



# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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|-------------------------------------|---|--|
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## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Vibrant Minds Charter School (VMCS), formerly known as GOALS Academy prior to July 1, 2020, is an independent charter school located in Central Anaheim, California. Because of the intentionally small enrollment of 240-256 scholars in Grades TK through 6 and our stand-alone organizational structure, we have been able to demonstrate great creativity and agility during these difficult times with the support of dedicated staff, engaged parents, and resilient scholars. To illustrate this, a brief summary of what occurred during the spring of 2020 closure and start of the 2020-2021 school year is provided.

On Friday, March 13, 2020, at 3:00 p.m., the GOALS Academy teaching staff convened to discuss the probable closing of the school due to COVID-19. The structure for our transition to a distance learning model was discussed, as well as the need to work together over the weekend so we could begin our distance learning program on March 16 for what was believed to be two weeks, with Spring Break changed to an earlier schedule to support three consecutive weeks of school closure. On March 13, 2020, at 6:00 p.m., the GOALS Academy Governance Committee participated in a Special Meeting and confirmed that we should close the school due to COVID-19. During Friday evening, as well as the weekend, two weeks of instructional materials, a bag of instructional supplies, Chromebooks, and headphones were prepared for distribution on Monday, March 16. We began distributing hotspots on March 20. This transition to a distance learning model required a Herculean effort by all staff members, and we were guided by the following principles. These same principles guide us for the 2020-2021 school year as we commence instruction with a distance learning model.

- We focus on what is best for our scholars' social-emotional and physical health and academic growth. We believe it is important for them to maintain relationships with their teachers and peers, experience a consistent schedule, participate in academic experiences that involve reviewed and new standards, and enjoy enrichment activities. As much as possible, we want our scholars to experience what would be typically offered at our school with a rigorous academic program and a plethora of enrichment opportunities.
- In the spring of 2020, we believed that we needed to commence our distance learning model on the first day of the school closure as a form of "dress rehearsal" so we could work out any kinks with minimal disruptions to our scholars' education. For the new school year, we also started in accordance to the approved school calendar on August 10, 2020. We are also maintaining a Monday through Friday schedule that resembles a typical school day from 8:30-3:00 p.m. that will permit an easy transition to in-person instruction.
- We strive to provide a balance between synchronous and asynchronous teaching/learning, which is organized through Google Classroom and supported with SeeSaw for the primary grades. We provide synchronous instruction via Zoom, as well as asynchronous instruction through iReady Reading/Mathematics and additional online resources such as Learning A-Z, Khan Academy, and Newsela. Every four weeks (approximately 20 days), we also provide packets with reading materials, worksheets, and materials for project-based learning.
- We acknowledge the importance of communicating with the parents on a regular basis, which we are accomplishing through ParentSquare (connected with Aeries), Vibrant Minds Facebook Page, webpage, etc. Last year, each teacher also hosted "town hall" parent meetings via Zoom to provide additional information and respond to questions parents had. This school year, we had our virtual Back-to-School Night on August 21, 2020.
- We feel it is important for our scholars to be able to continue with enrichment activities during the school day, as well as after school. As a form of release time for our teachers, our scholars are taught by a specialists under the supervision of the teacher for 45 minutes daily in the areas of drama, visual art, music and culture, music appreciation, and physical education. After school, our Grade 3-6 scholars may enroll in classes to learn how to play keyboards, woodwind instruments, and brass instruments, as well as create their own art projects with the support of a mentor.
- We feel it is important for our scholars to experience the routine and special events that are part of their normal school experiences. This includes Morning Gatherings, spirit days, virtual field trips, talent show, GATE projects, etc. While it is hoped we are able to resume in-person learning as soon as possible, we want our scholars to have good memories of their school experiences, regardless of the instructional model implemented.

Our resilient scholars were active participants in all that was offered during the spring of 2020. The attendance was strong, with approximately 90%-95% present during the synchronous instruction on a regular basis. With the start of the new school year on August 10, 2020, the attendance is even stronger with an average of 97% for our expanded 8:30 a.m. to 3:00 p.m. distance learning schedule. While we believe in the power of a brick and mortar school, our scholars were and are well-served through our distance learning model considering the challenging and constantly changing circumstances presented by COVID-19. There is evidence that there were learning gains for most of our

scholars, although it is difficult to determine if the gains were commensurate to what would have occurred if there had been no school closure. This new school year, there is a greater focus on capturing data indicating our scholars' academic growth.

There continues to be a few impactful challenges that are difficult to resolve, including the following:

- While we have been able to provide all scholars with Chromebooks, headphones, and hotspots as needed, internet connectivity continues to be unstable in some households. We have determined that just because a family has connectivity, it is not always of a sufficient quality to consistently support distance learning. This is especially true in families with multiple children accessing the internet. At the beginning of the 2020-2021 school year, we have provided 26 hotspots with service. More hotspots may be needed.
- Last year, we decided Zoom was the best option for synchronous connections with our scholars, but the free version we initially used did not provide sufficient management features. So, we shifted to the fee-based program. However, Zoom's ongoing updates were difficult to manage, especially when they were unannounced and disruptive to the teaching/learning for the day. It is hoped this will not be problematic this school year.
- Last school year, as well as at the beginning of this school year, about ten scholars are highly inconsistent in their attendance, and the numerous attempts to improve their attendance through communication with their parents was ineffective. We need to determine ways to maintain consistent attendance by all scholars.
- The distance learning model is difficult for our parents in the following areas -- some parents feel ill-equipped to provide instructional support to their children, parents who work remotely from home have to balance their work responsibilities while watching their children, parents struggling with basic financial survival have difficulty supporting their children's education, and parents are desperate for child care options as the economy reopens and they need to report back to work. The majority of our parents are expressing a desire and need for their children to return to our school's campus.
- Our staff has had to quickly adapt to a distance learning model, which requires the use of new technological tools/programs and different pedagogy. With all of the energy and time it takes to provide for the scholars on a daily basis, it is difficult to find time to retrain and retool ourselves.
- Our staff continues to work diligently to provide quality instruction to their scholars, but they are becoming overwhelmed and exhausted as they are asked to take on more and to change direction on an ongoing basis. Although this is due to the unpredictability of the COVID-19 pandemic and the ongoing refinement to information about the disease, the net impact is staff weariness. Additionally, many staff members also have their own children at home and are struggling with the home/work balance, which is exacerbated with the pandemic-related stress and workload.

# Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

At the beginning of the 2020-2021 school year, which commenced on Monday, August 10, 2020, there has been a concerted effort to acquire stakeholder feedback on the Learning Continuity and Attendance Plan (LCAP) from the parents, staff, and School Board. To a lesser extent due to our elementary school setting, we have also sought feedback from our upper grade scholars (Grades 3-6). Feedback from each of these stakeholder groups was acquired by the following means:

## FEEDBACK FROM SCHOLARS

In order to gauge how our scholars feel about the the school closure due to COVID-19 and the subsequent transition from an in-person to a distance learning model, Vibrant Minds Charter School developed and distributed a scholar survey for Grades 3-6 during the week of August 31, 2020. This survey provided opportunities for scholars to share their feelings about a myriad of topics, including their academic growth, technology use, general perspective, and their description of an ideal 2020-2021 school year. The survey was administered using SurveyMonkey, and the data was analyzed and presented to the parents, staff, and School Board. The questions required Likert Scale and short answer responses. Out of a possible 124 scholars in these grade levels, 120 completed the survey. The seven survey items were as follows:

- How do you feel about school this year? (Unhappy, OK, Happy)
- What would make you feel happier about school? (Short Answer)
- How would you rate your learning success this school year? (Unsuccessful, OK, Successful)
- What would make you a more successful learner this school year? (Short Answer)
- How is your technology working for learning? (Poorly, OK, Great)
- What would make your technology work better? (Short Answer)
- Describe what you wish school would be like in 2020-2021. (Short Answer)

## FEEDBACK FROM PARENTS

Surveys

All parents were requested to complete a series of surveys using ParentSquare, which is part of the Aeries Student Information System. The surveys were available in English and Spanish. It has been verified that all parents receive information sent through ParentSquare, and it is easy to track who has completed surveys, as well as analyze the responses.

