

**VIBRANT MINDS**



## Extended Learning Opportunities Plan for Vibrant Minds Charter School

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## Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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

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**Contact Title:** Assistant Director

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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
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**Governing Board Approval Date:** April 16, 2025

**Review/Revision Date:**

**Review/Revision Date:**

## Purpose

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

## Definitions

### **“Expanded learning”:**

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

### **“Expanded Learning Opportunities”:**

Expanded Learning Opportunities has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

### **Educational Element:**

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

### **Enrichment Element:**

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

### **Off-Site Locations:**

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

# Plan Instructions

## Development/Review of the Plan

### Collaborating with Partners

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

### Quality Programs

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

### Completing the Program Plan

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

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

## Due Date, Approval, and Posting of the Plan

### Program Plan Due Dates

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

### Approving and Posting Program Plans

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

## Revisions/Changes

### Reviewing and Revising Program Plans

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

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

## 1—Safe and Supportive Environment

### Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Vibrant Minds Charter School is committed to providing a physically safe and supportive environment for all scholars participating in Expanded Learning Opportunities Program (ELOP) activities. ELOP funds primarily support our Summer Academy, which typically operates as a six-week, full-day program (8:30 a.m. – 5:30 p.m.) during June and July.

However, for the 2025–2026 school year only, the Summer Academy schedule will be adjusted due to transitional needs related to our campus relocation. During this time, the program will be offered in July and August 2025, with an additional week of programming in January 2026 to support families during the extended winter break.

All ELOP programming takes place on the VMCS primary school campus, ensuring a

familiar, consistent, and accessible setting for scholars and families.

#### Summer 2025: YMCA-Led Program (Transitional Year Only)

To accommodate staffing and logistical changes during our relocation, the Summer 2025 program will be facilitated in partnership with the YMCA. The YMCA will lead day-to-day programming and provide a high-quality, enrichment-based experience guided by their established safety policies and procedures. YMCA staff are trained in child safety, behavior management, and emergency response protocols.

To ensure continuity and uphold our school's standards of care, a VMCS staff member will remain onsite throughout the duration of the YMCA-led program, serving

as a familiar, trusted adult for scholars and as a liaison between families, the YMCA team, and VMCS leadership.

#### Summer 2026 and Beyond: Return to VMCS-Run Programming

Beginning in Summer 2026, Vibrant Minds Charter School will resume full leadership and implementation of the Summer Academy. This will mark a return to our standard model, with VMCS staff designing and delivering a robust, integrated program that blends academic support, enrichment, and social-emotional learning. This model reinforces our mission, culture, and instructional approach while ensuring continuity across the school year and summer months.

#### Ongoing Health and Safety Standards

Whether the program is operated by VMCS staff or a vetted community partner, the same high standards for safety and care apply:

- Secured campus access and clear check-in/check-out protocols
- Regular cleaning and sanitization of shared spaces and materials
- Access to hand sanitizer, tissues, and cleaning supplies in all classrooms
- Livescan fingerprint clearance and Mandated Reporter Training for all ELOP staff
- VMCS-specific training in child abuse prevention, emergency procedures, and appropriate supervision
- Required First Aid/CPR certification
- Established incident reporting procedures for swift and appropriate response

Scholar health information, including allergies, medical needs, and emergency contacts, is securely stored in VMCS's internal records system and made available to authorized staff to support timely responses to health-related concerns.

By partnering with trusted organizations during periods of transition—and returning to full in-house implementation in 2026—Vibrant Minds Charter School ensures that all ELOP participants continue to experience a physically safe, consistent, and nurturing learning environment year-round.

### **Emotionally Safe & Supportive**

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Vibrant Minds Charter School is deeply committed to ensuring that all Expanded Learning Opportunities Program (ELOP) activities foster an emotionally safe, inclusive, and supportive environment for every scholar. Our ELOP offerings are

intentionally designed to cultivate belonging, connection, and social-emotional growth—critical components of healthy development during out-of-school time.

#### VMCS-Run Program (Typical Years, Including Summer 2026 and Beyond)

During a typical year, including the anticipated return to a fully VMCS-led Summer Academy in 2026, our ELOP programming includes:

- Daily social-emotional learning (SEL) blocks rooted in CASEL’s five core competencies
- Morning community circles to build connection and reinforce values
- Structured reflection and expression through art, journaling, or discussion
- Embedded SEL in academic and enrichment content
- Intentional activities promoting self-awareness, empathy, regulation, and responsible decision-making

This model reflects VMCS’s whole-child philosophy and commitment to equity, inclusivity, and positive youth development.

#### Summer 2025 (YMCA-Led Transitional Year)

For the 2025–2026 school year only, the Summer Academy will be facilitated in partnership with the YMCA, due to scheduling changes and our campus relocation. While the YMCA will lead day-to-day programming, their curriculum also includes:

- Character development and youth leadership
- Positive peer interaction and group collaboration
- Activities designed to uplift student voice and foster agency
- Staff trained in trauma-informed practices and youth development

To maintain continuity and support emotional well-being, a VMCS staff member will be present onsite throughout the summer. This familiar adult will serve as a liaison between families and YMCA staff, reinforcing the core culture and values of VMCS and supporting scholars as they navigate changes in routine and personnel.

#### Support for All Scholars

All staff involved in ELOP programming—including those from partner organizations—receive training in:

- Positive behavior support and classroom management
- Child-centered and culturally responsive engagement
- Inclusion of diverse learners and trauma-informed practices

Scholars with existing IEPs or 504 Plans receive coordinated support to ensure their emotional and behavioral accommodations are maintained in alignment with their documented needs, even during non-instructional periods.

By embedding SEL into the structure of both our regular and transitional summer programs, maintaining consistent adult relationships, and fostering a culture of care and inclusion, Vibrant Minds Charter School ensures that every ELOP participant experiences a nurturing environment where they can grow in confidence, emotional awareness, and resilience.

## **2—Active and Engaged Learning**

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The Expanded Learning Opportunities Program (ELOP) at Vibrant Minds Charter School is thoughtfully designed to offer scholars active, engaging, and enriching experiences that complement—but do not duplicate—the instructional day. Through a strategic balance of academic support, enrichment, and social-emotional learning (SEL), scholars participate in meaningful, hands-on learning environments that inspire curiosity, creativity, and connection.

### **VMCS-Run Programming (Typical Years, Including Summer 2026 and Beyond)**

During a typical year, ELOP funds primarily support our Summer Academy, a six-week, full-day program (8:30 a.m. to 5:30 p.m.) led by VMCS staff on our home campus. This academy is built around thematic, project-based weeks such as “STEM Explorers,” “Community Builders,” or “Storytelling Through the Arts.” These themes guide instruction and enrichment, culminating in capstone projects or educational field trips that reinforce key concepts in authentic, engaging ways.

Key instructional elements of the VMCS-led Summer Academy include:

- Differentiated small-group instruction in core subjects such as reading, writing, and math
- Targeted intervention for scholars below grade level, based on teacher feedback and academic data
- Enrichment for advanced learners, emphasizing critical thinking and real-world applications
- Adaptive technology tools to personalize learning and monitor progress in real time
- Daily SEL block, focusing on emotional regulation, peer relationships, mindfulness, and reflection
- Integrated enrichment in art, music, STEM, physical activity, and service



learning

Instruction during the VMCS-run program is active, exploratory, and scholar-centered, intentionally distinct from the traditional school day and designed to nurture the whole child.

