter, or more often if needed to ensure safety of youth served. All program staff will be trained in safety, first aid, and trauma-informed learning practices as part of their onboarding.

Since our after school program is located on our campus, we consider the after school program an extension of our school day and structure it as such. Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate. To enhance student learning we may offer enrichment field trips for students; transportation to and from offsite locations will be provided as part of the program.

Additionally, staff will complete incident reporting training to ensure that all safety or other incidents are documented and communicated to appropriate supervisory and/or school staff, and families. The program will clearly document and communicate all incidents that impact safety through written reports and email and telephone records. Our program will maintain an easily accessible and up-to-date record of all students participating in the program with current emergency contacts for program activities and field trips. It will align to the school safety procedures already in place, including for emergency and safety drills. Program staff will work with school staff to conduct required safety drills each year.

Active and Engaged Learning

Describe 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.

The proposed activities will promote positive youth development through a focus on holistic skill-building, social/emotional learning, and group work to foster positive social development and seek to create a community of responsible citizens through leadership opportunities.

The proposed activities focus on English Language Arts, Math, STEAM, Youth Development, and Arts & Enrichment, with the ultimate goal of closing the opportunity gap that too often exists between the low-income students we serve and their higher-income peers. We will leverage the highest-priority content and re-engage students in meaningful, non-routine ways to support mastery and preparedness for the upcoming school year. Ongoing collaboration with teachers and administrators will ensure alignment with each grade level's academic goals, helping to enhance students' academic achievement and positive youth development during school intersessions and summer break.

To promote student engagement and retention, we will incorporate student input in the planning of educational literacy and enrichment activities with intention towards Social and Emotional Learning (SEL) as students engage in the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making and self management. By promoting youth voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities.

The program will offer academic, enrichment, and recreational activities along with a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs and wishes of our school community. Possible Academic Enrichment activities based on school need include:

- Homework Assistance
- High Impact Tutoring
- Mathematics and ELA Enrichment
- Project Based Learning opportunities
- Visual and Performing Arts: (i.e. drawing, theater, music, cheer, dance etc.)
- Service Learning
- STEAM activities
- Cooking
- Photography/Yearbook
- Recreation and Competitive Team Sports
- Art Programs
- Educational Excursions: Day Field trips & Extended Travel Opportunities

Skill Building

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

In our program, we will provide academic enrichment opportunities that integrate the arts, physical fitness, social-emotional learning, and hands-on learning experiences to foster academic achievement, healthy development, and meaningful community engagement. A central focus of the program is skill building, providing students with opportunities to strengthen the academic, personal, and collaborative skills they need to succeed in school and prepare for future college and career pathways.

Academic tutoring will be provided based on each student's individual needs, with a focus on strengthening foundational skills and supporting achievement in English Language Arts and Mathematics. Through a collaborative approach, program staff and certificated teachers will work together during after-school hours to identify and address student needs. Tutoring and academic support will be informed by school data and ongoing consultation with teachers, families, and students and will be provided through both small-group and individualized support. This academic tutoring will also be incorporated into Vista Lago's Attendance Recovery program before school, after school, and during non-instructional days.

Enrichment services will be driven by students' needs, interests, and overall academic success. Activities will provide opportunities for students to apply their learning in engaging, hands-on, and non-routine ways. Through project-based activities, the arts, physical activity, technology, and collaborative experiences, students will practice and apply foundational literacy and math skills, critical thinking and

problem-solving, communication, organization, project management, goal setting, teamwork, and social-emotional skills such as self-management and regulation.

Students will regularly work individually and in groups to plan, create, solve problems, communicate ideas, and complete projects, providing authentic opportunities to practice transferable skills. By connecting academic learning to real-world applications and student interests, the program will help students build the confidence, skills, and positive habits necessary for continued academic achievement and future college and career success.

Youth Voice and Leadership

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

Vista Lago is establishing and strengthening practices that intentionally incorporate student voice into the development and continuous improvement of its academic, enrichment, and physical education services. Program staff gather input from students, families, teachers, staff and administration to better understand students' academic, social-emotional, and enrichment needs and interests. This feedback, along with school data, will help shape program priorities and activities.