Survey 1 Regarding Instructional Options -- When Orange County was taken off of the Watch List on Saturday, August 22, 2020, parents were asked their preference in instructional options and possible need for after-school child care. Parents who did not respond to the survey were contacted by text, email, and/or phone until a response was provided. The expectation of 100% participation was almost achieved, with a total of 207 surveys completed, and 45 uncompleted. Parents had completed earlier surveys regarding instructional options, but this survey was most germane to the development of the LCAP.

Survey 2 Regarding LCAP -- Prior to the development of the LCAP, parents were asked questions specific to their children's social-emotional well-being and academic progress. The survey was disseminated on Saturday, August 29, 2020, and responses were received up to Friday, September 4, 2020. A total of 46 surveys were completed, many of which represented more than one scholar. Some of the questions paralleled what was asked of the scholars as a form of validation, but at a more sophisticated level.

#### School Site Council (SSC)

In addition to the two surveys, members of the School Site Council (i.e., four parents and four staff members) were introduced to the LCAP template (draft and final version) and discussed what they wanted to have included in the LCAP at meetings held on Monday, July 20, 2020, at 9:00 a.m., and Wednesday, August 5, 2020, at 9:00 a.m. They then previewed the draft of the LCAP at a SSC Meeting on Wednesday, September 2, 2020, at 8:00 a.m. Each of these meetings were held via Zoom, and the agenda was posted through the school's Facebook Page, webpage, and ParentSquare. Spanish translation was available. and all parents were invited to attend.

#### English Learner Advisory Committee (ELAC)

At a meeting on Wednesday, September 2, 2020, at 6:00 p.m., a group of ten parents of English learners attended the English Learner Advisory Committee (ELAC) Meeting. The purpose of the LCAP was explained, as well as the budget associated with ameliorating learning loss. They were in agreement with the primary approach to providing support to English learners, as well as other scholars requiring additional academic support.

#### Special Education Study Group

Though a survey and additional outreach, parents of scholars receiving special education support reported on their children's experienced.

#### FEEDBACK FROM STAFF

#### Certificated Staff

The certificated staff members received copies of the LCAP template on Saturday, August 22, 2020, so they could understand what the completion of the document involved. At the Think Tank Meetings on Tuesday, August 25, and September 1, 2020, the staff thoroughly discussed the draft of the LCAP. A subcommittee was also formed to continue the work. The subcommittee met on Wednesday, August 26, and Wednesday, September 2, 2020. Through the staff's active participation, the LCAP was studied and refined. Key areas that were discussed included:

- Actions that will be taken to offer classroom-based instruction whenever possible, particularly for scholars who have experienced significant learning loss due to school closures in the 2019-2020 school year or are at greater risk of experiencing learning loss due to future school closures.
- Actions that will be taken to provide continuity of instruction during the school year to ensure scholars have access to a full curriculum of substantially similar quality regardless of the method of delivery.
- Actions that will be taken to address scholar learning loss from COVID-19 during the 2019-2020 and 2020-2021 school years.
- Actions that will be taken to monitor and support mental health and social and emotional well-being of scholars and staff during the school year.
- Actions that will be taken when scholars are absent from distance learning and/or on-campus learning and are at risk of learning loss.

#### Classified Staff

The office, custodial, and administrative staff have continued to be on campus during the spring and start of the new school year. Dialogues among this group are ongoing, and refinements to the logistical aspects of providing support to the scholars, families, and instructional staff are made instantaneously.

Viewpoints from the instructional assistants were solicited at the I.A. Think Tank Meeting on September 1, 2020. Many of our instructional assistants are also parents of our scholars, so their feedback provides insights on two levels.

#### FEEDBACK FROM SCHOOL BOARD

The School Board was introduced to the timeline for LCAP completion at the Board Meeting on Wednesday, August 12, 2020. They also shared their thoughts on what should be emphasized in the plan. It was also determined that a Public Hearing would replace the Regular Board Meeting on Wednesday, September 9, 2020, and the Regular Board Meeting was moved to Wednesday, September 23, 2020, in hopes of acquiring Board Approval for the LCAP prior to the due date. For these two meetings, a new feature on Zoom was used that permits a synchronous Spanish interpretation of the Public Hearing and Board Meeting.

[A description of the options provided for remote participation in public meetings and public hearings.]

All remote participation in public meetings and public hearings have occurred via Zoom. Because this was also the medium by which synchronous teaching/learning occurred during the spring of 2020 and continues to be the medium for the start of the 2020-2021 school year, the scholars and their parents are comfortable with the use of this platform. Also, 100% of our families have internet connectivity via their own services or school-provided hotspots. Additionally, the synchronous translation feature on Zoom was discovered in time for the Public Hearing on the LCAP, which further involved and supported members of our school community who speak in Spanish. Prior to this discovery, Spanish translation was available, but it was difficult to implement during remote meetings.

[A summary of the feedback provided by specific stakeholder groups.]

### SUMMARY OF SCHOLAR FEEDBACK

Overall, the results of the scholars' survey were positive. When asked how they were feeling about the school year so far, 91.66% of scholars surveyed replied that they were feeling Happy or OK. Only 8.33% of scholars revealed they felt Unhappy. When asked what would make them feel happier, scholars reported things like:

- Being able to see teacher and classmates in person
- Less time on the computer/shorter school day
- No homework/homework on paper vs. on computer
- Hands on, in-person VAPA classes
- More opportunities for fun

When asked how they rate their own learning, 95.84% of scholars felt Successful or OK, with only 4.17% feeling Unsuccessful. When asked what would make them feel more successful, scholars shared many insights including:

- Having a better work environment at home
- Being able to learn physically in the classroom
- More time to be able to work on assignments and homework
- Better internet access



- Access to additional academic support

When asked about their access to technology and how it is working for learning, 93.34% of scholars responded Great or OK. Only 6.67% of scholars felt it was going poorly. Several scholars commented about access to better Wi-Fi or less lag, but overall many scholars felt that they had the technological tools to be successful.

When asked what they wish school was like for the 2020-2021 school year, scholars overwhelmingly wished to be back on campus with their teachers and peers, but they also seemed to understand the reason they were not. Several scholars specifically mentioned understanding that while on-campus schooling is ideal, it isn't safe, so they were happy with the day-to-day online interactions with their teachers and peers.

The Vibrant Minds Charter School team will follow up with scholars who feel unhappy or unsuccessful to gather more information as to why, as well as develop a plan, which may include targeted social-emotional support, academic support, access to additional tools and/or resources, or additional parent support.