#### Summer 2025: YMCA-Led Transitional Year

Due to the temporary relocation of our school campus, the Summer 2025 Academy will be facilitated by the YMCA, with programming held in July and August, plus an additional week in January 2026 to support families during winter break. YMCA's curriculum reflects their long-standing focus on youth-centered, experiential learning, with an emphasis on:

- Active, hands-on exploration
- Creativity and project-based engagement
- Character development and group collaboration
- Positive youth development strategies

To ensure alignment with VMCS standards, a VMCS staff member will be present onsite throughout the summer, supporting scholars, observing instructional quality, and maintaining alignment with our academic and SEL priorities.

#### School-Year Academic Support

Any ELOP funds not used for the summer program are allocated to support before- and after-school academic programming during the school year. These opportunities target scholars in need of additional instructional support and are:

- Delivered by VMCS staff or vetted community partners
- Aligned with in-classroom academic goals
- Structured in flexible, nontraditional formats to support confidence and skill-building
- Designed to be enrichment-based, with an emphasis on small group learning and real-time feedback

By consistently focusing on engagement, equity, and individual growth—regardless of the provider—Vibrant Minds Charter School ensures that ELOP programming provides scholars with high-quality, enriching learning experiences that support academic development, creativity, and whole-child well-being.

### **3—Skill Building**

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

Vibrant Minds Charter School's Expanded Learning Opportunities Program (ELOP) is intentionally designed to promote skill development across academic, social-emotional, and enrichment domains. The heart of this work occurs during our Summer Academy, where scholars engage in targeted instruction and real-world applications of essential competencies needed for lifelong success.

#### VMCS-Run Programming (Typical Years, Including Summer 2026 and Beyond)

In a typical year, including Summer 2026 forward, VMCS staff lead the Summer Academy with a structured, small-group model that is responsive to individual scholar needs. Instructional groupings are flexible and data-driven, based on:

- Classroom performance
- Teacher recommendations
- Benchmark assessments
- Scholar portfolios and formative assessments

This holistic approach allows educators to tailor instruction to support both academic growth and enrichment.

Key academic skill-building components could include:

- Foundational reading support for scholars needing targeted intervention, delivered by reading specialists or Teachers on Special Assignment using Science of Reading-aligned practices
- Conceptual math instruction using hands-on materials and inquiry-based strategies that strengthen number sense and problem-solving
- Integrated project-based learning tied to weekly themes such as "Engineering Explorers" or "Civic Leaders in Action," which develop cross-curricular skills like research, public speaking, and collaboration
- Daily SEL instruction focused on communication, empathy, self-regulation, and goal-setting—aligned with the state's priorities for whole-child development

Themes culminate in culminating projects or field trips that allow scholars to apply their skills in authentic, engaging ways.

#### Summer 2025: YMCA-Led Transitional Year

During Summer 2025, the ELOP program will be facilitated by the YMCA, due to our temporary campus relocation. The YMCA's youth development framework emphasizes:

- Leadership development
- Life skills and teamwork
- Independence and critical thinking
- Hands-on enrichment experiences

While the daily structure and instructional design will differ from VMCS's typical model, the YMCA's focus on skill-building through experiential learning supports similar growth in personal and interpersonal competencies. To ensure alignment with scholar needs and continuity of skill development, a VMCS staff member will remain onsite throughout the program to provide oversight, monitor progress, and offer scholar and staff support.

#### School-Year Tutoring and Enrichment

Any ELOP funds not allocated to the summer program are used to offer before- and after-school tutoring and enrichment during the school year. These learning opportunities:

- Focus on remediation and extension in reading, writing, and math
- Are aligned with classroom goals and MTSS interventions
- Include enrichment topics such as robotics, art, and financial literacy to broaden scholars' experiences and skillsets
- Are facilitated by VMCS staff or qualified partner organizations in small-group or one-on-one formats

By combining individualized instruction, enrichment, and experiential learning—whether directly through VMCS or in partnership with trusted providers—Vibrant Minds Charter School ensures that all ELOP scholars are equipped to build and apply essential academic and life skills in meaningful, engaging, and age-appropriate ways.

#### **4—Youth Voice and Leadership**

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

At Vibrant Minds Charter School, the Expanded Learning Opportunities Program (ELOP) is built on the belief that scholars thrive when they feel heard, valued, and empowered. Our program prioritizes opportunities for scholars to exercise voice, make choices, and develop leadership skills that extend beyond the classroom and into their daily lives.

## VMCS-Run Programming (Typical Years, Including Summer 2026 and Beyond)

During a typical year—including the anticipated return to a fully VMCS-run Summer Academy in 2026—scholars engage in meaningful experiences that amplify their voice and develop leadership capacity. These include:

- Check-ins where scholars share ideas, express feelings, and help shape the tone of the day
- Collaborative projects that require input, negotiation, and teamwork
- Mentorship and peer leadership opportunities as available, especially for upper elementary students, such as:
  - o Leading group games
  - o Serving as reading buddies
  - o Assisting with enrichment centers (e.g., art or STEM)

Leadership opportunities are intentionally rotated so all interested scholars can build confidence, empathy, and a sense of responsibility.

Regular daily and weekly reflections—delivered through writing, drawing, or group sharing—help scholars develop self-awareness and give staff valuable insight into their experience. At the end of the program, all participants complete a survey, which informs continuous improvement and planning for future ELOP offerings.

## Summer 2025: YMCA-Led Transitional Year

During Summer 2025, the ELOP program will be facilitated by the YMCA due to campus relocation. While the daily structure will differ from VMCS's typical approach, the YMCA's programming continues to emphasize youth voice and leadership through:

- Scholar-led projects
- Structured opportunities for input and choice
- Leadership development within group dynamics
- Emphasis on responsibility, peer support, and collaboration

To preserve VMCS's culture of empowerment, a VMCS staff member will be present onsite throughout the summer, ensuring:

- Scholar feedback is captured and shared with the school leadership
- Youth perspectives are incorporated into adjustments or improvements
- Alignment with VMCS values of student agency and inclusion remains intact

By embedding voice and leadership opportunities across academics, enrichment, and SEL activities, Vibrant Minds Charter School ensures that scholars are not just participants—but active co-creators of their learning journey. Whether through our own staff or trusted partners, we are committed to cultivating a program where scholars feel empowered, respected, and ready to lead.

## **5—Healthy Choices and Behaviors**

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Vibrant Minds Charter School is committed to whole-child development by fostering healthy habits, physical activity, and wellness education through our Expanded Learning Opportunities Program (ELOP). Whether during the school year or summer months, our programs intentionally promote physical and emotional well-being by integrating movement, nutrition, and social-emotional learning into daily routines.

### **VMCS-Run Programming (Typical Years, Including Summer 2026 and Beyond)**

In a typical year, ELOP—especially the VMCS-led Summer Academy—includes both structured and unstructured opportunities for scholars to engage in healthy choices:

- Unstructured physical activity is embedded daily, with a minimum of 45 minutes of outdoor recess and lunchtime play. These open-ended periods support movement, creativity, gross motor development, and peer interaction in a safe and supervised environment.
- When possible, additional structured physical activity is facilitated by a credentialed Physical Education teacher or trained enrichment provider. These sessions may include organized sports, cooperative games, dance, yoga, or team challenges, all designed to promote physical fitness, teamwork, and perseverance while keeping scholars actively engaged.
- Wellness and nutrition education are interwoven into SEL and science activities, supporting the development of healthy lifestyle habits and emotional regulation skills.
- Nutritious meals are provided daily at no cost to all scholars, including breakfast, lunch, and an afternoon snack. Meals are prepared in partnership with Anaheim Union High School District and/or Impact LA and align with California's nutritional guidelines to ensure balanced and nourishing options.

