

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA Name

Vibrant Minds Charter School

## CDS Code:

30-66423-0131417

## Link to the LCAP:

*(optional)*

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:b80e61a6-1788-4bb7-9080-4d91e00a9e28>

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Vibrant Minds Charter School receives funds through Title I Part A, Title II Part A, Title III (new), and Title IV Part A. As permitted, Title IV Part A funds have been transferred to be included in Title I Part A. Related to Title I Part A and Title III funds, we began with the knowledge that the Federal ESSA Funds are supplemental to California State Funds. There was a concerted effort to determine our plan of action first without thinking about funding sources. We prioritized and budgeted State Funds for all areas essential for serving our scholars through Vibrant Minds' stated vision and mission, leaving the Federal Funds for supplemental services for our underserved scholars that could not otherwise be provided. Our primary underserved populations include those who are struggling academically and/or social-emotionally and belong to the subgroups of socio-economically challenged and/or English learners.

For Title II Funds, we focused on professional development that would impact our staff's effectiveness in providing support to our underserved scholars and their families. The first area of need involves providing support to teachers who are new to the profession (Year 1 and Year 2) through the Teacher Induction Program. Then, the focus is on professional development support for English-Language Arts, English Language Development, and Mathematics.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

By first developing the LCAP priorities without thinking about funding streams, there was an easy alignment and distribution of State Funds and Federal Funds. State Funds are used for areas that are essential to our program. All Federal Funds are used for areas that are supplemental to our program.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria will be based on Free/Reduced Meal Program data. All data will be reported annually through the Consolidated Application and Reporting System (CARS). However, this particular provision is not as relevant for our charter school in terms of a school attendance area since there are no specific boundaries, and scholar selection is based upon a sibling rule, as well as a random drawing. However, to support the Anaheim area with its high number of socioeconomically-challenged families, scholars living in the Anaheim area are provided with two tickets in the random drawing rather than one. We are also an Independent Charter School without a formalized relationship to other schools in the area. In essence, we are both a school, as well as a district composed of one school.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

We are an independent charter school with one location. Therefore, we are both a school and a district composed of one school. Although we have new teachers on our staff, there is a strong network of support for them. We do not have ineffective or out-of-field teachers. Additionally, each of our staff members are on a year-to-year contract, and their "at will" status makes the contractual nonrenewal of ineffective teachers possible.

#### Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

N/A

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:



As a school of choice, we have a higher level of parent and family engagement than is typical of schools in the area. This is cultivated through a school-wide philosophy of the co-creation of our school in which the parents and staff work together to support our scholars. All staff members (i.e., classified and certificated) authentically welcome the contributions of our parents, with a strong outreach to families who face challenging circumstances (e.g., socioeconomic, transitory, language, special needs and disabilities). And, we have a number of parents who have become staff members in our school as office support personnel, playground supervisors, instructional assistants, and teachers. We also hire bilingual staff members (English/Spanish) whenever possible, including our community liaison.

The primary vehicles for parent and family engagement include the following:

- \* School Site Council -- This is a forum for parent leadership in which elected representatives for parents, classified staff, and certificated staff meet monthly to make informed decisions regarding the education of GOALS Academy scholars. Elected by their peer groups, there are four parents (at least one parent of an English learner) and four staff members (one administrator, one classified staff member, and two teachers). The School Site Council was the original group to develop Vibrant Minds Charter School's (formerly GOALS Academy) Parent Involvement Policy and Home/School Compact, and each spring it is revisited for possible revisions. Then, during the following year's Back-to-School Night, it is distributed and shared with all parents. Additionally, the teachers discuss the Home/School Compact with the scholars and parents, and signed copies are retained in the scholars' cumulative files. Additionally, the School Site Council co-creates the LCAP with the school's director and staff in open public meetings, and this group approves it before it is then presented to the Vibrant Minds Charter School's Board.
- \* F.A.S.T. (Family and Staff Team) -- This is a forum for parent leadership with the goal of bringing families together, developing a spirit of volunteerism, providing various resources, and fundraising. There are monthly meetings for the F.A.S.T. officers, as well as F.A.S.T. Family Fun Nights every other month for all.
- \* Vibrant Minds Charter School Board -- The Board is composed of five members serving two-year terms, with one seat reserved for an elected parent. Parents are highly encouraged to attend and present ideas and concerns to the Board Members.
- \* Volunteerism -- For each classroom, there is a Room Parent (or Room Parents) who provide coordination support for the classroom's learning environment, special projects, field trips, and events. Classrooms are open to parents and guardians on many levels.
- \* Parent Workshops -- Parents are provided a variety of workshops to support the social-emotional and academic growth of their scholars. Translation support (English/Spanish) and child care are provided. For the 2020-2021 school year, formal parent workshops will be provided through partnerships with Help Me Grow, El Dorado SELPA, La Academia, Love and Logic, etc. There will also be workshops in the area of Internet safety, which is in alignment with our digital citizenship and literacy focus. Additionally, regular education teachers and special education specialists will provide various after-school workshops to support the parents in their scholars' academic growth, including Back-to-School Night Parent Workshops.
- \* Parent/Teacher Conferences -- There is an expectation of 100% participation in Parent/Teacher Conferences at the end of the first and second trimesters. This is an opportunity for parents and teachers to collaborate on how to best support scholars' academic and social-emotional growth. Teachers provide academic guidance and materials to the parents so they can support their scholars at home.
- \* Project-Based Learning Showcases -- To connect the parents with the academic accomplishments of their scholars, each trimester scholars will showcase their project-based learning.
- \* Other Performances -- Scholars who participate in the Little Labs and Big Labs Programs will be involved in a variety of performances for their peers and parents. Additionally, scholars who participate in GOALS for Vibrant Minds (GFVM) will participate in a hockey tournament with other schools in the area.
- \* Communication to parents are provided in a variety of formats, including Vibrant Minds TK-6 Facebook, F.A.S.T. Facebook, Vibrant Minds Charter School Webpage, and ParentSquare with text, e-mail, and phone messaging. Additionally, written communication is translated into Spanish, which is the primary language of many of our parents.
- \* Annually, there is a survey that is sent out to parents to determine their perception of our school's services and their scholars' learning and social-emotional experiences.

**Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**  
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A -- As a school with a Free/Reduced Meal Program qualification level of above 65%, we are a School-Wide Title I Program. Therefore, the provision of educational services is determined by educational and social-emotional needs rather than a specific designation.

Using a Response to Instruction Intervention (RtI2) Model for academics, scholars struggling in English-language arts, English Language Development, and/or Mathematics receive individualized and small group support at the Tier 2 level by the classroom teacher and/or instructional assistant. If this does not result in adequate academic progress, Tier 3 support is provided by the Teachers on Special Assignment. If Tier 3 support is insufficient, then a special education referral is a possibility. The goal is timely and focused academic support with a strong formative assessment element to ensure every scholar receives the support that is needed.

Using a RtI2 Model for social-emotional needs follows a similar approach. Tier 2 support is provided by the teachers and instructional assistants, as well as the school's support staff. Tier 3 enlists support from on-site counseling, with its provision of school-based counseling for scholars, family counseling, and additional resources for more intensive needs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A -- We are under a School-Wide Title I Program

**Homeless Children and Youth Services**  
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Vibrant Minds Charter School's Community Liaison serves as the coordinator of support for our homeless scholars. She attends the various trainings provided in this area. Due to the smallness of our school, we have only a few scholars who are considered to be homeless. For example for the 2019-2020 school year, there were two families for a total of four scholars. Some forms of support that are paid for by reservation funds for homeless scholars include free school uniforms, food, and bus passes for the scholars and parent escorts. Additionally, returning homeless scholars are re-enrolled in the school ahead of others on the waiting list, even if the enrollment number for the class exceeds 30 scholars. These accommodations are provided to ensure their enrollment, attendance, and academic success. The services to homeless scholars include extra academic support in the classroom as needed by the teacher on special assignment (TOSA), teacher, and instructional assistant. There is also child care before the school day starts at 7:30 a.m. and after-school programming until 6:00 p.m. The after-school programming includes academic and homework support, as well as enrichment activities. Additionally, there is an effort to link families in need with additional resources through 2-1-1 and local agencies.

### **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A -- Because we do not offer a preschool program, we have no preschool-to-elementary school transition.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A -- We provide a TK through Grade 6 program. So, there is no junior high school to high school or high school to postsecondary direct transitions. And, our promoted sixth graders attend a variety of junior high schools in the area. However, we strive to prepare our scholars for this transition academically and social-emotionally. And, for our scholars receiving special education services, we have a "fly up" meeting if parents inform us of which junior high school their scholars will attend.

