

Expanded Learning Opportunities Program Plan Guide

VIBRANT MINDS



**Vibrant Minds Charter School
412 W Carl Karcher Way
Anaheim, CA 92801
714-563-2390**

**This Program Plan is required by California *Education Code*
(*EC*) Section 46120(b)(2).**

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

Local Educational Agency (LEA) Name: Vibrant Minds Charter School

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

1. Vibrant Minds Charter School

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” 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])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). 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 any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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.

A majority of the ELO-P funds granted to Vibrant Minds Charter School will be used for the Summer Academy, an opportunity for scholars to spend 6 weeks during the summer participating in academic instruction, intervention, and enrichment. This program, which will take place from 8:30 am - 5:30 pm, is aimed at supporting scholar and family needs during the summer months. The Vibrant Minds Charter School Summer Academy will take place on the school's primary campus during the months of June and July. By offering all programming on our primary school campus, we are minimizing transportation issues for the families we serve.

This program will be considered to be an extension of our traditional school year program and will be structured as such. All safety rules and procedures that are in place during the regular school year will continue to be in place during the summer program. Participating scholars and staff will have access to masks and Covid-19 testing as needed and the staff will continue with many of the Covid-19 protocols like regular cleaning of high touch points and classroom access to cleaning materials and hand sanitizer.

The staff will consist primarily of those who work on the VMCS campus throughout the school year, so there will be a level of familiarity that will aid in the provision of a safe and supportive environment. Additionally, due to the developmental needs of the scholars we serve, along with the social emotional and behavioral needs that have come due to the COVID-19 pandemic and the trauma associated with the past two years, time during the summer academy will be dedicated to lessons and activities focused on social emotional learning and well-being.

All staff supporting the summer program will have undergone the Livescan process and will participate in training in being a mandated

reporter and child abuse.

2—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.

Current Vibrant Minds Charter School scholars will have the opportunity to participate in a summer academy in which they will receive small group instruction in the areas of reading, writing, and math. Additionally, the program will focus on supporting scholars' social emotional needs by creating a targeted time in which scholars participate in SEL activities on a daily basis.

This program will be structured differently than the traditional school day. There will be a focus on differentiated, individualized, and personalized small group instruction, access to a variety of web-based curricular tools, field trips, and targeted learning opportunities. Each week will be dedicated to a different theme and academic materials will mirror the theme and culminate in a targeted activity or field trip.

During the 6-week program, instruction will be focused on providing scholars opportunities to master targeted skills in order to prepare them for the grade they will be transitioning to. Scholars who are at or above grade level will be given opportunities to solidify previously learned skills and apply already mastered skills to more challenging, higher level problems. Input from the current teachers of the scholars enrolled in the Summer Academy will be utilized when planning summer content.

Any ELO-P funds not utilized during the Summer Academy will be utilized during the 2022 - 2023 school year to provide before and/or afterschool tutoring to scholars in need of extra support. This tutoring will either be provided by staff hired directly by Vibrant Minds Charter School or by an entity subcontracted by the school.

3—Skill Building

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

The majority of the ELO-P funds will be utilized to implement the second VMCS Summer Academy and provide participants with a variety of opportunities aimed at remediation, skill building, social emotional learning, and physical education. Instruction will be provided in a small group environment in which scholars will be provided targeted instruction based on a variety of collected data and input from the prior year teacher.

At the end of the 2021 - 2022 school year, scholars will participate in an iReady diagnostic in the areas of reading and mathematics. The data collected will inform grouping and instructional planning during the summer academy. During the final week of the summer academy, scholars will participate again in the iReady diagnostic in order to determine growth and data will be shared out to their families. Additionally, scholars participating in the program who are struggling with foundational reading skills will receive additional instruction from our reading interventionist and/or Teacher on Special Assignment.

4—Youth Voice and Leadership

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

Programming during the 2022 Vibrant Minds Charter School Summer Academy will be targeted towards providing scholars opportunities to grow academically, but to help them have opportunities to find and grow strengths as well. Throughout the Summer Academy, scholars will have the opportunity to participate in a variety of field trips, enrichment opportunities and tailored academic experiences.