## SUMMARY OF PARENT FEEDBACK

### Survey 1 Regarding Instructional Options

The options for instruction included the following, as well as the number of scholars enrolled in each option:

- 100% distance learning from home -- 69 (33%)
- Time split between school and home (Tuesday/Thursday or Wednesday/Friday school schedule, with Monday alternating between the two groups) -- 34 (16%)
- Full-time attendance at school (if feasible) -- 104 (50%)
- Would you enroll your child in an on-campus, fee-based after-school child care? -- 36 (17%)

### Survey 2 Regarding LCAP

The questions and responses included the following, with short answer summaries representing the top three to five themes:

- For the most part, how does your child feel about off-campus distance-learning? [Very Unhappy (8%), Unhappy (20%), OK (35%), Happy (26%), Very Happy (11%)]
- What would make your child feel happier about school? (Short Answer)
  - - Return to school with connection with friends and teachers (37)
  - - Shorter day w/ less computer time (8)



- - Happy already (2)
- How would you rate your child's learning success in reading so far this school year? [Very Unsuccessful (2%), Unsuccessful (5%), OK (37%), Successful (42%), Very Successful (14%)]
- What would help your child be more successful in reading? (Short Answer)
  - - No concerns (9)
  - - More practice (6)
  - - In-person learning (4)
  - - Book loans (4)
  - - Parent support (4)
- How would you rate your child's learning success in writing so far this school year? [Very Unsuccessful (0%), Unsuccessful (11%), OK (48%), Successful (30%), Very Successful (11%)]
- What would help your child be more successful in writing? (Short Answer)
  - - Daily practice (15)
  - - No concerns (10)
  - - In-person instruction (4)
  - - Extra support (3)
  - - Parent support (3)
- How would you rate your child's learning success in mathematics so far this school year? [Very Unsuccessful (0%), Unsuccessful (8%), OK (22%), Successful (50%), Very Successful (20%)]
- What would help your child be more successful in mathematics? (Short Answer)
  - - Daily practice (10)
  - - No concerns (8)
  - - In-person learning (5)
  - - Motivating, fun math (3)
  - - Small group (3)
- Does your child's technology (Chromebook, headphones, Internet connectivity) support his/her distance learning? [Very Poor (0%), Poor (0%), Inconsistent (20%), Good (46%), Great (34%)]
- What would make the technology work better? (Short Answer)
  - - Better internet connectivity (14)
  - - No concerns (12)

- - Slow Chromebooks (4)
- Describe your educational priorities for your child during the 2020-2021 school year. (Short Answer)
  - - Mastery of standards for grade level (19)
  - - Writing success (8)
  - - Reading success (7)
  - - Math success (6)
  - - Interest in and love for learning (6)
- What else would you like us to consider as we create the Learning Continuity and Attendance Plan (LCAP) for the school year? (Short Answer)
  - - School is doing great (7)
  - - In-person learning (6)
  - - Keep safety as priority (3)

#### SUMMARY OF SCHOOL SITE COUNCIL (SSC) FEEDBACK

The SSC devoted a large portion of two meetings to discuss ideas for inclusion in the LCAP, as well as reviewing the draft of the LCAP. At the meeting on September 2, 2020, the LCAP was approved, pending feedback from the Public Hearing on Wednesday, September 9, and possible approval on Wednesday, September 23, 2020.

#### SUMMARY OF ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) FEEDBACK

The ELAC discussed and supported the following main areas of support for English learners:

- Social-emotional support for the scholars in the form of counseling
- Additional staff in the form of Teachers on Special Assignment (TOSAs) to provide extra academic support during the school day
- The provision of the Vibrant Minds Distance Learning Center while the school remains closed to in-person instruction
- When scholars return to campus, after-school tutoring
- Vibrant Minds Summer Academy for 40 days of academic support in June and July
- Adaptive computer program for English Language Development Program (ELD)

#### SUMMARY OF PARENT OF SPECIAL EDUCATION SCHOLARS FEEDBACK

A survey was sent to the parents of any Vibrant Minds Charter School scholars who currently receive special education services. Most of the parents who responded felt as though services were appropriate given the challenges of distance learning. IT was noted that for some areas (e.g., Occupational Therapy), it is much more difficult to receive the full benefit when the services are not provided in person. Additionally, parents reported the need for additional one-on-one support for their scholars who may not be responding to the general education virtual instruction. When asked whether they would want their scholars to receive special education support in person if the school was allowed to, despite the school remaining closed due to pandemic, 75% of the parents responded in the affirmative.

## SUMMARY OF STAFF FEEDBACK

### Classified Staff

The office, custodial, and administrative staff are primarily concerned with the lag between requests made of parents and instructional staff and their responses. It is labor intensive to follow-up individually when requests are made of these two groups. Additionally, the workload has increased significantly, and the volunteer support has decreased. There may be a need to add staff support on an as-needed basis.

For the instructional assistants, their feedback tended to be logistical, such as a need to involve the parents more in their children's learning, ensure the scholars are focused on learning while in the VM Distance Learning Center, follow-up on attendance issues, etc. The I.A.s were also informed of possible summer work to support the Vibrant Minds Summer Academy.

### Certificated Staff

The staff is primarily concerned with the challenges of providing a quality distance learning program to the scholars. Although the teachers and support staff have experienced this format during the spring of 2020 closure, the expectations are higher both internally as a school and externally with governmental oversight. It has become a more daunting enterprise due to the following factors:

- Although we have provided all scholars with the technology to support distance learning (e.g., Chromebooks, headphones, hotspots when needed, and learning packets), it is still challenging to keep the scholars online for instruction. There are internet connectivity, latency, and quality issues for a number of scholars, which interferes with the consistency of instruction. There is a great need for technology support in terms of hardware and software issues. With the learning packets, it is difficult to anticipate what will be needed a full month ahead of time in terms of instructional resources and materials. However, creating the packets for shorter periods of time requires parents to come to the school for pick-ups more frequently, and this is very labor intensive for the office and administrative staff, including the need to deliver some learning packets to their homes.
- Last spring, the teachers and support staff interacted directly with the scholars for at least 2.5 hours (Morning Greeting and Zoom Time), as well as during one-on-one and small group time for at least 30 minutes daily. This year, the instructional program is from 8:30 a.m. to 3:00 p.m. to replicate the school day as much as possible in hopes that this eases the transition to the regular school schedule when in-person instruction resumes. This has required more planning and material development for the teachers

and support staff, and they have expressed a need to have more time to plan. This would be in addition to the 45 minutes they receive daily with the support of a VAPA/P.E. specialist.

- The teachers and support staff would appreciate more teacher-led professional development in areas of need to support distance learning. They also expressed a need for those that support them to receive professional development so they can function more independently (i.e., instructional assistants and Teachers on Special Assignment).
- Whereas last year the scholars and teachers had developed strong relationships, expectations, and procedures prior to starting distance learning, this school year the instructional format commenced with distance learning without the opportunity to develop these strong foundations in-person. This has been difficult for all grade levels, but especially the transitional kindergartners and kindergartners. It is difficult for our youngest scholars (i.e., Grades TK-2) to connect with the teacher via the screen. Academic success is highly dependent upon an adult sitting by the scholar. Unfortunately, not all of our young scholars have this level of parental involvement. This has created a level of inequity that needs to be resolved.
- There is great concern for our scholars who are not succeeding with distance learning due to absences, limited participation, variances in parent support, and/or need for an in-person format. There needs to be a way to address this growing learning gap now by eliminating as many barriers as possible during distance learning, as well as in the future when in-person instruction can resume.
- Some staff members have expressed concern about returning to campus to teach, especially due to the high COVID-19 rate in Anaheim. They are concerned for their safety, as well as their family's safety. They have also questioned whether it is safe for the scholars we serve.

## SUMMARY OF BOARD FEEDBACK

The VMCS Board members had questions and expressed concerns in the following areas related to the 2020-2021 school year and the completion of the LCAP. Board members were invited to visit each classroom with the director via Zoom. One Board member pursued this opportunity and was excited by what he saw in terms of scholars' involvement and teachers' dedication.

- The Board wants to ensure that attendance is strong, whether it involves distance or in-person learning. There was an acknowledgement that consistency in attendance is difficult when families are facing so many struggles.
- When scholars are in attendance, there was a discussion of how to maintain their engagement. This is more of a concern with the youngest scholars.
- There is a need to ensure family support for their scholars' education. In particular, the youngest scholars (i.e., TK-K) cannot navigate distance learning well without direct adult support.