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

\* In Grade 2 and with parent permission, we screen all of our scholars for Gifted and Talented Education (GATE) identification. In Grades 3-6, we will also assess for GATE qualification through a parent and/or staff referral system. Our criterion is the same as what is used in the surrounding schools -- a percentile score of 98 or above. Qualifying for GATE results in classroom differentiation/individualization/personalization, as well as independent projects with staff guidance.

\* Through the support of our STEM specialist and classroom teachers, skills in both digital literacy and citizenship are developed, with an even stronger emphasis in 2020-2021. Due to space limitations, classroom libraries are used rather than a single school library. Funds are devoted each year to build the classroom libraries, which are an integral part of the Reading Workshop approach to English-Language Arts instruction. Additionally, there is an ongoing investment in providing e-library options for our scholars.

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

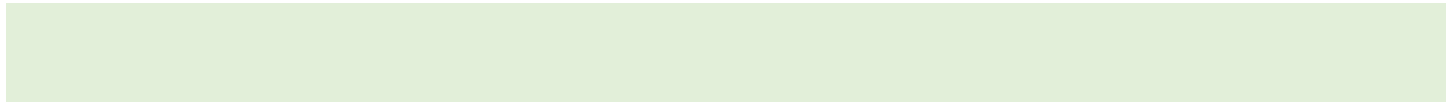


**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

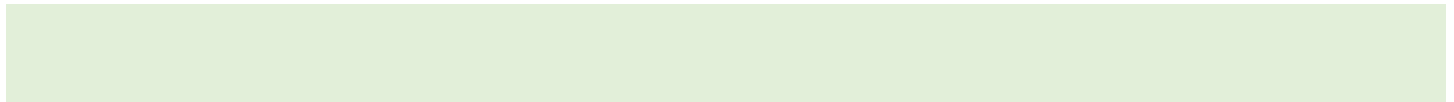


**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Parent and Family Involvement**

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



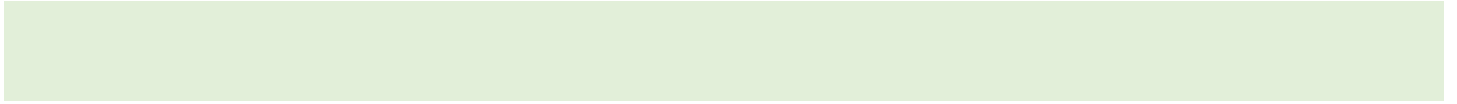
**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

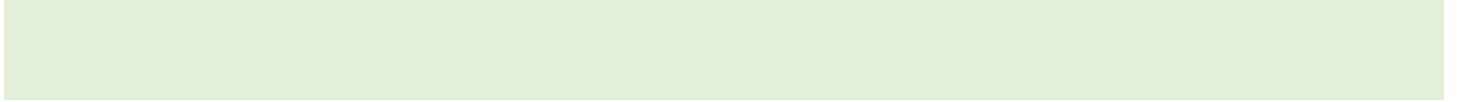


**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

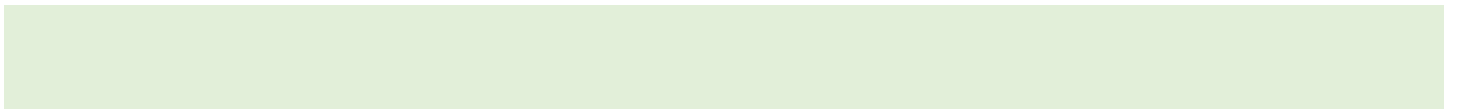


**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

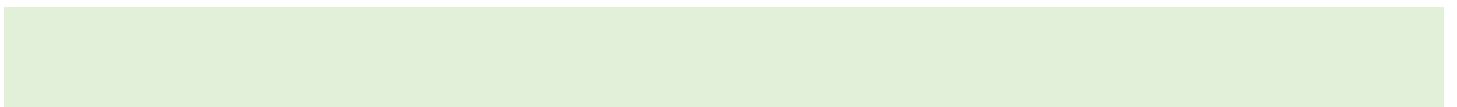


**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Teachers who are new to the teaching profession (Year 1 and Year 2) participate in the California Teacher Induction Program through the Orange County Department of Education. On site, we have teachers who serve as mentors to our new teachers. However, the expectation is to be part of a network of collegial support that extends beyond the Induction Program. Additionally, all teachers are provided with professional development in key areas, as delineated in a previous section.