### **Summer 2025: YMCA-Led Transitional Year**

During the 2025–2026 school year, including the Summer 2025 program, ELOP will be facilitated by the YMCA due to campus relocation. The YMCA's youth development framework mirrors VMCS's wellness priorities by integrating:

- Daily physical fitness activities (e.g., group exercise, movement games)
- Wellness-focused enrichment, such as cooking clubs or active team-building games
- Nutritious meal service, including breakfast (8:30–9:00 a.m.), lunch (11:00–11:30 a.m.), and snack (2:30–3:00 p.m.), consistent with state guidelines
- Unstructured extended care time (4:00–5:30 p.m.) that encourages movement and socialization through activities like board games and cooperative play

A VMCS staff member will be present throughout the summer to ensure the program aligns with our schoolwide wellness goals, provide support for scholars with dietary or physical needs, and maintain continuity with our whole-child approach.

By combining movement, nutritious meals, and intentional wellness instruction—whether directly through VMCS or in collaboration with partners—our ELOP equips scholars with the tools and experiences needed to make healthy, informed choices that support lifelong well-being.

## **6—Diversity, Access, and Equity**

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

The Vibrant Minds Charter School Expanded Learning Opportunities Program (ELOP) is intentionally designed to reflect and celebrate the rich cultural and linguistic diversity of our scholar community. Our school serves a multicultural population that includes predominantly Latino scholars, as well as scholars who identify as African-American/Black, Asian-American, Pacific Islander, white, and multiracial. Additionally, many of our scholars are multilingual learners, and this linguistic diversity is viewed as an asset to be recognized, celebrated, and integrated into programming.

During Summer Academy and other ELOP sessions, content is curated to reflect diverse perspectives, cultures, and experiences. Weekly themes and enrichment activities are intentionally designed to be inclusive, incorporating culturally relevant literature, art, music, and traditions. Staff members are encouraged to bring their own cultural backgrounds and languages into the learning environment, which enriches the experiences of all scholars and fosters a sense of community belonging.

VMCS is committed to ensuring that all scholars—including those with disabilities, IEPs, 504 Plans, and medical needs—have full access to ELOP programming. Upon enrollment, families are given the opportunity to share any specific needs their child may have, and the program coordinator collaborates with special education staff, service providers, and caregivers to remove barriers and ensure accommodations are in place. This may include assigning trained support staff, providing sensory breaks, offering visual supports, or making modifications to curriculum or activities based on a

scholar's needs. Every effort is made to maintain alignment with scholars' IEPs and 504 Plans during the summer months.

To further support equity, the ELOP is offered at no cost to families, eliminating financial barriers to participation. Meals, materials, and field trips are also included, ensuring that all scholars can fully engage in every aspect of the program regardless of family income or background. Transportation barriers are minimized by holding the program on the VMCS campus, which is familiar and accessible to our families.

The ELOP is more than a supplemental academic program—it is an extension of the VMCS mission to create inclusive, joyful, and empowering learning environments where every scholar feels seen, valued, and celebrated.

## **7—Quality Staff**

### **Staff Engagement**

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

The success of the Expanded Learning Opportunities Program (ELOP) at Vibrant Minds Charter School is rooted in the belief that scholars thrive in the care of skilled, dedicated, and compassionate staff. Whether instruction is provided directly by VMCS or through trusted partners, all adults involved in ELOP are selected for their ability to create engaging, inclusive, and supportive learning environments.

#### **Staffing Model for Summer 2025 (YMCA-Led Transitional Year)**

During the Summer 2025 Academy, programming will be led primarily by the staff provided by the YMCA with support of VMCS administrative staff due to temporary campus relocation. This hybrid model ensures that scholars benefit from experienced enrichment providers while maintaining familiarity and consistency through VMCS staff presence.

- YMCA staff bring extensive experience in youth development and summer programming and will meet the same clearance and training standards as VMCS personnel.
- A VMCS staff member will be onsite daily to support coordination, scholar engagement, and alignment with VMCS values, safety expectations, and academic goals.

#### **Staffing for Typical Years (Including Summer 2026 and Beyond)**

Beginning in Summer 2026, VMCS will return to a fully in-house staffing model. Positions will first be offered to current VMCS staff, especially those with a demonstrated commitment to scholar success and our community values. If additional positions are needed, we will follow our established VMCS hiring process, prioritizing culturally responsive, relationship-centered educators and support staff.

## Qualifications for Summer Academy Staff:

- Teachers: Must meet all California credentialing requirements and have experience supporting diverse learners. VMCS prioritizes teachers skilled in culturally responsive instruction and trauma-informed practices.
- Instructional Assistants: Must meet California paraprofessional requirements, which include 48 units of higher education, an AA degree, or passage of a local assessment of instructional skills.
- All staff (including YMCA staff) must complete:
  - o DOJ Fingerprint Clearance
  - o TB Clearance
  - o Mandated Reporter Training
  - o VMCS-specific onboarding in health and safety, supervision, and inclusion practices

## Support for Staff Development

To ensure staff are equipped to meet the diverse needs of scholars, VMCS provides ongoing professional development that includes:

- Culturally responsive and inclusive instructional practices
- Behavioral support strategies and positive behavior interventions
- Social-emotional learning (SEL) frameworks and relationship building
- Orientation to the Summer Academy structure, themes, and daily expectations

VMCS staff involved in ELOP also receive ongoing coaching and planning time to support effective implementation.

## Scholar Engagement with Staff

Across all ELOP settings, scholars interact with highly qualified adults who prioritize relationship-building, engagement, and whole-child support. Staff facilitate:

- Small group and one-on-one academic instruction
- Enrichment experiences tailored to scholar interests
- Positive behavior modeling and SEL integration

During Summer 2025, VMCS and YMCA staff will collaborate closely to ensure a seamless experience, offering complementary academic and enrichment supports that promote a unified, nurturing environment. In all years, the goal remains the same:



to cultivate a learning space where scholars feel safe, empowered, and inspired to grow.

### **Minimum Staff Qualifications**

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

At Vibrant Minds Charter School (VMCS), we prioritize maintaining high standards for instructional aides and staff to ensure a safe and enriching environment for all scholars. The following outlines the minimum qualifications, health and safety screening, and staffing ratios in line with state regulations and our LEA policies.

#### **Minimum Qualifications of Instructional Aides**

In accordance with California Education Code Section 46120(b)(2)(D), all instructional aides who work directly with scholars must meet the minimum qualifications outlined by both VMCS and California State Standards. These requirements ensure that our instructional aides possess the necessary knowledge and skills to provide effective academic support and contribute to a positive learning environment. The minimum qualifications for instructional aides are as follows:

1. Completion of 48 semester units of higher education, or
2. Obtaining an Associate's Degree or higher, or
3. Passing a local assessment to demonstrate knowledge and skills in assisting instruction (aligned with the No Child Left Behind (NCLB) Highly Qualified Paraeducator standards).

Additionally, instructional aides must meet the following health and safety requirements:

- Tuberculosis (TB) Clearance: A valid TB test clearance will be required for all instructional aides.
- Department of Justice (DOJ) Fingerprint Clearance: All aides must pass a background check through the DOJ to ensure child safety.
- Mandated Reporter Training: Instructional aides will complete training on how to recognize and report suspected child abuse and neglect.

Non-credentialed aides who meet these qualifications will be given the appropriate support and professional development to ensure they can effectively contribute to the instructional program, working in close collaboration with credentialed teachers and

VMCS staff.