- Board members understand the need for determining where scholars are as they enter the 2020-2021 school year to inform instruction. Then, it becomes important to assess on an ongoing basis to determine progress and modify instruction to meet each scholar's needs.
- The Board is interested in determining if there is sufficient Personal Protective Equipment (PPE) for staff and scholars. Over the long-term, what is the plan.
- The Board is concerned about the social-emotional well-being of the scholars. It is important to determine ways we can identify scholars who are struggling with their emotions, as well as determine how to provide or connect them with services.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The input of all of the stakeholders was invaluable. Through a synthesis of the input from all of the stakeholders, many aspects of the plan were modified. Some key examples of what was altered substantially based on the stakeholder feedback include the following:

- Increased certificated planning and collaboration time
- Additional professional development for all staff members working with our scholars (i.e., coaches at the Distance Learning Center, instructional assistants, TOSAS, classroom teachers, and administration)
- Parent workshops delivered to parents of individual classrooms, as well as delivered school-wide, on topics to support scholars' success with distance learning, in-person learning, and intervention to ameliorate learning gaps
- Distance learning attendance recognition and awards, as well as ongoing monitoring of and contact with the parents of scholars who are demonstrating punctuality and attendance issues
- Supervision of scholars during the school day for families who cannot support learning at home via the Vibrant Minds Distance Learning Center
- Intervention support (both in-person and through Zoom) for scholars who are struggling academically, including scholars who are socioeconomically challenged, English learners, receiving special education support, and homeless
- Additional instructional days for struggling scholars during the summer of 2021
- Shared data about the academic progress of individuals, subgroups, and school-wide

- Enhanced social-emotional support for the scholars, including Morning Gathering messages, SEL curriculum, scholar surveys and responses, scholars leadership development, parent input, and counseling via Zoom and a referral system)
- Ongoing modifications to safety procedures and the provision of PPE to scholars and staff on campus due to COVID-19

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Vibrant Minds Charter School (VMCS) is located in Orange County, California. Because Orange County was on the Governor's Monitoring List on August 10, 2020, VMCS was unable to start the school year on campus. While Orange County was removed from the Monitoring List on Sunday, August 23, 2020, which initiated the 14-day countdown for the possible reopening of schools, Governor Newsom presented a clearer and more stringent tiered model on Friday, August 28, 2020, which modified the possible reopening of schools in Orange County to September 21, 2020 (i.e., one more week in Tier 1/purple plus two weeks in Tier 2/red). VMCS's Anaheim location makes reopening a more difficult decision. Both Anaheim and Santa Ana are cities with the highest number of COVID-19 cases in Orange County. And, if these two cities were counties, they would most likely remain in Tier 1 for a longer period of time than three weeks. For this reason, VMCS continues to be in consultation with other school districts in the area and the Orange County Health Department to determine when in-person instruction is feasible.

VMCS takes great pride in what we offer our scholars in our brick-and mortar, strength-based school. We believe in-person instruction provides the optimal approach for teaching and learning at the elementary school level, as well as the best setting for supporting our scholars' social-emotional growth and well-being. Our desire is to reopen our campus as quickly as possible to all of our scholars. However, with the social distancing recommendation of six feet, we do not have the physical space for all scholars to be on campus in classrooms simultaneously unless a substantial number of our families opt for the 100% distance learning option. Therefore, our in-person instructional offerings have elements of distance learning within the program. This permits the teacher to instruct scholars whether they are in-person, in person part-time, or at home. For a small school with eight classrooms, this is our best option, especially with the hope that we can return to 100% in-person instruction as soon as possible. In our Reopening Plan with in-person instructional offerings, we acknowledge the importance of providing parents choices in instructional options, promoting healthy behaviors, modifying school procedures, maintaining clean and sanitized facilities, and preparing for when someone gets sick.

#### INSTRUCTIONAL PROGRAM

## Primary Factors for Decision-Making

At VMCS, we base all of our decisions on what is best for our scholars. Through the process of staff and parents co-creating solutions, we are able to respond to challenging times with a high level of innovation and agility. We are proud of who we are and what we can accomplish together. And, we are envisioning a 2020-2021 school year that will help our scholars identify their interests and talents and transform them into strengths through mentoring and the development of character strengths. We will continue to put our scholars' first in all decisions that are made.

Because of the challenges of COVID-19 and the deluge of changing and contradictory information, planning ahead can be difficult. And, whatever is planned cannot be set in stone. Agility in actions and grace in attitude will continue to be needed as plans morph to accommodate new information. Additionally, parents, staff, and the Board may disagree with some aspects of any proposed plan. We ask parents to not share their disagreements in front of their children since the support of parents is needed now more than ever. It is hoped that in a society where divisiveness prevails, we can continue to be a school in which we trust that everyone's motives are pure as we strive to accomplish the following:

- Educational quality and equity for all -- Our scholars deserve a high-quality education that is strength-based and builds the foundation for their futures. It needs to be rigorous and engaging, while also differentiated, individualized, and personalized to meet each scholar's needs. Our scholars with special needs need to be at the forefront of our approach, in particular our English learners, scholars with IEPs, and scholars from families that are facing socioeconomic struggles.
- Scholar and staff safety -- The health of our scholars and staff must be protected. Procedures must be in place that are based on the guidance of scientist and health professionals. We will follow federal, state, and local guidelines to ensure public health and safety.
- Support for families -- Many of our parents must return to work in order to survive economically. And, in many cases, there is no one who can supervise our scholars' learning at home while the parents are at work. We need to come up with options that permit scholars to attend school Monday through Friday for families that are desperate for this support, even in the case of the implementation of an A/B scheduling model to facilitate social distancing on campus.

## Parent Choice

Charter schools exist to provide parent choice. While we believe in the power of a brick-and-mortar school so scholars learn academics, as well as critical social skills, currently this cannot be the only option as parents determine what is best for their unique set of family circumstances. During this crisis, we have built parent choice into the VMCS Reopening Plan when the school is permitted to provide in-person instruction. There are three options from which parents can choose. Whichever option is chosen by a family is a commitment for a trimester (60 days of instruction), but it can be modified prior to the start of each new trimester. Parents will be asked to confirm or change their option toward the end of Trimester 1 and 2. The options are based on the recommendations of medical experts to provide social



distancing of approximately six feet between scholars, as well as grouping scholars into small cohorts to reduce possible exposure to illness. The options are:

- Option 1 -- An A/B schedule in which half of the scholars work with the teacher on campus on Tuesdays and Thursdays (Cohort A), and half of the scholars work with the teacher on campus on Wednesdays and Fridays (Cohort B). Cohort A and Cohort B will work with the teacher on alternating Mondays. When the scholars are not on campus (off-track), they will participate with the grade-level class with a consistent schedule and synchronous and asynchronous learning. The instructional day will be from 8:30 a.m. to 3:00 p.m., with breakfast served at 8:00 a.m. for the scholars on campus and 8:30 a.m. for families who elect to pick up breakfast and lunch for scholars at home.
- Option 2 -- An A/B schedule, but with the option of having off-track scholars attend school and participate in the synchronous and asynchronous learning at an alternative setting under the supervision of instructional assistants, Teachers on Special Assignment (TOSAs), and an administrator. This equates to five days of support at the school and a nearby alternative setting. The instructional support will be from 8:30 a.m. to 3:00 p.m., with breakfast served at the alternative site at 8:00 a.m. Attendance at the alternative location is an option for families who require support for their off-track scholars.
- Option 3 -- Five Days of Distance Learning. We understand that learning on the school campus may not be an optimal choice for scholars with medical issues or vulnerable family members. Therefore, parents may choose to have their scholars participate in distance learning Monday through Friday. This will require consistent adult supervision and support at home since scholars at the elementary school level are not developmentally prepared to learn entirely independently.