Student voice and leadership will be a key component of the Expanded Learning Program. Students will have opportunities to share their ideas and participate in the development of clubs, enrichment activities, special events, and youth-led projects. Through these experiences, students will build leadership, communication, collaboration, decision-making, and project-management skills.

Vista Lago will use student surveys and ongoing feedback throughout the school year to evaluate student engagement, program effectiveness, and areas for improvement. This information will guide adjustments to programming and help ensure services remain responsive to student needs and interests.

Expanded Learning staff will collaborate with students and school staff to develop youth-led projects and service-learning opportunities, such as campus beautification, community service, and school events. Students will be encouraged to take ownership of projects from planning through completion, providing authentic opportunities to develop leadership skills, strengthen school community, and take an active role in shaping their expanded learning experience.

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.

Our ELO-P health and wellness programming at Vista Lago will align with California, Lake Elsinore Unified School District (LEUSD), and national best practices for student health and well-being while supporting the goals of expanded learning. Programming will provide students with engaging opportunities to develop healthy habits, strengthen physical and social-emotional skills, and build positive relationships with peers and staff. Students will also receive a nutritious snack during the program in accordance with applicable school nutrition guidelines, supporting their energy,

participation, and readiness to learn.

Physical Activity: Students will have opportunities to participate in a variety of age-appropriate physical activities, including aerobics, strength and fitness activities, yoga, Zumba, interactive games, and sports. Activities will incorporate SPARK-based curriculum and will be designed to help students develop fundamental movement skills, improve physical fitness, enjoy and seek out physical activity, and learn to work cooperatively with others. Activities will emphasize teamwork, healthy competition, communication, and collaboration, giving students opportunities to work together toward shared goals while building confidence and positive relationships.

Nutrition Education: Students will participate in engaging nutrition education activities that encourage healthy eating habits and informed decision-making. Activities may include nutrition workshops, cooking demonstrations, taste tests, and interactive lessons where students learn to read nutrition labels, identify ingredients, prepare healthy snacks, and explore the benefits of nutritious food choices. Students will have opportunities to connect nutrition concepts to their everyday lives and understand how food choices can support their energy, learning, growth, and overall well-being.

Nutrition education will reinforce healthy practices and applicable federal nutrition guidelines, including the principles of MyPlate, with an emphasis on balanced meals, whole grains, fruits and vegetables, and making informed choices about foods and beverages. Together, physical activity and nutrition education will provide students with practical knowledge and skills they can apply beyond the expanded learning program to support lifelong health and wellness.

The program will provide healthy meals each day in accordance with the program schedule that follows USDA school meal guidelines.

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.

Vista Lago's Expanded Learning Program is designed to reflect and respond to the cultural, linguistic, and individual diversity of its small school community. The program will create an inclusive environment where students and families feel welcomed, respected, and represented. Program staff will build relationships with students and families to better understand their cultures, experiences, interests, and needs and will incorporate student voice into the development of activities and enrichment opportunities. Programming will provide opportunities for students to learn about and appreciate different cultures, perspectives, and experiences while building a strong sense of belonging and community.

The program will provide equitable access to academic support, enrichment, physical activity, leadership opportunities, and special activities for all participating students. Activities will be designed to accommodate different learning styles, interests, abilities, and levels of experience, ensuring that students have meaningful opportunities to participate and develop their skills. Staff will use culturally responsive and inclusive practices and will work collaboratively with school staff and families to identify barriers to participation and make appropriate adjustments.

Vista Lago will also ensure that students with disabilities have meaningful access to ELO-P programming. Expanded Learning staff will collaborate with certificated teachers, support staff, and families to understand individual student needs and provide appropriate accommodations, modifications, and supports consistent with each student's educational needs and applicable plans. Activities will be structured to allow students with varying abilities to participate alongside their peers, with staff providing additional support when needed.

Linguistic diversity will also be supported through clear, family-friendly communication and efforts to ensure that families can access important program information in a language they understand. Staff will work with school resources and available translation or interpretation services when needed to support communication with families and encourage their participation in the program.

All outreach materials and policies (such as in the Program Plan) will explicitly express this commitment to diversity and equity in all services. This commitment will be further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners - both in the physical environment and online. Program staff and partners will actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

A fundamental focus of the program will be creating meaningful opportunities for students, families, and staff to share and learn from their diverse experiences, cultures, languages, and backgrounds. Consistent with Vista Charter Public Schools' commitment to global learning, service, and the development of the Portrait of a Graduate, the Expanded Learning Program will provide students with opportunities to expand their understanding of themselves, their communities, and the world around them.