The founding director of the school is highly qualified with a bachelors in psychology, masters in educational psychology, and doctorate in educational leadership. She also has a multiple subjects teaching credential, a pupil personnel services credential, and an administrative credential. Prior to her five-year tenure as the founding director for Vibrant Minds Charter School, she served in the traditional school setting as a teacher, curriculum specialist, vice principal, principal, and director for 32 years. She is cognizant of the need to mentor others for the sustainability of the school. For this reason, she is currently working with and mentoring an assistant directors who provides direct services to scholars, as well as administrative support to the school. She also envisions a school with shared leadership in a flat hierarchical model.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A -- We are a charter school. As an independent charter school, we are both a school and a district of one school.

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**



Using classroom and school data, as well as data associated with the CAASPP and ELPAC, staff members and parents will identify teaching/learning areas of strength and challenges within each grade level and across the school. This analyzed data will be the focus of all professional development. Additionally, through informal and formal observations, as well as the formal evaluation system, specific professional development plans will be developed and implemented for each certificated staff member in collaboration with the founding director and assistant directors. Professional development will occur among colleagues, with consultants, and through participation in workshops/trainings outside of the school. A culture of continual improvement will be the expectation.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Because of the limited number of English learners (i.e., currently 55) Vibrant Minds Charter School (VMCS) serves due to the small size of our school, we are joining Pathways to College K8 (36 75044 0112441) in a combined and coordinated effort to effectively serve our English learners. Pathways will function as the lead and VMCS will be a member in the consortium.

The funds received under Title III, Part A will focus primarily on professional development for our school's staff. VMCS will provide two lead staff members (i.e., Assistant Director and TOSA) with GLAD Training prior to the start of the 2020/2021 school year, and they will then support other staff members in the implementation of GLAD strategies across the curriculum through SDAIE.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

VMCS instructional staff (teachers, TOSAs, education specialist, and instructional assistants) will implement Guided Language Acquisition Design (GLAD) strategies to develop SDAIE lessons across the curriculum to increase English learners' acquisition of English and access to and mastery of the content standards. This instructional model improves literacy outcomes for English learners, and also supports the integration of the curriculum with the creation of GLAD units.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

VMCS will monitor the effectiveness of GLAD strategies with English learners by measuring growth in English acquisition, as well as academic progress in the areas of English-language arts, mathematics, science, and history/social science. For English learners demonstrating limited progress, additional support will be provided through the SST process and RtI2 system of support. The use of GLAD strategies permits the effective development and implementation of SDAIE. Additionally, English learners will receive an additional 30 minutes of support in leveled ELD, with a focus on the mastery of skills represented in the Standards for English Language Development.

### **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

VMCS will focus on our English learners' language development and academic progress, including growth measured by the ELPAC (Grades TK-6) as a measure of English mastery and the SBAC (Grades 3-6) as a measure of academic progress. Through ongoing progress monitoring with an intentional focus on our English learners, we will ensure their needs are being met. Some of the ways in which language development and academic progress will occur include the following:

- \* GLAD professional development
- \* SDAIE and integrated ELD instruction using GLAD strategies
- \* Designated and leveled ELD support for 30 minutes daily
- \* Differentiated instruction using classroom teachers, as well as Teachers on Special Assignments (TOSAs) and instructional assistants
- \* Additional support after school for language development via after-school programming
- \* Parent trainings through ELAC and other options

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

We plan to transfer our Title IV Part A funds to Title I Part A for a more cohesive and integrated approach to providing support for a well-rounded education, safe and healthy scholars, technology-infused education, and timely and effective systems of evaluation. Examples of the use of the integrated funds from Title IV Part A, as well as other funding sources, include:

- \* Collaboration with agencies to provide social-emotional support to our scholars through individual and small group counseling.
- \* Access to and support for a variety of enrichment activities that are representative of a well-rounded education (i.e., excursions, STEAM, VAPA, after-school programming) with the intention to help our scholars transform their interests and talents into strengths through the development of knowledge and skills.
- \* Support for a highly enriched after-school program so scholars have a safe place to learn and play as an alternative to returning to their challenged neighborhoods.
- \* Ensure all scholars have access to technology and the Internet to develop their digital literacy and digital citizenship with the appropriate supervision and filtering. This has increased in importance with the challenges of COVID-19 and a reliance on distance learning when direct instruction cannot occur.
- \* Programs will be evaluated based upon levels of participation and results from scholar, staff, and parent surveys.