Based on a survey provided to parents on August 24, which was completed by August 28 for all but 60 scholars (these will be contacted on Monday, August 31), the following preferences were indicated:

- Option 1 -- A/B Schedule (16%)
- Option 2 -- A/B Schedule with Supervision on Off-Track Days (50%)
- Option 3 -- 100% distance learning (33%)

Regardless of which option is chosen, the scholars in a grade-level class will have opportunities to learn together with the support of the teacher, instructional assistant, and support staff. Zoom will be used by teachers to deliver lessons, as well as permit scholars to interact with each other as a class. This connectivity contributes to the social-emotional well-being of our scholars who are learning from home. They will experience a consistent schedule of direct instruction, guided practice, and independent practice. There will be a blend of book and e-book reading, pencil and paper work, and computer-supported learning. There will also be opportunities for art and physical education activities.

It is important to acknowledge that if there is an outbreak of COVID-19 at Vibrant Minds Charter School or if health officials recommend that the schools in the area close down, we are prepared to pivot to Option 3 for all scholars until we are permitted to offer Option 1 and 2 once again. While we will do everything possible to keep all options available, we will follow the recommendations of experts in the field because

scholar and staff safety is a priority. It is for this reason that as a school community of staff, scholars, and parents, we will implement the best preventative measures when it comes to controlling exposure to COVID-19. But, even with the best preventative measures, we are not in control of an infectious disease.

### Instructional Resources and Materials

Every scholar has been provided with a Chromebook and headphones to support learning for each of the three options. Also, for families that are unable to acquire internet connectivity, we have supplied hotspots and services for educational use (26 thus far). The Chromebook is equipped with a power cord and protective sleeve. Because technology is fragile, scholars will be taught how to care for their Chromebooks. Oversight from home would also be appreciated. It will be helpful if each scholar had a backpack to store their Chromebook and instructional materials. Options 1 and 2 require our scholars to be able to have materials available in more than one setting, and a backpack permits this to occur easily. Because of the weight of backpacks, rolling backpacks are recommended.

As a public school, it is our responsibility to support scholars with everything they need to fully participate in our educational program. We will try to anticipate what is needed, but parents may need to inform us when materials need to be provided or replaced. For our families who choose Option 3 with 100% distance learning, it will be necessary to pick up learning packets and materials on a scheduled basis (i.e., monthly). However, most assignments will also be posted online using Google Classroom and other similar platforms. So, parents may opt to print up some of the materials to support their scholars' learning. In reality, we are attempting to implement a complex educational program with expected deferrals and possible reductions in funding. So, any support parents can provide in the provision of basic materials will be appreciated, but not expected.

Instructional resources in English-language arts to support our scholars' academic growth include the following partial list:

- Heggerty Phonemic Awareness (TK-1)
- Reading A-Z (TK-2)
- iReady Reading (TK-6)
- iReady SBAC Prep Books (2-6)
- Newsela (3-6)
- EPIC (3-6)
- Readworks (3-6)
- Read Naturally (3-6)

- Classroom Libraries (TK-6)
- Digital Books (TK-6)
- Quill (3-6)

In mathematics, the following resources are used:

- iReady Classroom (TK-6)
- iReady Math (TK-6)
- Sumdog (TK-2)
- Khan Academy (3-6)
- Prodigy (TK-6)

For science, the curriculum used is FOSS (Full Option Science System). For History/Social Studies there is an emphasis on an integration with English-language arts, as well as the use of instructional units from the California Education and Environment Initiative.

#### Formative and Summative Assessments

Scholars will be tested using the iReady system in the areas of English-language arts and mathematics during the first month of school. The data from these assessments will provide a baseline from which teachers can develop their instructional plans for the whole class, as well as individuals and small groups. Additionally, as much as possible, assessments outlined in our school's recently approved charter will be administered in all academic areas. These assessments tend to provide more valid data when done on school campus. So, during in-person instruction, the teachers will complete the assessments for each scholar as much as possible.

#### Professional Development

During the summer, the classroom teachers and administration participated five days of professional development from the University of San Diego to support distance learning. For five days prior to the start of the school, the instructional staff met together to refine their year-long plans, to receive professional development in the areas of reading instruction and the use of the new mathematics materials from iReady Classroom, to learn about Securly as a means of helping scholars stay engaged, and to collaborate with each other. To provide ongoing professional development support, there will continue to be weekly Think Tank Meetings for the instructional staff, as well as the instructional assistants.

#### PROMOTING HEALTHY BEHAVIORS THAT REDUCE SPREAD OF COVID-19

## Hand Washing

Washing hands with soap prevents illnesses and the spread of infections to others. When soap and water are not readily available, then hand sanitizer with at least 60% alcohol should be used. Effective hand washing should be taught to all scholars. Washing hands with soap or using hand sanitizer prevents infections because:

- People frequently touch their eyes, nose, and mouth without realizing it.
- Germs can get into the body through the eyes, nose, and mouth and make us sick.
- Germs from unclean hands can get into foods and drinks while people prepare or consume them.
- Germs from unclean hands can be transferred to other objects (e.g., handrails, door handles, desks, and instructional materials) and then transferred to another person's hands.

The following recommendations for hand washing will be adhered to by scholars and staff:

- You should wash your hands with soap and water (cold or hot) for at least 20 seconds, which is the amount of time it takes to sing "Happy Birthday" twice.
- Washing hands should occur when you have coughed, sneezed, touched your face, before and after eating, and after using the restroom.
- Use a paper towel or hand dryer to dry hands thoroughly.
- After washing hands, avoid touching surfaces in the restroom. If available, use a paper towel to touch restroom surfaces or open the restroom door, and then throw the paper towel away.
- If soap and water are not readily available, use hand sanitizer, which should be rubbed into hands for approximately 20 seconds until the hands are completely dry.
- Hands should be washed with soap and water approximately every hour, or with hand sanitizer approximately every 30 minutes. Hand sanitizer dispensers will be located in each classroom and throughout the school, so scholars should not bring their own hand sanitizer.
- Scholars will be staggered in their use of hand washing and hand sanitizer stations to avoid social proximity.

## Coughing/Sneezing Etiquette

Covering coughs and sneezes can help prevent the spread of illness, including COVID-19. It is important to teach scholars appropriate coughing and sneezing etiquette to protect others.

The following recommendations for coughing and sneezing will be followed by scholars and staff:

- Cover the mouth and nose with a tissue when you cough or sneeze.
- Throw used tissues in the trash.
- If you do not have a tissue, cough or sneeze into your elbow, not your hands.
- Immediately wash your hands after blowing your nose, coughing, or sneezing.

### Face Coverings/Face Shields

Face coverings and/or face shields may slow the spread of COVID-19. COVID-19 spreads primarily from person-to-person through respiratory droplets produced when an infected person coughs, sneezes, or talks. These droplets can land in the mouths or noses of people who are nearby or can possibly be inhaled into the lungs. Studies report that the droplets usually travel less than six feet. CDC and CDPH recommend wearing face coverings and/or face shields in public settings where social distancing measures are difficult to maintain. Face coverings and/or face shields provide a layer of protection from the respiratory droplets of an infected person.

The following recommendations for face coverings/face shields will be followed by scholars and staff:

- All scholars and staff members must wear face coverings and/or face shields whenever they may find themselves within six feet of another person to cover their mouths and noses.
- For scholars, face coverings and/or face shields must be worn when entering or exiting the school, when walking in the hallway, when using the restroom, when sent to the office, etc. Basically, any time the scholars leave their desks with their transparent study carrels, they must wear face coverings and/or face shields.
- All staff members must wear face coverings and/or face shields whenever they may find themselves within six feet of another person. For clarity of communication while teaching, face shields will be the preferred form of protection.
- Scholars and staff should be frequently reminded not to touch the face coverings and/or face shields, as well as how to properly remove and take care of them when they are not in use.