Student travel and educational excursions will be an important component of this work. Travel experiences will extend learning beyond the classroom and provide students with authentic opportunities to experience different communities, cultures, environments, and perspectives. Through thoughtfully designed educational excursions, students will develop the qualities reflected in Vista's Portrait of a Graduate, including global awareness, collaboration, communication, critical thinking, leadership, and a commitment to service and positive community impact. Travel will not be viewed simply as an enrichment or sightseeing opportunity; rather, it will be intentionally connected to academic learning, cultural understanding, service, and real-world problem solving. These experiences will help students recognize both the diversity of human experiences and the shared challenges and responsibilities that connect communities locally, nationally, and globally.

The United Nations Sustainable Development Goals (UN SDGs) will provide an additional framework for connecting travel and expanded learning experiences to global challenges and opportunities. Educational excursions may allow students to explore issues such as Quality Education (SDG 4), Reduced Inequalities (SDG 10), Sustainable Cities and Communities (SDG 11), Climate Action (SDG 13), Life Below Water (SDG 14), Life on Land (SDG 15), and Partnerships for the Goals (SDG 17). For example, students may participate in environmental and conservation experiences, visit cultural and civic institutions, engage with community organizations, or participate in service-learning projects that allow them to better understand how local action contributes to broader global goals.

Enrichment opportunities, guided by student interests and voice, will embrace the diverse cultural heritage and strengths that students and families bring to the program. Programming could include art, music production, service learning, STEM activities such as coding and robotics, environmental education, and educational travel. In art and music experiences, students can explore cultural influences, traditions, and forms of expression while incorporating diverse perspectives into their own creative work. STEM and environmental experiences can challenge students to develop innovative solutions to real-world problems and connect their learning to sustainability, climate action, and responsible stewardship of the natural world.

Service learning will be a central connection between expanded learning, student travel, and global citizenship. Students will have opportunities to identify community needs, collaborate with others, and take meaningful action through projects such as neighborhood clean-ups, beautification efforts, environmental stewardship, conservation activities, or partnerships with community-based organizations. Educational travel can further deepen this learning by allowing students to observe and engage with communities facing different challenges and to reflect on how service, civic responsibility, and collective action can contribute to positive change. These experiences will help students understand that being a global citizen begins with recognizing their responsibility to contribute to the well-being of their own communities while developing empathy and understanding for people and communities beyond them.

The program will also provide opportunities for students to explore high school success, college readiness, and postsecondary pathways, with particular attention to students who may be the first in their families to attend college. Travel, mentorship, and career-connected learning will expose students to new environments, institutions, professions, and possibilities that may otherwise be outside their everyday experiences. Partnerships with organizations such as Latinas in STEM can further provide students with opportunities to connect with professionals from diverse backgrounds and envision themselves as future leaders, innovators, and contributors.

Through this integrated approach, the Expanded Learning Program will advance Vista's mission by creating opportunities for students to explore, serve, lead, and understand their place in an increasingly interconnected world. By intentionally connecting enrichment, service learning, student travel, the UN Sustainable Development Goals, and the Vista Portrait of a Graduate, students will be equipped not only to succeed academically and professionally, but also to become thoughtful, culturally responsive, engaged, and responsible global citizens.

As part of our student and parent surveys conducted twice yearly, at the beginning and end of each program year, the program will gather additional information regarding students with disabilities, English Language Learners, and other students who may experience barriers to participation in order to better understand their needs and implement appropriate services and supports. This will include students who have been truant, suspended, or expelled, with the goal of providing meaningful opportunities to improve academic achievement, engagement, and attendance.

Strategies for outreach and inclusion of students who may experience barriers will include collaboration with teachers, school staff, counselors, and families to identify, recruit, and enroll students, as well as training program staff and partners to better understand student strengths, needs, and effective support strategies. The ELO-P Coordinator will regularly meet with teachers and school personnel to address student needs and concerns, coordinate appropriate supports, and ensure that curriculum and

enrichment activities are responsive to student needs and connected to learning from the regular school day. Through this ongoing collaboration, the ELO-P Coordinator and program staff will identify effective strategies for integrating academic and enrichment supports and will work in partnership with teachers and parents to promote student learning, development, engagement, and success.