### Health and Safety Screening for Staff

VMCS places a high priority on the health and safety of both scholars and staff. All staff members—whether they are VMCS employees or external partners (such as YMCA staff)—are required to undergo a comprehensive health and safety screening before working in the ELOP program. This screening process includes:

1.       Fingerprinting and Background Check: All staff are required to pass a Department of Justice (DOJ) background check to ensure they have no disqualifying criminal history.
2.       TB Screening: Staff must provide Tuberculosis (TB) clearance to ensure they are free from contagious diseases.
3.       Mandated Reporter Training: All staff members, including instructional aides, will complete Mandated Reporter Training, which provides education on recognizing and reporting child abuse, neglect, and other safety concerns.
4.       Health and Safety Protocols: In the event of any public health concerns (such as COVID-19), staff will receive training on the latest health and safety protocols including proper sanitization, mask usage, and maintaining a safe learning environment.

These health and safety protocols ensure that every staff member working with scholars is equipped to maintain a safe and healthy environment for everyone involved.

### Maintaining Minimum Staffing Ratios

To ensure that each scholar receives individualized support and attention, VMCS adheres to the required scholar-to-staff ratios set forth by California's Expanded Learning Opportunities Program (ELOP). These ratios are critical to maintaining a safe, productive, and supportive learning environment. The required ratios are as follows:

- 1 staff member for every 20 scholars for scholars in grades 1 and above.
- 1 staff member for every 10 scholars for transitional kindergarten (TK) and kindergarten (K) scholars.

Each classroom will be staffed with at least one credentialed teacher and one instructional assistant to ensure that scholars receive appropriate support. This staffing model allows for individualized attention, which is essential for both academic and social-emotional growth.

Additionally, special education services will adhere to specific staffing requirements to ensure that scholars with disabilities receive the necessary support. This may include additional aides or specialized staff based on individual scholar needs.

To maintain these ratios, VMCS will:

- Recruit and hire qualified instructional aides and teachers based on scholar enrollment.
- Monitor attendance and staff availability throughout the program to ensure that ratios are maintained daily.
- Ensure that external partners, like YMCA staff, also comply with these ratios, with one staff member for every 10 scholars in TK/K or 20 scholars in other grades during non-academic activities or physical education classes.
- In the event of higher-than-expected enrollment, VMCS will work to adjust staffing levels accordingly by hiring additional staff or utilizing existing substitute teachers.

These measures ensure that VMCS ELOP meets the required staffing ratios and provides a safe, supportive, and high-quality learning experience for all participating scholars.

### **Staff Development**

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

At Vibrant Minds Charter School, we recognize that high-quality Expanded Learning Opportunities Programs (ELOP) begin with well-trained, supported staff. Our commitment to ongoing professional development ensures that team members are equipped with the knowledge, strategies, and confidence needed to meet the diverse academic, social-emotional, and behavioral needs of our scholars.

#### **Ongoing Professional Development at VMCS**

Throughout the school year, all VMCS staff participate in targeted professional development aligned with our school's instructional and whole-child priorities. These include, but are not limited to:

- Cognitively Guided Instruction (CGI)
- Thinking Maps for visual learning and writing support
- Positive behavior support strategies and classroom management
- Mandated reporter training, bloodborne pathogens, and youth suicide prevention training
- Equity-focused strategies and inclusion practices

These trainings build shared understanding, strengthen instructional coherence, and ensure staff are prepared to support all learners—academically and emotionally.

#### Summer Academy Training (VMCS-Run Years)

In preparation for the VMCS-run Summer Academy (2026 and beyond), staff will participate in dedicated pre-program training days. These sessions include time for collaborative planning, safety reviews, and professional learning on the following key topics:

- Curriculum and instructional strategies to meet the needs of diverse learners
- Differentiated instruction and tiered academic supports
- Social-emotional learning (SEL) and trauma-informed practices
- Behavior management and de-escalation techniques
- Inclusive practices for working with scholars with disabilities and culturally/linguistically diverse backgrounds
- Health and safety protocols, including emergency procedures and supervision
- Effective communication with families and community engagement strategies

Staff will also have access to ongoing support, including digital training resources, planning materials, and opportunities for peer collaboration throughout the summer session.

#### Training for Summer 2025: YMCA Partnership Year

During Summer 2025, the program will be led in partnership with the YMCA due to our temporary campus relocation. While YMCA will manage the day-to-day programming, their staff will receive:

- Comprehensive orientation from VMCS leadership, covering our instructional goals, safety expectations, SEL priorities, and scholar needs
- Access to health and safety information, behavior protocols, and scholar support plans
- Opportunities for collaboration with VMCS staff throughout the summer

A VMCS staff member will be present onsite each day to provide support, maintain continuity for scholars, and ensure alignment with schoolwide professional expectations.

By investing in robust, relevant, and responsive professional development, Vibrant Minds Charter School ensures that every staff member—whether VMCS or partner-

affiliated—is equipped to provide high-quality, child-centered programming that reflects the values of safety, inclusivity, and excellence.

## **8—Clear Vision, Mission, and Purpose**

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

The Vibrant Minds Charter School (VMCS) Summer Academy is designed to provide a comprehensive, inclusive, and enriching learning experience for all participating scholars. Grounded in our school’s core values of academic excellence, whole-child development, and equity, the program extends learning beyond the school year while maintaining strong connections to our community, families, and instructional vision.

### **Mission**

Our mission is to:

- Support academic growth through personalized, high-quality instruction
- Foster social-emotional development through intentional relationship-building and SEL integration
- Promote physical wellness through daily activity and health education
- Ensure equity and inclusivity so that all scholars—regardless of background, ability, or language—can access and benefit from the program

### **Vision**

Our vision is to create a safe, engaging, and supportive environment where every scholar:

- Builds essential academic and life skills
- Strengthens social-emotional competencies
- Feels empowered, valued, and prepared for the school year ahead
- Is nurtured in a setting that celebrates diversity, supports their growth, and promotes a sense of belonging

The Summer Academy is structured to extend and complement learning from the regular academic year, with programming that reflects the values and needs of the VMCS community.

### **Stakeholder Engagement & Community Partnerships**

VMCS believes in shared ownership of the program’s success. Our ELOP vision is shaped and supported through collaboration with:

- Parent groups (e.g., School Site Council)

- VMCS Governing Board
- Community-based organizations and higher education partners
- School staff and scholars, whose voices are central to continuous improvement

We are proud of our longstanding partnership with Biola University, whose scholars and faculty have provided tutoring, writing support, and academic enrichment—especially for multilingual learners. We are currently working to expand this partnership for future summer academies, with the goal of offering even more personalized academic support.

#### Summer 2025: Transitional Programming with Continuity of Vision

Due to campus relocation, Summer 2025 programming will be led in partnership with the YMCA. While the structure and delivery model will temporarily differ, the core mission and vision of VMCS remain central. A VMCS staff member will be present onsite throughout the program to ensure that:

- Scholar needs are met with care and consistency
- ELOP remains aligned with VMCS’s values and expectations
- Community voice and feedback continue to guide program evolution

By grounding the Summer Academy in strong partnerships, a whole-child mission, and a clear vision for scholar growth, Vibrant Minds Charter School ensures that all scholars—regardless of the year or provider—receive a high-quality, empowering expanded learning experience.

## 9—Collaborative Partnerships

### Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

At Vibrant Minds Charter School (VMCS), we believe that effective expanded learning programs are built in partnership with the families and scholars they serve. We are committed to ensuring that scholar and family voices are central to the planning, implementation, and continuous improvement of our Summer Academy and other ELOP offerings.

#### Involvement in Program Planning

The planning process for the 2025 Summer Academy was intentionally collaborative, drawing on feedback and insights from:

- Scholar and family surveys

- Parent meetings, including School Site Council discussions
- Classroom teacher feedback, informed by past summer academy experience and student learning needs

This input helped shape program themes, scheduling, enrichment offerings, and support services, ensuring the summer experience aligns with the academic goals and social-emotional needs of our diverse school community.