- Both scholars and staff members will be asked to furnish their own face coverings and/or face shields. If there is a request for the school to provide these items, then the scholars' families or the staff members are responsible for cleaning the provided face coverings and/or face shields on a daily basis to preserve their effectiveness.
- If scholars or staff members declare they are unable to wear face coverings and/or face shields, then a medical note must be provided by a health provider.

### Disposable Gloves

For the most part, the wearing of disposable gloves is not as effective as frequent hand washing or hand sanitizing. However, there are some staff members who will be asked to wear disposable gloves because of their frequent contact with the public, their support of ill scholars, their provision of meals, and/or their involvement in the sanitization of the school.

The following recommendations for disposable gloves will be followed by staff:

- Staff members who are in routine contact with the public (e.g., front office) will wear disposable gloves when there is possible hand-to-hand contact or the sharing of materials (e.g., exchange of money).
- Staff members who take care of ill scholars or staff will wear disposable gloves.
- Staff members who serve food will wear disposable gloves.
- Staff members who sanitize the school will wear disposable gloves.
- Disposable gloves will be furnished by the school and should be disposed of after being used.

### Social Distancing

Studies report that the droplets produced from coughing, sneezing, or talking travel less than six feet. For this reason, six feet of social distancing is recommended. In classrooms, having desks that are six feet apart will be accomplished by adjusting class sizes through A/B scheduling and the use of alternative spaces. Additionally, transparent study carrels will be used as another layer of protection. Initial instruction and ongoing reminders of the need to stay six feet apart from others will occur, with posters and cueing reminders throughout the facility.

The following recommendations for social distancing will be followed by the staff:

- To support social distancing, the number of scholars in each classroom will be reduced through a Tuesday/Thursday, Wednesday/Friday, and alternating Monday schedule, which is often referred to as an A/B schedule. Off-track scholars will either learn from home or will be accommodated in alternative spaces and supervised by instructional assistants and other staff members.
- Entering and exiting the facilities will be staggered under the direction of staff members.
- Breakfast will be delivered to and eaten in classrooms. Lunch will be eaten outside with controlled seating and social distancing.
- . Scholars will be taught the importance of social distancing due to COVID-19. This will include them internalizing what six feet looks like.
- . There will be posters and cueing reminders throughout the facilities reminding scholars of the need to practice social distancing.
- To promote the social/emotional well-being of scholars, they will be taught that social distancing is temporary in nature due to COVID-19. Once there is a vaccine for COVID-19, practices like social distancing will be unnecessary.

#### No Sharing of Materials

Our scholars have been taught that sharing with others is a virtue. They will need to be informed that at this time, they need to not share instructional materials, food, clothing, etc. with others until a vaccine is available for COVID-19.

The following recommendations for not sharing will be followed by the scholars and staff:

- Sufficient instructional materials and Chromebooks will be provided so there will be no need for scholars to share.
- Scholars will be provided with a crate in which all of their instructional materials and Chromebook will be placed.
- . Instructional materials will be brought home each day for off-track learning at home or in an alternative space.
- Scholars and their families will be taught the importance of bringing instructional materials and Chromebooks back to school for in-person instruction.
- Scholars will be taught the importance of not sharing instructional materials, food, clothing, etc. with others until a vaccine is available for COVID-19.

#### MODIFIED SCHOOL PROCEDURES

##### Beginning of the School Day



- Gate Opens at 8:00 a.m. – It is important that there is maximum staff supervision while scholars are on campus. Therefore, the south gate for scholar entry will open at 8:00 a.m. Until we are able to return to normal procedures, we cannot accommodate the arrival of scholars prior to 8:00 a.m. However, parents are welcomed to start lining up their cars prior to 8:00 a.m.
- South Gate Entry for Drivers (La Palma Park Side) – Because the majority of our scholars are driven to school, the point of entry will be the south gate to avoid creating traffic congestion. Drivers will be asked to line up their cars along La Palma Park Way facing west toward Harbor Blvd. Overflow traffic can line up along N. Homer Street facing south toward La Palma Park Way. The only point of entry during drop-off will be the south gate, which will be manned until 8:30 a.m., or until the last car in the queue has been served.
- South Gate Entry for Walkers (La Palma Park Side) -- For the few scholars who are walked to our school, they will form a line at the south side of the school. There will be visible markers on the sidewalk to promote social distancing. They need to be accompanied by an adult while waiting to enter the school.
- Four staff members will provide support between 8:00 and 8:30 a.m. at the south gate to make the entry process as efficient and effective as possible.
- For scholars who arrive late to school after the south gate has been locked, they will need to enter with adult accompaniment through the north gate on the Carl Karcher Way side of the school. There they will receive a tardy slip and will go straight to the classroom. Scholars who arrive after 9:00 a.m. will need to go to the office accompanied by an adult.
- Adult accompaniment when arriving at school is essential in case a scholar has a temperature and must go home.
- If there is an alternate setting for off-track scholars, a similar protocol will be followed.

#### Temperature Screening and Hand Sanitization

- As scholars arrive in vehicles or by walking, their temperatures will be taken with no contact thermometers. Scholars with a temperature of 100.4 degrees will not be permitted to stay at school. Also, if other symptoms associated with COVID-19 are noticed, the scholars may not be permitted to stay at school (e.g., cough, shortness of breath or difficulty breathing, headache, sore throat, congestion or runny nose, nausea and/or vomiting).
- All staff members will also take their temperatures and will leave campus if it is 100.4 degrees or higher.
- Participating in temperature screenings is expected in order to participate in school physically as scholars or staff members.
- If scholars or staff members appear to be ill, their temperatures will be taken again during the school day.

#### Breakfast in Classroom

- After the temperature screening, scholars will be directed to go straight to their classrooms, use hand sanitizer, and sit at their desks.
- Scholars who participate in the meal program (either free, reduced, or paid), will be served breakfast in their classrooms.
- Scholars who have eaten at home will be asked to read a book, write in a journal, practice basic skills, color, or to watch some form of educational programming. Prior to the start of instruction, the use of a Chromebook will be discouraged since there will be ample screen time during the regular school day.
- The instructional day will begin promptly at 8:30 a.m. with the Morning Gathering, whether scholars are on the main school campus, the alternative school campus, or at home.

### During School Day

Scholars will be given specific desk assignments, and mobility in the classroom will be limited.

- Scholars will be assigned to individual desks, which will be approximately six feet apart from other desks. There will be approximately 12 to 15 scholars in a classroom at the main campus or alternative campus.
- There will be transparent study carrels for each desk.
- While scholars are at their desks and behind the transparent study carrels, face coverings and/or face shields may be removed.
- Scholars will be asked to remain at their desks during the day, but will be encouraged to take stretch breaks as needed in the proximity of their desks.
- Individualized supplies, including pencil sharpeners, will be located next to the desks to reduce the need for movement.
- Desks and transparent study carrels will be sanitized at the end of each day.

### Hand Washing/Hand Sanitizer Stations

- Scholars will take turns using the hand sanitizer station in each classroom approximately once every 30 minutes.
- When scholars go outside of the classroom for restroom use, recess, lunch, P.E., etc. (all with social distancing), they will wash their hands with soap and water prior to re-entering the classroom at one of the hand washing stations.

### Restroom Use

- Only one scholar from a classroom will be released to go to the restroom at a time to reduce crowding and lack of social distancing. In emergency situations, this may be modified.
- The door to enter the restroom will be left slightly ajar to permit scholars to enter without touching the door handle.
- Scholars will be taught to check out the restroom and wait outside the door if there are three scholars in the restroom. There will be marked spots on the floor to designate appropriate distancing.
- Posters will be on display in the restrooms to remind scholars to carefully wash their hands for 20 seconds and then thoroughly dry them. They will also be reminded to minimize their contact with surfaces in the restroom.