Vista LAGO is committed to supporting the school's English Learner (EL) population by providing meaningful opportunities to strengthen language development, academic skills, and student engagement during expanded learning hours. The program will build on students' linguistic and cultural assets while creating supportive, authentic opportunities to practice English through peer collaboration, academic conversations, literacy activities, and enrichment. Consistent with practices highlighted in *English Language Learners: Becoming Fluent in Afterschool* (2011), programming will incorporate intentional language development, language scaffolding during academic instruction, oral language practice, vocabulary development, read-alouds, and immediate feedback. Daily homework support, documented through student journals, will provide additional academic assistance while strengthening communication and literacy skills.

Quality Staff

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

Vista LAGO ensures that all staff members who directly supervise or teach students meet the minimum requirements of their positions by confirming all required certifications and qualifications prior to onboarding. Vista LAGO administrators and the VCPS ELO-P Coordinator will participate in the interviewing process for ELO-P program staff, confirm eligibility, and ensure that staff selection is based on clearly defined qualifications, including previous experience working with children and youth. For certificated positions, this includes appropriate teaching experience and subject matter expertise. Experience working with low-income students is valued, and the program will recruit tutors with at least two years of college experience.

The VCPS Expanded Learning Coordinator will design and guide staff development in support of expanded learning, while the Site ELO-P Coordinator will manage and support the school-site team in implementing programming and ongoing staff development. Recruitment will be led collaboratively by Vista LAGO administrators, the VCPS Expanded Learning Coordinator, and Site ELO-P Coordinators. Staff will have clear titles and responsibilities and will receive a competitive salary and/or hourly rate.

Vista LAGO will prioritize employing personnel who understand and have experience overcoming barriers similar to those experienced by the communities we serve. Job postings and descriptions will emphasize local hiring and identify skills, including bilingual language abilities, that support the recruitment of staff who reflect and understand the students and families participating in the program.

Clear Vision, Mission, and Purpose

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

Mission

Our mission is to create a transformative learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. We aim to provide a quality education and meaningful learning opportunities for all students by focusing on both heart and mind as critical tools of student engagement in learning. Our compassionate community of global learners focuses on developing students' knowledge and skills, as well as their attitudes, behaviors, aspirations, and beliefs for success in the 21st-century economy. Our Expanded Learning Program extends this mission beyond the traditional school day by ensuring that students have access to safe, nurturing, and engaging opportunities to explore their interests, develop their strengths, and connect learning to their communities and the world around them.

Vision

Our vision is to close the achievement gap for our targeted population, which is predominantly low-income and historically underserved students, and to address the growing opportunity gap by ensuring that every student has access to meaningful learning experiences both during and beyond the school day. Vista students develop global competence as well as a strong technological foundation; they are able to investigate the world beyond their immediate environment, conduct effective and pertinent research, recognize divergent perspectives, communicate their ideas effectively, and take action to improve their own conditions and the world around them.

Through Expanded Learning, students will have opportunities to engage with the world around them at multiple levels, from their school and local community to their state, country, and the broader global community. Students have a say in what they learn and how they learn it, apply knowledge and skills to authentic and everyday tasks that have local and global significance, and have myriad opportunities to exhibit their mastery to real-world audiences. Expanded Learning will intentionally support the Vista Charter Public Schools Portrait of a Graduate and incorporate the United Nations Sustainable Development Goals (UN SDGs) as a framework for helping students understand global challenges, explore diverse perspectives, and take meaningful action through enrichment, service learning, STEM, the arts, educational travel, and community engagement.

Most importantly, Vista envisions a school and Expanded Learning experience where students enter to learn but leave ready to humanely serve through a deeper understanding of their role in impacting positive change in the world around them. Through practices such as The Way of Council, students will develop the skills to listen deeply, reflect, communicate, collaborate, and engage with empathy—helping to cultivate dynamic, thoughtful, and caring people who are prepared to contribute meaningfully to their communities and the world.

All of our free Expanded Learning programs will be designed to support the following purposes:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond
- Enriching Arts programs that offer students exposure and access to visual and performing arts
- Athletic programs focused on developing physical skills needed to participate and excel in a variety of sports

- STEM programs that will help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace

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.