As we plan for future VMCS-led Summer Academies (beginning 2026), this model of inclusive, data-informed planning will continue—supporting a responsive, community-driven approach to expanded learning.

### Ongoing Family Engagement

Family involvement continues throughout the year and across the span of ELOP programming. At VMCS, we prioritize:

- Transparent communication, including academic updates and scholar highlights during the summer
- Home-school connection events, such as parent-teacher conferences, community celebrations, and scholar showcases
- Opportunities for family feedback, both formal (via surveys) and informal (through direct communication with program staff)
- Workshops and resource sessions on topics like academic strategies, social-emotional growth, and parenting tools

These engagement strategies are designed to empower families as active partners in their children's learning journey, while building trust and reinforcing a strong school community.

### Engagement During the 2025 YMCA-Led Summer Program

During the 2025 transitional summer program, led in partnership with the YMCA, VMCS will maintain a visible and active role in scholar and family engagement. A VMCS staff member will be present onsite daily to:

- Serve as a point of contact for families
- Facilitate ongoing communication and address individual concerns
- Collect and elevate scholar and family feedback to inform future program design

By maintaining strong lines of communication and centering community voice—even during transitional periods—VMCS ensures that every scholar and family remains an essential part of the learning experience.

## Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Vibrant Minds Charter School (VMCS) has a proud history of partnering with community-based organizations (CBOs) and non-LEA agencies to design and enhance our Expanded Learning Opportunities Program (ELOP). These partnerships are vital to delivering a holistic, culturally responsive, and developmentally supportive experience for all scholars.

### Ongoing Partnerships with Community-Based Organizations

For the 2026 ELOP and beyond, VMCS continues to cultivate partnerships with organizations whose missions align with our values of equity, whole-child development, and community connection. Past and ongoing partnerships include:

- Hope Builders – workforce readiness, mentoring, and life skills development
- Biola University – academic tutoring, writing enrichment, and support for multilingual learners
- Southern California University of Health Sciences – wellness education and movement-based programming
- RYTMO – music enrichment, youth empowerment, and cultural expression

These CBOs have provided tutoring, enrichment, and mentoring services that directly support scholar achievement, engagement, and emotional well-being. VMCS will continue to actively seek and evaluate partnerships to ensure alignment with our evolving program goals and scholar needs.

### Alignment with Broader School Initiatives

VMCS also aligns its ELOP with other site-based initiatives such as:

- Community Schools programming, which strengthens integrated student supports and family partnerships
- Multi-Tiered Systems of Support (MTSS), used to deliver academic, behavioral, and social-emotional interventions in a tiered model

The ELOP is integrated into our MTSS framework, ensuring scholars receive differentiated levels of support based on real-time data and individual needs. Progress is monitored, and supports are adjusted accordingly to promote success for every scholar.

### Collaboration During the 2025 YMCA-Led Program



During Summer 2025, when the program will be delivered in partnership with the YMCA, VMCS will continue to maintain collaborative relationships with local agencies and support partners. The onsite VMCS staff member will help ensure:

- Scholars with ongoing service needs (e.g., IEP-related supports) continue to benefit from coordinated care
- Community feedback is gathered and integrated
- Program alignment with CBO partnerships and MTSS practices is preserved

#### Community Engagement

VMCS values input from a broad range of stakeholders—including families, school board members, and local agencies—to ensure our programming reflects the diverse needs and priorities of the community we serve. Staff collaborate with external partners year-round to strengthen wraparound services and deliver meaningful, culturally relevant experiences for scholars.

Through strong partnerships with CBOs and alignment with schoolwide systems like MTSS and Community Schools, VMCS ensures that ELOP offers a comprehensive, interconnected experience that addresses the full spectrum of scholar needs—academic, emotional, and social.

### 10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

At Vibrant Minds Charter School (VMCS), we believe that the success of our Expanded Learning Opportunities Program (ELOP) depends on ongoing reflection, evaluation, and intentional improvement. Our Continuous Quality Improvement (CQI) process is rooted in data-driven decision-making and informed by the voices of scholars, staff, and families.

#### Data Collection and Impact Measurement

At the conclusion of each Summer Academy, VMCS will collect and analyze comprehensive data across multiple domains to evaluate program effectiveness. This includes:

- Pre- and post-assessments focused on core academic areas (reading, writing, math)
- SEL-specific assessments measuring competencies such as:

- o Self-regulation
- o Conflict resolution
- o Academic mindset
- o Perseverance and goal-setting
- Behavioral data and observations, used to track scholar engagement and growth in collaboration, focus, and emotional regulation

#### Stakeholder Feedback and Reflection

To gain a holistic view of program quality and scholar experience, VMCS will administer surveys to:

- Scholars
- Families
- Program staff

These surveys capture perspectives on engagement, learning outcomes, satisfaction, and areas for improvement. Data will be disaggregated to identify trends by age, academic level, and subgroup status (e.g., multilingual learners, students with IEPs).

In addition, regular reflection sessions will be held with program staff to:

- Review data trends and scholar outcomes
- Identify effective strategies and best practices
- Propose and implement targeted adjustments for future sessions

#### Alignment During the 2025 YMCA-Led Program

During the Summer 2025 transitional program, when ELOP will be delivered by the YMCA, VMCS will continue to lead the CQI process in collaboration with the YMCA team. The onsite VMCS staff member will oversee:

- Scholar progress tracking and anecdotal observations
- Scholar and family feedback collection
- End-of-session debriefs with YMCA and VMCS staff to evaluate alignment with program goals

This ensures continuity of quality monitoring even when the program structure is temporarily modified.

By embedding CQI practices into every phase of program delivery—from design to post-program evaluation—Vibrant Minds Charter School ensures that ELOP continues to evolve responsively, offering a learning experience that is high-quality, relevant, and inclusive for every scholar we serve.

## **11—Program Management**

### **Policies and Procedures**

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

To ensure the effective, transparent, and family-friendly operation of the Vibrant Minds Charter School Summer Academy, the following procedures are in place for enrollment, attendance tracking, and communication:

#### **Enrollment and Registration**

- All scholars enrolled at VMCS are invited to participate in the Summer Academy.
- Information about registration is shared with families via ParentSquare, VMCS's primary family communication platform.
- Registration remains open for several weeks prior to the program start date, with multiple reminders sent to encourage participation.
- Staff are available to assist families with any questions regarding enrollment, accommodations, or scheduling.

#### **Attendance Tracking**

- Daily attendance is taken by classroom teachers using paper rosters.
- At the end of each week, attendance records are submitted to the program administrator, who logs and monitors attendance in a secure digital spreadsheet.
- This ongoing data tracking allows staff to analyze attendance trends and identify opportunities for follow-up or support.

#### **Family Communication**

- If a scholar is absent, a member of the ELOP team contacts the family to:
  - o Confirm the reason for the absence
  - o Provide any relevant updates
  - o Offer support to encourage continued participation

- Families are also regularly updated on their scholar's academic and social-emotional progress throughout the program.

For more detailed policies and procedures, please refer to the VMCS Homeschool Handbook and Staff Handbook, which provide comprehensive guidance on expectations, safety protocols, and day-to-day operations.

## **Budget**

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program<sup>3</sup>. How does this budget reflect the needs of students and families within the community?

### **YMCA Costs (for 2025):**

The first part of the Summer Academy, run by YMCA staff, will cost \$210 per scholar. This cost includes staffing, field trips, transportation, materials, and other essential expenses. YMCA staff will also be trained and equipped to ensure the program meets the quality standards expected.