### Recess

- Scholars on campus will be released for a 15-minute staggered recess in their cohorts under the supervision of the teacher.
- They will be encouraged to stretch, walk, run, and play independently.
- This will be a time when face coverings/face shields will be the expectation since it may be difficult to maintain social distancing.

### Lunch

- Scholars on campus will be released for a 45-minute staggered lunch in their cohorts under the supervision of support staff.
- They will be seated in designated areas with six feet of social distancing.
- The emphasis will be on eating nutritiously and conversing with each other.
- After finishing their lunches, they will be encouraged to stretch, walk, run, and play independently under the supervision of an adult.

### End of School Day

- Instructional materials, supplies, and Chromebooks will be brought home at the end of each day in a backpack. This permits maximum flexibility in the A/B schedule where off-track scholars can learn at home or in the alternative setting.
- South Gate Pick-Up for Drivers (La Palma Park Side) – Because the majority of our scholars are picked up by vehicle at the end of the school day, the point of pick-up will be the south gate to avoid creating traffic congestion. Drivers will be asked to line up their cars along La Palma Park Way facing west toward Harbor Blvd. Overflow traffic can line up along N. Homer Street facing south

toward La Palma Park Way. The only point of pick-up will be the south gate, which will be manned from 3:00 p.m. to 3:30 p.m. After 3:30 p.m., parents will have to enter the campus through the pedestrian gate on the north side of the school (Carl Karcher Way).

- South Gate Pick-Up for Walkers (La Palma Park Side) -- For the few scholars who are picked-up and walk home from our school, parents will be asked to form a line at the south side of the school. There will be visible markers on the sidewalk to promote social distancing.
- Parents will be requested to have a sign that can be visibly placed in their cars or in hand with their scholar's or scholars' name, as well as the name of the teacher(s). This will expedite the process of dismissal. Scholars will remain in their classrooms at dismissal time. When a parent has arrived, then the adult in the classroom will be contacted to release the scholar to the south side of the school. This will result in a staggered release of scholars, as well as the recommended social distancing.
- If there is an alternative setting for off-track scholars, a similar protocol as outlined for the main school campus will be followed.

## MAINTAINING CLEAN AND SANITIZED FACILITIES

### Cleaning and Disinfecting

The virus that causes COVID-19 can be killed with the right cleaning products and practices. Vibrant Minds Charter School will use the EPA list of disinfectant products that are effective against COVID-19, including ready-to-use sprays, concentrates, and wipes. Each product has been shown to be effective against hard-to-kill viruses, including the coronavirus that causes COVID-19.

The following practices will be followed, and they are based on recommendations from the Orange County Department of Education and documents from the Centers for Disease and Control Prevention (CDC) (see Appendix F and G). Many of these practices have already been in place, but the frequency in cleaning and disinfecting our school will be increased.

- The cleaning and disinfecting of frequently touched surfaces (e.g., door handles, sink handles, water bottle refilling stations, bathroom surfaces, light switches, tables, scholar desks, chairs, study carrels, play equipment, etc.) will occur within the school at least daily, or between use by different scholars and staff.
- The use of water fountains will be suspended until it is deemed to be safe. Instead, scholars will be encouraged to bring reusable water bottles that can be filled at the water bottle refilling stations on campus.
- The custodians and additional staff will follow a schedule for increased routine cleaning and disinfection.
- The safe and correct use and storage of cleaning and disinfection products will be followed, including storing products securely away from children. The used products will meet EPA disinfection criteria. Any staff member using cleaning products will be required to be trained on proper use.

- Cleaning products will not be used near scholars, and staff will ensure there is adequate ventilation when using these products to prevent students or staff members from inhaling toxic fumes.

### Shared Objects

Every effort will be made to not have our scholars share instructional materials and other objects found in school. Because our scholars are so generous and willing to share, we will need to let them know that temporarily, they need to change their behavior.

- Scholars will have assigned Chromebooks that will be placed in their backpacks at the end of each day.
- In addition to the Chromebooks, scholars' instructional materials and belongings will be stored in their backpacks.
- Scholars' outer wear will be placed on the backs of the chairs and lunches brought from home will be kept near their desks.
- Instructional materials that are to be used only at school will be stored in individually labeled and named containers for scholars' use.
- If there are certain instructional materials that must be shared (e.g., iPads, musical keyboards, sports equipment, etc.), they will be disinfected after each scholar's use.
- The use of shared playground equipment will be limited in favor of physical activities that require less contact with surfaces.

### PREPARING FOR WHEN SOMEONE GETS SICK

#### Check for Signs and Symptoms

To the extent feasible, Vibrant Minds Charter School will follow these recommendations and best practices:

- Prevent discrimination against scholars or families who were or are diagnosed with COVID-19.
- Actively encourage staff and scholars who are sick or who have recently had close contact with a person with COVID-19 to stay home.
- Develop policies that encourage sick scholars and staff members to stay at home without fear of reprisal, and ensure scholars, staff, and families are aware of these policies
- Implement screening and other procedures for all scholars and staff entering the facility. This includes:
  - - Conduct visual wellness checks of all scholars and take scholars' temperatures with a no-touch thermometer at the beginning of the school day and at any time scholars appear to be ill.

- - Ask all individuals about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
- - Make available and encourage use of hand-washing stations and/or hand sanitizer.
- - Document/track incidents of possible exposure and notify local health officials, staff, and families immediately of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records.
- - If a scholar is exhibiting symptoms of COVID-19, staff should communicate with the parent/caregiver and refer to the scholar's health history form and/or emergency card to identify if the student has a history of allergies.
- Monitor scholars and staff throughout the day for signs of illness; send home scholars and staff with a fever of 100.4 degrees or higher, a cough, or other COVID-19 symptoms.
- Policies should not penalize scholars and families for missing class.

#### Protocols for When Someone Gets Sick

- An isolation area will be established on campus to separate anyone who exhibits symptoms of COVID-19. This will be accomplished through the use of a tented area.
- Any scholars or staff exhibiting symptoms should immediately be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable.
- Scholars' parents or staff members' contact person need to arrange for safe transport home or to a healthcare facility, as appropriate, when an individual is exhibiting COVID-19 symptoms:
  - - Fever
  - - Cough
  - - Shortness of breath or difficulty breathing
  - - Chills
  - - Repeated shaking with chills
  - - Muscle pain
  - - Headache
  - - Sore throat
  - - New loss of taste or smell
- For serious injury or illness, 9-1-1 will be called without delay. Medical attention will be sought out if COVID-19 symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on CDC's webpage.

- Notify local health officials, staff, and all families immediately of any positive case of COVID-19 while maintaining confidentiality as required by state and federal laws.
- Areas used by any sick person will be closed off and will not be used before cleaning and disinfecting. To reduce risk of exposure, 24 hours will pass before cleaning and disinfecting. If it is not possible to wait 24 hours, the staff will wait as long as feasible. The staff will ensure a safe and correct application of disinfectants using personal protective equipment and ventilation recommended for cleaning. Disinfectant products will be kept away from scholars.
- Sick scholars and staff members will be advised to not return until they have met CDC criteria to discontinue home isolation, including 3 days with no fever, symptoms have improved, and 10 days since symptoms first appeared.
- Scholars, including scholars with disabilities, will have access to instruction when out of class, as required by federal and state law.
- Scholars, teachers, and staff from higher transmission areas will have opportunities for telework, virtual learning, independent study, and other options as feasible to reduce travel to schools in lower transmission areas and vice versa.
- Staff members will be tested for COVID-19 prior to reopening the school, as well as after exposure. Testing for the school staff will occur ever two months.