Vista LAGO works closely alongside other VCPS schools to provide enrichment activities and wraparound support services that expand opportunities for students and families. Vista LAGO and VCPS work together to deliver a continuum of programs and services designed to increase educational equity, support student success, and expand access to meaningful learning experiences.

As part of this effort, Vista LAGO and VCPS are developing and strengthening community partnerships to expand access to recreation, enrichment, arts, sciences, STEM, cultural, and other interest-based activities that may not be available through the regular school day. These partnerships will allow the Expanded Learning Program to connect students with community organizations, educators, professionals, and other resources that can provide authentic experiences and broaden students' exposure to new interests, skills, and opportunities.

Programming priorities include expanding access and fostering educational success; providing learning opportunities in the arts and sciences that enrich students' lives; providing school-based mental health and wraparound services to support students and families; and engaging authentically with families and community partners to strengthen the school community. These collaborative partnerships will be an integral part of the ELO-P program and will help ensure that students have equitable access to a diverse range of safe, engaging, and meaningful opportunities beyond the traditional school day.

Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Vista LAGO will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

Vista LAGO and VCPS have a team that will support data tracking and reporting. Tracked measures of student success could include school attendance, parent and student satisfaction, and academic improvement. To enhance accountability and data-driven best practices, Vista LAGO will use a number of data tracking and monitoring procedures. Vista LAGO will collect attendance data, conduct site visits, and participate in routine program monitoring and technical assistance. Attendance data is collected on a weekly basis by the Site Supervisor.

Surveys will be administered annually. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school-wide basis by looking at CDE proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled students (including free and reduced-price lunch enrollment, ethnicity, and gender) to determine program- and school-specific needs. This data is used to tailor the Program Plan and ELO-P activities to reflect the specific academic and cultural needs of the student base. Moreover, in an effort to ensure that all programming is an extension of the school day, ELO-P staff may meet with school administrators and instructional-day teachers regularly to gain an understanding of both general needs and needs specific to individual students.

These measures of student success are coherent with the instructional day and the overarching goals of the program. All programming offered through Expanded Learning services acts as an extension of the school day. Activities are in line with the priorities of the school and reflect the academic and cultural needs of the student base. Teachers and administrators are incorporated into the site activity planning process to ensure that our students continue to learn and grow during their time in Expanded Learning.

Vista LAGO is committed to maintaining a data-driven Continuous Quality Improvement (CQI) process based on the Quality Standards for Expanded Learning in California as defined by CDE. This quality improvement process creates a framework of clear expectations and a shared vision of quality among multiple educational partners. This sets forth a cycle of continuous quality improvement based on three steps: 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies; 2) Planning, which allows the program to use data to generate and implement an action plan for quality improvement; and 3) Improve Program Quality, which allows staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed, allowing for ongoing quality improvement. Our vision for continuous quality improvement allows for improvement at the programmatic, staff, and participant levels, enabling the program's impact to continue to evolve to meet the needs of an ever-changing student population. Our program will establish a clearly defined continuous quality improvement plan that includes: 1) outcome improvement goals and action steps; 2) a timeline with dates for action steps and quality improvement discussions; 3) feedback from staff, youth, parents, and partners; 4) a description of the information or data needed to assess quality; and 5) a clear description of the responsibilities for each person on the improvement team.

This plan will serve as the guiding document for continuous quality improvement in the Expanded Learning Program. Results of annual assessments will be used to make improvements to the program design to meet the needs of students and families at Vista LAGO, allowing the program to be continuously refined, strengthened, and improved.

Program Management

Describe the plan for program management.

Our overarching goal is to ensure that students have access to a high-quality Expanded Learning Program that supports academic success, enrichment, student interests, and preparation for college, career, and

meaningful participation in their communities. Vista LAGO's Expanded Learning Program will be designed and implemented as an extension of the school day while reflecting the unique academic priorities, culture, and vision of the school.