### **VMCS-Run Program Costs (more typical plan):**

When the VMCS staff takes over the program, the budget fluctuates based on factors such as staff wages, field trips, and material costs. The costs include:

#### **Staffing:**

- o Teachers are paid a daily rate of approximately \$322.
- o Instructional Assistants (IAs) and Meal Clerks are paid \$20 per hour.
- o Other staff costs may vary depending on the exact number of hours worked and the total number of staff needed.

#### **Field Trips:**

- o Field trips range in cost depending on location. For example, a trip to the Aquarium is free (plus transportation), while a trip to the Discovery Cup costs around \$11 per child and \$14 per adult (plus transportation costs).

#### **Materials:**

- o Materials are often similar to those used during the school year, but educators are encouraged to explore new books and hands-on activities. This generates material costs, but the goal is to keep them reasonable and effective.

#### **Attendance Incentives:**

- o Incentives will be provided for scholar attendance, encouraging regular

participation in the program.

Parent Donations:

- o The school actively seeks parent donations when possible to offset program costs.

The budget for the 2025 Summer Academy reflects the diverse needs of scholars and families within the Vibrant Minds Charter School community. By prioritizing equitable access to high-quality educational experiences, the budget ensures that the program can offer enrichment activities, field trips, and necessary materials without placing undue financial strain on families. The use of YMCA staffing for part of the program ensures that scholars benefit from trained professionals, while VMCS-run portions allow the school to maintain oversight and continuity.

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

To ensure the proper implementation of the 2025 Summer Academy requirements, Vibrant Minds Charter School (VMCS) will follow a structured approach that includes clear procedures for monitoring and adjusting the program as necessary. This includes oversight of staffing, budgeting, program quality, and alignment with the goals of the Expanded Learning Opportunities Program (ELOP). Below is a detailed description of how the school will ensure successful implementation:

1. Staffing and Training

- Hiring Qualified Staff:

VMCS will ensure that all program staff, including teachers and instructional assistants (IAs), meet the qualifications outlined in the hiring plan. Teachers must hold state-mandated credentials, and IAs must meet the requirements for being "highly qualified" under California State Standards. Staff recruitment will prioritize individuals who are culturally responsive and experienced in working with diverse learners.

- Training and Professional Development:

All staff will receive training prior to the start of the summer program to ensure they are prepared to meet the needs of the scholars. Staff development will include culturally responsive teaching practices, behavior support strategies, social-emotional learning, and any necessary training in mandated reporting and health procedures.

Additionally, VMCS will schedule time for training and planning, focusing on topics such as CGI, Thinking Maps, and strategies for working with scholars with disabilities. A combination of internal professional development and external resources will be used to support staff readiness.

2. Program Management and Quality Assurance

- Ongoing Monitoring of Scholar Engagement and Growth:

VMCS will track scholar progress through daily attendance, weekly check-ins, and feedback from staff, families, and scholars. Staff will use data from surveys and assessments to evaluate scholar growth in both academic and social-emotional areas. This data will be used to refine and improve the program throughout its duration and will inform planning for future programming.

Teachers and IAs will be responsible for tracking individual scholar development and collaborating to adjust instruction as needed.

- Quality Control of Instruction and Activities:

To ensure that the program delivers high-quality experiences, the school will continuously assess the alignment of activities and instruction with the needs of scholars. This includes reviewing lesson plans, ensuring that appropriate materials are available, and making adjustments as necessary based on scholar feedback and performance.

A designated program administrator will oversee daily operations, including maintaining program fidelity and compliance with ELOP requirements. Regular meetings will be held with staff to discuss any necessary changes to instruction, staffing, or other program components.

### 3. Data Collection and Analysis

- Scholar Progress Monitoring:

VMCS will collect data on scholar progress in key areas, including social-emotional development, academic engagement, and behavior. This data will be gathered through assessments, feedback from teachers, and parent surveys. Scholar outcomes will be analyzed to identify areas of growth and areas needing further attention.

- Continuous Quality Improvement (CQI):

VMCS will implement a CQI process, using data to engage in reflection and adjust programming as needed. This will include reviewing feedback from staff, scholars, and families to identify what is working well and where improvements can be made. The information will be used to make informed decisions about program changes and to ensure that the program continues to meet the needs of all scholars.

### 4. Budget Oversight and Resource Allocation

- Financial Accountability:

VMCS will monitor the budget closely to ensure that all program expenses align with the outlined plan and are used efficiently. The school will maintain detailed records of all expenditures, including staffing, materials, field trips, and other program-related costs. The program administrator will ensure that the budget remains on track and that any changes are appropriately documented.

In case of unexpected costs or changes, VMCS will make adjustments by reallocating

resources or seeking additional funding through parent donations or community partnerships.

## 5. Family and Community Engagement

- Ongoing Communication with Families:

Families will be engaged throughout the program, from the initial enrollment process to the collection of feedback at the program's conclusion. VMCS will continue to send updates through ParentSquare and other communication channels to keep families informed about scholar progress and upcoming events.

Parent feedback will be actively solicited to ensure that the program meets their needs and to make adjustments based on their input.

- Community Partnerships:

VMCS will continue to work with community-based organizations (CBOs) such as Hope Builders, Biola, and others to strengthen program offerings and ensure that scholars benefit from a range of enrichment opportunities. Community partners will be included in program implementation and evaluation, helping to ensure that the program aligns with the needs of the local community.

## 6. Health and Safety Compliance

- Health and Safety Protocols:

VMCS will follow all local and state health and safety guidelines, including those related to COVID-19, food handling, and general well-being. All staff will undergo required health screenings and background checks before beginning work with scholars.

Attendance records will be monitored closely to ensure proper tracking, and protocols will be in place to address any health-related concerns immediately.

By following these detailed procedures and continuously assessing the program's effectiveness, VMCS will ensure the proper implementation of the Summer Academy, meeting the needs of scholars and families and aligning with the goals of the Expanded Learning Opportunities Program. This approach will also enable VMCS to create a sustainable and responsive program that adapts to the evolving needs of the community.

<sup>1</sup> (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

<sup>2</sup> (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

<sup>3</sup> (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

## General Questions

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

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

Do you have an ASES Grant? ☒ Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Vibrant Minds Charter School currently receives an After School Education and Safety (ASES) grant and leverages both ASES and Expanded Learning Opportunities Program (ELO-P) funds to create a comprehensive, cohesive, and universal expanded learning program. These funding streams are strategically aligned to maximize access, expand services, and ensure that all scholars—particularly those most in need—benefit from high-quality extended day and year-round programming.

Our ELO-P and ASES coordinators work collaboratively to ensure alignment in program design, staffing, training, and implementation. This collaboration ensures that there is no duplication of services and that each funding stream is used in accordance with its specific requirements, while contributing to the larger goal of supporting the whole child.

During the regular school year, ELO-P funds that are not used to support the required 30 non-school days (summer and intersession) are used to supplement our ASES program, allowing us to extend enrichment offerings and provide targeted academic tutoring and interventions during the afterschool hours. These funds enable us to provide additional staffing, small group instruction, and individualized supports that go beyond the core ASES program, addressing both academic needs and social-emotional development.

This braided funding model allows us to:

- Extend the depth of afterschool programming;
- Maintain appropriate scholar-to-staff ratios for personalized support;
- Offer enrichment and SEL activities aligned with scholar interests and needs;
- Provide equitable access to all scholars, including English learners, scholars with disabilities, and socioeconomically disadvantaged youth.