Additionally, throughout the summer, scholars will participate in a variety of social emotional learning opportunities that will allow them to use their voice to discuss their thoughts and concerns while developing strategies for engaging with peers, dealing with strong emotions and supporting their overall social and emotional development.

5—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.

Physical activity and health related lessons will be a daily part of the Vibrant Minds Charter School Summer Academy programming. Each day, scholars will participate in 45 minutes of physical education or health/cooking class from a credentialed PE teacher. Additionally, scholars will have 15 minutes of recess and 45 minutes of lunch in which they can eat a healthy snack or meal and participate in play on the playground.

Breakfast and lunch will be provided daily at no cost to the program participants. During the afternoon enrichment sessions, a healthy snack will also be provided to enrolled participants. These meals and snacks, provided by the Anaheim Union High School District, meet California nutrition standards.

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. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The 2022 Summer Academy will serve our diverse scholar body. Our scholars, though predominantly Latino, also include many scholars from other backgrounds that include white, African-American/Black, and Asian-American. Vibrant Minds Charter School values the diversity of its scholars as well as the employed staff. We will work with our staff to implement content during the summer program that reflects our commitment to diversity and celebrates all of the different cultures represented throughout our school community.

The 2022 Vibrant Minds Charter School Summer Academy is open to all scholars. Any scholars who are facing potential barriers to participation, including scholars with Individualized Education Plans (IEPs), 504 Plans, or medical needs, the Summer Academy staff will work to identify and eliminate those barriers with parents and any additional stakeholders.

7—Quality Staff

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

Highly qualified staff will be hired to facilitate the program and deliver instruction. Positions in the 2022 VMCS Summer Academy will be offered to current staff initially. If any positions need to be filled, recruitment and hiring will follow the Vibrant Minds Charter School hiring process.

Any teachers who opt to work during the summer academy will need to meet state mandated credentialing requirements. Any noncredentialed, contracted staff for the Vibrant Minds Charter School Summer Academy that work directly with scholars in the classroom must provide verification of meeting the minimum requirement for an instructional assistant per California State Standards:

1. No Child Left Behind (NCLB)/Highly Qualified ParaEducator
 - a. Employee must show evidence of completion of forty-eight (48) units of higher education study, or
 - b. Obtained an AA Degree or higher, or
 - c. Successfully passed a local assessment of knowledge and skills in assisting in instruction.
 - d. Tuberculosis (TB) Clearance
 - e. Department of Justice (DOJ) Finger Print Clearance
 - f. Mandated Reporter Training

No employee will begin working for the Summer Academy until all clearances have been completed.

8—Clear Vision, Mission, and Purpose

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

The Vibrant Minds Charter School Mission is as follows: The mission of Vibrant Minds is to provide a Common Core standards and strength-based, comprehensive, academic program with enrichment in athletics, visual/performing arts, career exploration, and service learning. This vision informs all we do, including programs like our upcoming Summer Academy.

The Vibrant Minds Charter School vision is as follows: The vision of Vibrant Minds is to develop well-rounded, self-confident, community-conscious, high achieving individuals who successfully transition into higher levels of education, community involvement, and citizenship.

The purpose of the Vibrant Minds Charter School Summer Academy, while staying in step with the mission and vision for the school as a whole, is to provide current VMCS scholars with the opportunity to receive differentiated, individualized, and personalized small group instruction in the areas of reading, writing and mathematics. Additionally, scholars will participate in targeted activities related to social emotional learning, activities to promote overall health and wellness, and opportunities to explore the community through field trips.

9—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.

In order to facilitate the operation of the 2022 Vibrant Minds Charter School Summer Academy, it takes the collective effort of several departments and entities. The team will collaborate with stakeholders that include parent groups (i.e. School Site Council), the Vibrant Minds Charter School Board, and any community partners needed in the facilitation of the summer academy.