VCPS ELO-P Coordinator: The VCPS ELO-P Coordinator provides district-level leadership and oversight for the Expanded Learning Opportunities Program across Vista Charter Public Schools. This position is responsible for guiding program development, structure, implementation, and continuous quality improvement to ensure that all Vista ELO-P sites meet applicable program requirements and implement high-quality, equitable, and developmentally appropriate practices. The VCPS ELO-P Coordinator is responsible for ELO-P compliance and reporting, including required program documentation, data collection, monitoring, and reporting to the appropriate agencies. The Coordinator works closely with school administration and the school's CST to ensure that the program is operating effectively, that student needs are being addressed, and that program practices align with school and VCPS priorities. The VCPS ELO-P Coordinator also provides guidance, technical assistance, and support to Site ELO-P Coordinators to promote consistency, quality, and compliance across sites.

Site ELO-P Coordinator: The Site ELO-P Coordinator is responsible for the day-to-day operation and implementation of the Expanded Learning Program at Vista LAGO and reports directly to the school Principal. The Site ELO-P Coordinator manages daily program logistics, student and family procedures, staff coordination, attendance, communication, and implementation of program activities. In collaboration with the Principal, the Site ELO-P Coordinator supports appropriate student behavior practices, family engagement, safety procedures, and other site-level operational needs. The Site ELO-P Coordinator also works with school administration and instructional staff to ensure that expanded learning activities support the school's academic goals and provide meaningful continuity with the regular school day.

School Principal and Administration: The Principal provides overall site-level leadership for the Expanded Learning Program and establishes the academic goals, cultural vision, and student experience for the program as a reflection of Vista LAGO's unique school community. The Principal works in partnership with the Site ELO-P Coordinator and VCPS ELO-P Coordinator to ensure that programming is aligned with school priorities, responsive to student and family needs, and integrated into the broader school experience. School administration will also collaborate with the CST and other relevant school personnel to identify student needs, coordinate supports, and address concerns that may affect student participation, engagement, or success in the program.

This structure establishes a clear partnership between VCPS-level program oversight and school-level leadership. The VCPS ELO-P Coordinator ensures that all sites have the appropriate structures, systems, practices, and compliance measures in place, while the Site ELO-P Coordinator manages daily implementation under the direction of the Principal. Together, these roles ensure that the Expanded Learning Program is both consistently compliant with ELO-P requirements and responsive to the unique academic, cultural, and community needs of Vista LAGO.

Vista LAGO is committed to meeting all reporting and compliance expectations associated with ELO-P. The VCPS ELO-P Coordinator will oversee required program reporting, documentation, data tracking, and compliance monitoring in coordination with school administration and relevant VCPS departments. Fiscal reporting and expenditure monitoring will be completed in accordance with applicable California requirements and VCPS fiscal procedures. Program records will be maintained appropriately, and required reviews and audits will be conducted in accordance with applicable laws, regulations, and organizational requirements.

****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 requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Vista LAGO is committed to ensuring that its Expanded Learning Program is managed and assessed as a single, comprehensive offering for students, regardless of the funding source supporting individual activities or services. While Vista LAGO does not currently receive ASES or 21st Century Community Learning Centers (21st CCLC) funding, the program is structured to establish consistent, high-quality practices and accountability systems that align with applicable expanded learning grant requirements. Should Vista LAGO receive additional funding through these or other expanded learning grants in the future, the program will be prepared to implement and maintain the more stringent applicable program standards, compliance requirements, and quality expectations associated with those funding sources.

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 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?

One of our top priorities in developing this program is ensuring that all staff are prepared to address the developmental needs of students across grade levels, with particular attention to our youngest learners in Transitional Kindergarten (TK). This includes recruiting individuals with experience or training in early childhood education or child development. Recruitment efforts for TK and Kindergarten staff will be intentionally strengthened to maintain the required 10:1 pupil-to-staff ratio and provide the close supervision and developmentally appropriate support our youngest students need.

Our vision for TK, which applies to both the instructional day and Expanded Learning Program, is that Transitional Kindergarten is the start of a powerful learning journey. We believe every child is capable of learning and that young children learn best through joyful experiences that promote curiosity, inquiry, and play. Expanded Learning opportunities for TK students will build on this approach through developmentally appropriate academic, enrichment, social-emotional, and recreational experiences that recognize each child's individual strengths, needs, and interests. We will also engage families and draw upon their knowledge and experiences to create a safe, welcoming, and nurturing environment where TK students can thrive.

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.