Together, ASES and ELO-P funding ensure that our scholars benefit from a unified,



high-quality expanded learning experience that bridges school-day learning with engaging, meaningful, and developmentally appropriate opportunities beyond the bell.

### **Transitional Kindergarten and Kindergarten**

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

Vibrant Minds Charter School is committed to providing transitional kindergarten (TK) and kindergarten scholars with high-quality, developmentally informed expanded learning opportunities that are tailored to meet their unique social, emotional, and academic needs.

In accordance with California Education Code Section 46120(b)(2)(D), VMCS maintains a pupil-to-staff ratio of no more than 10:1 for TK and K scholars in all ELOP offerings, including before school, after school, and non-school day programming. Each TK/K group is staffed by at least one credentialed educator or instructional assistant and additional support staff as needed to meet the 10:1 ratio consistently throughout the day.

To support the needs of our youngest learners, our curriculum is designed around hands-on, play-based, and exploratory learning experiences, which research has shown to be most effective for early childhood development. Daily activities are developmentally appropriate and include storytime, music and movement, fine motor skill development, art, SEL routines, and opportunities for dramatic play and inquiry-based exploration.

Staff who work with TK/K scholars receive specialized training in early childhood development, classroom management for younger scholars, and trauma-informed practices. They also receive guidance on how to integrate social-emotional learning, early literacy and numeracy foundations, and sensory supports into the daily routine. This ensures that young learners are not only safe and supervised but also deeply engaged and nurtured.

The expanded learning schedule for TK/K scholars is intentionally structured with consistent routines, transitions, and opportunities for rest, movement, and unstructured play. Regular communication with families helps ensure that staff are responsive to each child's individual needs.

By prioritizing small group instruction, child-centered pedagogy, and a nurturing environment, VMCS ensures that our TK/K learners thrive in their early educational experiences and build a strong foundation for lifelong learning.

While TK and K scholars are grouped to maintain the required 10:1 pupil-to-staff ratio,

VMCS provides separate, developmentally informed programming for kindergarteners. Our kindergarten schedule emphasizes academic readiness for 1st grade with structured literacy and math instruction, while maintaining plenty of opportunities for enrichment, SEL, and play. By blending structured skill development with creative expression and relationship-building, VMCS ensures that kindergarteners transition into 1st grade with confidence and capability.

#### Sample Program Schedule – Transitional Kindergarten and Kindergarten (Summer ELOP)

The following schedule outlines a typical full-day Expanded Learning Opportunities Program (ELOP) for Transitional Kindergarten (TK) during the summer. The program operates for a full nine-hour day and includes a balanced mix of developmentally appropriate academic enrichment, social-emotional learning, physical activity, and play-based experiences. All activities are designed to support whole-child development in alignment with California's ELOP quality standards.

##### Daily Schedule:

- 7:45 AM – 8:30 AM: Breakfast and Morning Arrival

Scholars ease into the day with breakfast and calm activities, supported by staff to build a sense of comfort and readiness.

- 8:30 AM – 8:45 AM: Schoolwide Morning Meeting

A daily opportunity for scholars to connect through greetings, songs, and social-emotional learning activities focused on building community and setting a positive tone.

- 8:45 AM – 9:30 AM: Literacy and Language Exploration

Small group instruction focused on early literacy skills through hands-on activities, stories, songs, and games that promote phonemic awareness and vocabulary development.

- 9:30 AM – 10:00 AM: Math Through Movement and Manipulatives

Engaging math lessons using games, manipulatives, and movement to develop number sense, patterns, and early problem-solving skills.

- 10:00 AM – 10:15 AM: Snack and Recess

A healthy snack followed by supervised outdoor play to promote gross motor development and social interaction.

- 10:15 AM – 11:00 AM: Enrichment Block

Rotating activities such as art, music, science, or STEM that provide creative outlets and exposure to new interests and skills.

- 11:00 AM – 11:45 AM: Thematic Play Centers

Scholar choice time with structured centers focused on dramatic play, sensory exploration, building, and pretend scenarios that promote collaboration and imagination.

- 11:45 AM – 12:30 PM: Lunch and Outdoor Play

Scholars receive a nutritious lunch and engage in free outdoor play to recharge before the afternoon learning block.

- 12:30 PM – 1:15 PM: Quiet Time and Story Time

Scholars transition to a calm, quiet space for rest, listening to read-alouds, and building listening and comprehension skills.

- 1:15 PM – 2:15 PM: SEL and Creative Expression

Activities such as drawing, puppet shows, journaling, or feelings games that promote emotional literacy, empathy, and self-expression.

- 2:15 PM – 3:00 PM: Cooperative Games or Partner Projects

Structured games or creative tasks that emphasize teamwork, communication, and problem-solving in a fun and engaging format.

- 3:00 PM – 3:15 PM: Afternoon Snack

A final healthy snack to support energy and focus during the last part of the day.

- 3:15 PM – 5:30 PM: Extended Care

Supervised, flexible time that includes indoor and outdoor play, puzzles, quiet games, and independent reading to allow scholars to wind down in a relaxed environment.

The following schedule reflects Vibrant Minds Charter School's intentional approach to kindergarten programming during the summer. While TK and K scholars may be grouped for supervision and staffing purposes to meet the 10:1 ratio, kindergarten scholars follow a more structured routine designed to support readiness for 1st grade. The schedule maintains a balance of academic enrichment, physical activity, social-emotional learning, and hands-on experiences aligned with developmental milestones for rising first graders.

Daily Schedule:

- 7:45 AM – 8:30 AM: Breakfast and Morning Arrival

Scholars begin their day with a healthy breakfast and calm, engaging arrival activities such as puzzles, drawing, or reading.

- 8:30 AM – 8:45 AM: Schoolwide Morning Meeting

A brief, joyful gathering that promotes community building and sets the tone for the day with greetings, songs, and social-emotional themes.

- 8:45 AM – 9:30 AM: Foundational Literacy Block

Small group and whole group activities focused on phonics, sight words, handwriting, listening comprehension, and early writing skills.

- 9:30 AM – 10:00 AM: Math Foundations

Hands-on math games, number talks, and practice with number sense, counting, and early problem-solving.

- 10:00 AM – 10:15 AM: Snack & Recess

Unstructured outdoor play and a nutritious snack to refresh and recharge.

- 10:15 AM – 11:00 AM: Enrichment Block (STEM, Art, Music)

Rotating experiences that build creativity, curiosity, and problem-solving skills through hands-on, engaging activities.

- 11:00 AM – 11:45 AM: Integrated Science or Social Studies

Thematic, inquiry-based learning designed to introduce real-world concepts and encourage exploration and discussion.

- 11:45 AM – 12:30 PM: Lunch & Outdoor Play

Time for movement, social interaction, and nourishment to break up the day and support self-regulation.

- 12:30 PM – 1:15 PM: Story Time and Reflection

Shared reading followed by discussion or journaling to build comprehension, vocabulary, and expressive language.

- 1:15 PM – 2:15 PM: Centers & Skill Practice

Rotations through literacy games, math centers, writing journals, and independent reading designed to reinforce academic growth.

- 2:15 PM – 3:00 PM: Social-Emotional Learning (SEL) & Closing Circle

Activities that promote friendship skills, conflict resolution, emotional awareness, and preparing for transitions.

- 3:00 PM – 3:15 PM: Snack

A final healthy snack as scholars prepare for the extended care portion of the day.

- 3:15 PM – 5:30 PM: Extended Care

Supervised free choice time including indoor/outdoor play, games, arts and crafts, and independent reading to allow scholars to wind down in a relaxed environment.