Additionally, there will be potential continued partnership with Biola. In the past, Biola has sent several work study students to the campus in order to provide tutoring and additional academic support to scholars on

our campus. The school team is currently in dialogues with Biola to see if this partnership can be extended into the Summer Academy.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

At the conclusion of the 2022 Vibrant Minds Charter, assessment data will be collected in order to calculate scholar growth during the 6 week program. Additionally, staff, scholar, and family surveys will be collected and all information collected will be utilized to inform future programming.

11—Program Management

Describe the plan for program management.

The budget for the 2022 Vibrant Minds Charter School Summer Academy supports the overall purpose of the program by funding expenditures that are necessary for the operation of a qualify program such as:

- Extended contracts for the current Vibrant Minds Charter School staff members who are continuing their roles outside of the traditional school year.
- Hiring and training of new staff members needed to staff the full day program.
- Books and Supplies needed exclusively for use during the Summer Academy

The 2022 Vibrant Minds Charter School Summer Academy will be overseen by the current Assistant Director. She will oversee and be responsible for all aspects of the program including, but not limited to, scheduling, contract development, purchases, etc. Additionally, she will oversee the daily operation of the of the Summer Academy and be responsible for supervising the staff hired for the 6 week program.

Teachers on Special Assignment and instructional assistants will provide a variety of support including, but no limited to, academic support, small group instruction, supervision as needed, overseeing enrichment

activities, etc.

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 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.

Vibrant Minds Charter School is currently an ASES grantee and utilizes the provided grant to fund the afterschool program during the traditional school year. With the addition of the ELO-P grant, Vibrant Minds Charter School will be able to extend some of that programming into the Summer Academy, offering both educational and enrichment opportunities to scholars from 8:30 am - 5:30 pm.

During the 2021 VMCS Summer Academy, programming occurred between 8:30 am and 3:00 pm, supporting approximately 45 scholars who were identified through data and teacher input, to need additional academic intervention. This year, the summer academy is open to all 240 Vibrant Minds Charter School scholars and will continue through 5:30 pm for scholars whose families would benefit from the addition afterschool care.

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?

During the 2022 Vibrant Minds Charter School Summer Academy, only currently enrolled scholars will be admitted. This means that current TK and Kindergarten scholars will be supported, but additional recruitment will not be needed.

SAMPLE SCHEDULE:

- Please note that this schedule is just a draft and may shift as needed to meet programmatic needs.

8:30 am - 9:00 am: Arrival, Morning Activity

9:00 am - 9:30 am: Calendar Time/SEL Lesson

9:30 am - 10:00 am: ELA Rotations

10:00 am - 10:15 am: Recess/Snack

10:15 am - 11:00 am: ELA Rotations (including iReady ELA)

11:00 am - 11:45 am: Math Rotations (including iReady Mathematics)

11:45 am - 12:30 pm: Lunch and Recess

12:30 pm - 1:00 pm: Carpet Story Time/Heggerty

1:00 pm - 1:45 pm: PE/Health

1:45 pm - 2:45 pm: Hands On Activity / Sight Words Practice

2:45 pm - 3:00 pm: Clean Up

3:00 pm - 5:30 pm: Enrichment

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.

Our ELO-P funds will be utilized to create a 6 week long summer enrichment program. Schedules will differ from grade to grade in order to allow for daily enrichment activities (IE PE/Health and art) as well as provide recesses and lunches for the different grade levels. Here is a sample schedule for each grade block. Please note, some days there will be field trips or other additions that will impact daily scheduling. This schedule:

TK/1 (approximately 30 scholars)

2/3/4 (approximately 45 scholars)

5/6 (approximately 30 scholars)

8:30 am - 9:00 am - Morning Meeting/SEL Activity

9:00 am - 10:00 am - Reading Support

10:00 am - 10:15 am - Recess/Morning Snack

10:15 am - 11:00 am - Reading Support

11:00 am - 11:45 am - PE/Health

11:45 am - 12:30 pm - Lunch

12:30 pm - 2:30 pm - Math Support

2:30 pm - 3:00 pm - Clean Up/Closing Activities

3:00 pm - 5:30 pm Enrichment

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs 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 the following;

(2) [LEAs] 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 schoolsites, 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.

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, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] 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 opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] 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 opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] 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.

[LEAs] 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 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils 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. Section 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.

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

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.