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Sample School Day Schedule
7:30-7:55 Drop Off & Breakfast 7:55-8:10 Morning Routines 8:10-8:40 Circle Time 8:40-9:00 Spanish Phonics 9:00-9:15 Recess 9:15-9:20 Mindfulness 9:20-10:30 Math 10:30-10:45 Read Aloud 10:45-11:00 English Phonics 11:00-11:35 Lunch & Recess 11:35-12:10 Reading 12:10-12:35 Social Studies 12:35-1:30 Writing 1:30-1:50 Electives (Art, PE, Music) 1:50-2:25 Science 2:25-2:55 ELD 2:55-3:05 Clean Up & Transition 3:05-3:30 Afterschool: Snack & Recess 3:30-4:15 Academic Support: Homework, Learning Games, Small Group Intervention, Reading Time 4:15-4:50 STEM Enrichment 4:50-5:00 Clean Up & Dismissal
Sample Summer / Intersession Schedule
7:30-7:55 Drop Off & Breakfast 7:55-8:10 Morning Routines 8:10-8:40 Circle Time 8:40-9:30 Science Station 1 (Hands-On, Inquiry Based Project) 9:30-9:45 Snack & Recess 9:45-10:45 Science Station 2 (Hands-On, Inquiry Based Project) 10:45-11:15 Choice Time: Centers 11:15-12:00 Lunch & Recess

12:00-12:20 Read Aloud
12:20-1:20 Science Station 3 (Hands-On, Inquiry Based Project)
1:20-2:00 Science-Based Reading & Writing
2:00-2:15 Afternoon Recess
2:15-2:45 Closing Circle & Camp Celebrations
2:45-3:00 Clean Up & Transition
3:00-3:30 Snack & Play
3:30-3:50 Quiet Reading
3:50-4:50 Art Activity
4:50-5:00 Clean Up & Dismissal

ELO-P Legal and Program Requirements

Vista LAGO and Vista Charter Public Schools are committed to ensuring that the Expanded Learning Opportunities Program is designed, implemented, monitored, and continuously improved in full compliance with all applicable California Education Code requirements and California Department of Education guidance. The program will meet or exceed the following requirements:

Program Design and Standards: The program will be developed and operated in accordance with applicable ELO-P guidance and the requirements of Education Code Sections 46120, 8482.3, 8482.6, 8483.3, and 8483.4, as applicable.

Before- and After-School Services: Vista LAGO will provide eligible before- and/or after-school expanded learning opportunities consistent with applicable instructional-day and expanded-learning hour requirements.

Nonschoolday Programming: Vista LAGO will provide expanded learning opportunities during required intersession and nonschoolday periods in accordance with applicable minimum hours and program requirements.

Student Access and Equity: All students attending Vista LAGO will be eligible to participate in the Expanded Learning Program, subject to program capacity. The program will prioritize equitable access and will not restrict participation based on student background or funding source.

Staffing and Ratios: All staff who directly supervise students will meet applicable minimum qualifications, screening, fingerprinting, and clearance requirements. Vista LAGO will maintain a maximum 20:1 student-to-staff ratio, with a maximum 10:1 ratio for Transitional Kindergarten and Kindergarten students.

Program Elements: The Expanded Learning Program will include both an educational and literacy component, including tutoring and/or homework assistance, and an educational enrichment component that may include arts, STEM, career exploration, recreation, physical fitness, service learning, cultural enrichment, and other student-interest-based activities.

Nutrition: Snacks and meals provided through the program will comply with applicable California

nutrition standards and, where applicable, United States Department of Agriculture requirements for qualifying afterschool meals.

Community Partnerships: Vista LAGO and VCPS will seek to collaborate with community-based organizations, childcare providers, and other educational partners to expand access to high-quality enrichment, recreation, and expanded learning opportunities.

Program Oversight and Auditing: VCPS will maintain appropriate systems for program monitoring, documentation, fiscal accountability, and compliance and will participate in required audits and reviews to demonstrate compliance with applicable ELO-P requirements.

Vista LAGO will use these requirements as a foundation for program planning, implementation, staff training, and continuous quality improvement. The VCPS ELO-P Coordinator will provide oversight of ELO-P compliance and reporting and will work with Vista LAGO administration and the Site ELO-P Coordinator to ensure that required standards are consistently implemented at the school site.