### **Offer and Provide Access**

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

At Vibrant Minds Charter School (VMCS), we prioritize making the Expanded Learning Opportunities Program (ELOP) accessible to all families in a streamlined and efficient way. Our enrollment process is designed to ensure that all interested scholars have the opportunity to participate, with clear communication and ample reminders provided throughout the process.

#### **Enrollment Process:**

To enroll in the summer ELOP, families will receive sign-up forms via ParentSquare, which is the same communication platform we use for all school-related updates. The forms will be sent out with ample time for families to review and submit their information. Reminders will also be sent before the sign-up deadline to ensure that families have every opportunity to participate.

#### **No Transportation Provided:**

As the summer ELOP will be held at our primary campus, families are responsible for providing transportation to and from the program. We encourage families to make arrangements that work best for their situation, as transportation will not be provided through the school.

#### **Ongoing Communication:**

Throughout the enrollment period, we remain committed to providing clear and timely communication to our families. In addition to the sign-up forms, we will share important program details, deadlines, and updates through ParentSquare. If any families need assistance or have questions, our team is available to provide support and guidance.

We look forward to welcoming all interested scholars to our ELOP and working together to ensure that every child has a positive and enriching summer experience!

### **Field Trips**

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational

experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Vibrant Minds Charter School's Expanded Learning Opportunities Program (ELOP) aims to offer a variety of field trips and enrichment experiences that complement the academic curriculum and provide scholars with novel, real-world learning opportunities. While specific field trips for the upcoming years have not yet been finalized, we are committed to planning experiences that align with the content being taught in the classroom and support scholars' academic, social-emotional, and skill development.

#### Field Trip Goals:

Field trips will be selected based on their ability to:

- Enhance scholars' understanding of academic subjects through hands-on experiences
- Expose scholars to new environments, ideas, and concepts
- Provide opportunities for the development of life skills such as collaboration, communication, and problem-solving
- Encourage curiosity and foster a love of learning outside the traditional classroom setting

#### Past Field Trip Examples:

To offer some insight into the types of field trips we have organized in the past, scholars have had the opportunity to visit:

- The California Science Center and IMAX, where they explored interactive exhibits and engaged with scientific concepts in a dynamic environment.
- The Discovery Cube in Orange County, where hands-on exhibits and STEM-based activities helped to build critical thinking and problem-solving skills.
- Whale watching excursions, where scholars learned about marine biology,

ecosystems, and environmental conservation.

- The Bowers Museum, offering scholars a chance to explore diverse cultures and art collections, enriching their social studies learning.
- The Aquarium of the Pacific, where scholars not only explored marine life but also participated in their Juneteenth cultural event and presentation, learning about African American heritage and its connections to the natural world.

#### Future Field Trip Planning:

For future years, field trips will continue to be selected with the same goals in mind: to connect to scholars' learning experiences, provide new opportunities for exploration, and foster a deeper understanding of the world around them. We will announce specific field trip dates and details as they are confirmed, keeping families informed well in advance.

We look forward to offering our scholars enriching field trips that support both their academic growth and personal development, helping to make their ELOP experience even more memorable and meaningful.

### Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

Vibrant Minds Charter School's Expanded Learning Opportunities Program (ELOP) is committed to ensuring that all enrolled scholars have access to enriching, high-quality experiences without financial barriers. Therefore, there are no fees required to participate in the ELOP for any scholars currently enrolled at the school. All scholars are welcome to attend at no charge, ensuring equal access for every scholar.

While participation is free of charge, we do request voluntary donations from families to help offset the costs of field trips, including transportation and admission fees. These donations help support the continued success and sustainability of our program by allowing us to provide enriching experiences for scholars, such as educational field trips and special events.

Importantly, we want to emphasize that donations are entirely optional. A scholar's participation in the program is not contingent on their ability to contribute. No scholar will be excluded from attending field trips or the program itself due to an inability or decision not to make a donation.

We are grateful for any contributions, as they help enhance the quality of the ELOP and provide our scholars with additional learning opportunities. However, our primary goal is to ensure that every scholar has the opportunity to participate and benefit from the program, regardless of financial circumstances.

### Sample Program Schedule- Regular Schoolday

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

The following schedule outlines a typical full-day Expanded Learning Opportunities Program (ELOP) for scholars in grades 1 through 6 during the summer.

The program operates for a full nine-hour day and balances academic reinforcement, creative exploration, physical movement, and social-emotional development. Activities are designed to engage a variety of learning styles and support the California Quality Standards for Expanded Learning.

#### Daily Schedule:

7:45 AM – 8:30 AM: Breakfast and Morning Arrival

Scholars begin the day with a nutritious breakfast and quiet arrival activities such as drawing, journaling, puzzles, or independent reading to ease into the morning.

8:30 AM – 8:45 AM: Schoolwide Morning Meeting

A community-building circle that includes greetings, mindfulness practices, and daily announcements to foster belonging and connection.

8:45 AM – 9:30 AM: Academic Enrichment Block – Literacy Focus

Hands-on language arts instruction that may include reading comprehension strategies, creative writing, literature circles, and vocabulary games.

9:30 AM – 10:15 AM: Academic Enrichment Block – Math Focus

Small group or center-based activities using manipulatives, math games, real-world problems, and collaborative projects to reinforce math concepts.

10:15 AM – 10:30 AM: Snack & Recess

A healthy snack and time for free outdoor play to support social skills and gross motor development.

10:30 AM – 11:15 AM: STEM or Inquiry-Based Learning Block

Exploratory learning in science, technology, engineering, or social studies. Projects may include experiments, design challenges, or collaborative investigations.

11:15 AM – 12:00 PM: Creative Arts and Expression

Rotating enrichment activities such as visual arts, theater, music, or dance that foster creativity, self-expression, and confidence.

12:00 PM – 12:45 PM: Lunch & Outdoor Play

Time to refuel with a nutritious lunch followed by supervised outdoor play and social interaction.

12:45 PM – 1:30 PM: Quiet Time and Independent Reading

A calm block for rest, silent reading, or journaling to support regulation and develop independent learning habits.

1:30 PM – 2:15 PM: Social-Emotional Learning (SEL) & Team Building

Activities that promote empathy, problem-solving, emotional regulation, and collaboration through games, role-play, and reflective discussion.

2:15 PM – 3:00 PM: Interest-Based Clubs or Project-Based Learning

Choice-based clubs such as coding, gardening, board games, book clubs, or longer-term projects aligned with scholar interests.

3:00 PM – 3:15 PM: Afternoon Snack

A final healthy snack to re-energize for the afternoon.

3:15 PM – 5:30 PM: Extended Care – Indoor/Outdoor Choice Time

Flexible time that may include crafts, structured games, free play, building activities, or independent exploration. Scholars wind day in a supervised, relaxed environment.



## **Additional Legal Requirements**

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

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

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

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **Regular Schooldays and Hours EC Section 46120(b)(1)(A):**

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

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

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

### **Prioritizing School Sites**

**EC Section 46120(b)(3):**

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

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

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

**Partners****EC Section 46120(b)(6):**

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

**Audit****EC Section 46120(c)(1):**

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

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

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

**Program Capacity, Family Fees, Sliding Scale****EC Section 46120(b)(5):**

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

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

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

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

### **Program Components**

#### **EC Section 8482.3(c)(1)(A–B):**

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

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

### **Third Party Notifications**

#### **EC Section 8483.4(b-d):**

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
  - (1) Death of a child from any cause.
  - (2) Any injury to a child that requires medical treatment.
  - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
  - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
  - (5) Epidemic outbreaks.

- (6) Poisonings.
- (7) Fires or explosions that occur in or on the premises.
- (8) Exposure to toxic substances.
- (9) The arrest of an employee of the third party.

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

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