#### CONSIDERATIONS FOR PARTIAL OR TOTAL CLOSURES

- On a daily basis, Vibrant Minds Charter School administration will check Orange County's Department of Education and California Department of Education notices and recommendations, as well as local orders and health department notices, regarding transmission in the area or closures. The Governor's new tiered system will also be referenced to determine when Vibrant Minds Charter School can reopen. School operations will be adjusted accordingly.
- When a scholar, teacher, or staff member tests positive for COVID-19 and has exposed others at the school, the following steps will be implemented:
  - - In consultation with the local public health department, the appropriate school official may decide whether school closure is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
  - - Given standard guidance for isolation at home for at least 14 days after close contact (defined as 15 minutes at a distance that is less than six feet), the classroom or office where the COVID-19 positive person was based will typically need to close temporarily as scholars and/or staff isolate.
  - - Additional close contacts at school outside of a classroom should also isolate at home.
  - - Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
  - - Communication plans will be implemented for school closure to include outreach to scholars, parents, teachers, staff, and the community.



- - Information for staff will include labor laws, information regarding Disability Insurance, Paid Family Leave, and Unemployment Insurance, as applicable for public local educational agencies.
- - Guidance will be provided to parents, teachers, and staff that emphasizes the importance of community physical distancing measures while a school is closed, including discouraging scholars or staff from gathering elsewhere.
- - A plan is in place for continuity of education. In addition to academics, the plan will include the ongoing provision of nutrition and other services provided in the regular school setting.
- - Regular communications will be maintained with the local public health department.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

| Description  | Total Funds  | Contributing |
|--|--------------|--------------|
| <p>1. Additional instructional staff members have been hired to support struggling scholars. Initially in the budget, two Teachers on Special Assignment (TOSA) with multiple-subject credentials were hired to provide academic support to academically struggling scholars. Their support has been augmented with the hiring of two long-term substitute teachers to increase the support to four staff members (one TOSA per two classes). One of the original TOSAs is on leave, so another long-term substitute teacher has been hired to cover this position through October 2020.</p> | \$200,000.00 | Yes          |
| <p>2. To support families who need supervision when their scholars are off-track with the A/B schedule, an alternate location has been established on campus to supplement the eight classroom spaces. This is supported with the purchase of canopies and tarps for shade. The use of an alternate campus setting provides greater consistency in terms of attendance, adult oversight, and Internet connectivity.</p>  | \$1,500.00   | Yes          |
| <p>3. To support families who need supervision when their scholars are off-track with the A/B schedule, the Instructional Assistants (I.A.s) will provide supervision in an alternate location on campus. This expenditure was already a part of the school budget, and the cost is reflective of up to ten I.A.s, at \$15.00 per hour for five hours for 185 days.</p>  | \$140,000    | Yes          |
| <p>4. To support scholars who are having social-emotional difficulties during the pandemic, additional counseling support will be available through an outside agency who also provides support for scholars with IEPs.</p>  | \$50,000     | Yes          |

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| 5. Additional maintenance support has been hired to supervise and sanitize the two restrooms for scholars, as well as clean other high-touch surfaces. This involves an additional five-hour staff member. | \$13,500.00 | No           |
| 6. Additional maintenance sanitization supplies have been purchased, and there will be an ongoing need to purchase more.   | \$5,000.00  | No           |
| 7. Additional hygiene products have been purchased, including mounted touch-free hand sanitizers throughout the school.  | \$5,000.00  | No           |
| 8. Additional supplies will be purchased to avoid the sharing of instructional materials. This will include mathematics manipulatives, art supplies, playground equipment, power strips, etc.              | \$10,000    | No           |
| 9. Safety equipment in the form of Personal Protective Equipment (PPE), transparent study carrels, floor decals, and posters have been purchased.  | \$10,000.00 | No           |

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

During this pandemic, it is important to have the ability to seamlessly transition from distance learning to in-person learning, and vice versa. This may occur at the individual level if a scholar needs to be quarantined, at the class level if a teacher needs to be quarantined, and at the school level if there are multiple cases of COVID-19. Our learning options and procedures are designed to permit these seamless transitions, even if they occur multiple times during the 2020-2021 school year. And, this proactive planning will support instructional continuity. Also,

according to our school's parent survey in which families were asked to select between three instructional options, 33% (representing 69 scholars) preferred 100% distance learning to ensure the safety of their scholars and families. Therefore, Vibrant Minds Charter School (VMCS) intends to support 100% distance learning for families who choose this option for the 2020-2021 school year, with the intent to return to exclusively a brick and mortar model for the 2021-2022 school year.

#### FULL CURRICULUM OF SUBSTANTIALLY SIMILAR QUALITY

Due to the intentionally small enrollment of 256 scholars maximum, we only have one teacher per grade level, with the exception of 5th grade (i.e., total of eight classroom teachers). Therefore, each teacher needs to support the same cohort of up to 32 grade-level scholars, regardless of whether it is an in-person or a distance learning model. In essence, we have elected to perpetuate a typical school day and school week while delivering a 100% distance learning program. That way, it is easier to seamlessly transition from an in-person model to a distance learning model and vice versa. The school day's schedule follows this format Monday through Friday:

- 8:30-8:45 a.m. -- Prerecorded Morning Gathering with music to get organized by, the Pledge of Allegiance, the School Credo, 6th grade presentations (e.g., weather report, good news segment, poetry reading, etc.), attendance report, a message from the director, birthday announcements, and school song.
- 8:45 a.m.-2:15 p.m. -- Synchronous learning supervised by the teacher and instructional assistant, including individual and small groups break-out sessions supported by the teacher, instructional assistant, TOSA, and education specialist (for scholars with IEPs). During this time, there is a 15-minute recess break and a 45-minute lunch break. Additionally, the scholars experience VAPA or P.E. lessons by a specialist in the field while under the supervision of the teacher of record.
- 2:15 -3:00 p.m. -- Independent work time supervised by the instructional assistant with a strong emphasis on computer-based instruction through iReady Reading and iReady Math.

All subject areas are taught within this schedule, with an emphasis on reading, writing, and mathematics. Science and history/social science are integrated into English-language arts as much as possible. Additionally, scholars in Grades 3-6 have the opportunity to pursue areas of interest and talent through Zoom electives in instrumental music (brass, woodwinds, strings, and keyboards) and visual arts.

Even when the school reopens to in-person instruction, the scholars in the classroom and the scholars continuing with distance learning will be blended through Zoom-delivered instruction, Google Classroom assignments, and other ways to deliver instruction simultaneously to both groups.

#### CURRICULUM AND INSTRUCTIONAL RESOURCES

To support the distance learning model, each month the classroom teacher organizes 20 days of instructional resources, worksheets, materials, and supplies. This includes reading materials, mathematics manipulatives and tools, materials for Project-Based Learning, standard supplies, etc. These learning packets are then copied and organized by the office staff and then picked-up by the parents. If parents are slow to pick-up the learning packets, the office and administrative staff deliver the materials to the parents. These physical materials are

augmented by both computer applications and programs, as well as learning platforms. A few examples of computer applications and programs include the following:

- iReady Reading
- Reading A-Z
- Newsela
- iReady Math
- Khan Academy
- Prodigy
- Foss On-Line resources
- Virtual Field Trips for History/Social Studies and Science
- Flocabulary
- Flipgrid
- Nearpod

Other supports for the delivery of distance learning that will be transitioned to the in-person model include:

- Google Classroom
- Bitmoji Classroom
- SeeSaw
- Zoom

Securly Classroom has been a powerful addition to our distance learning program for the 2020-2021 school year. It permits the instructional staff to view what each scholar sees on his/her screen, push specific sites out to the class for instruction, block certain sites during instruction, etc. It permits the instructional staff to keep scholars on track.

## PROCEDURAL SUPPORTS

Even when scholars return to campus, they are asked to carry their instructional supplies (including Chromebook and headphones) back and forth from home and school. Rolling backpacks have been recommended. This then permits the school to pivot seamlessly as needed from distance learning and in-person learning.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Each scholar has been provided with a Chromebook, power cord, case, and headphones. A Chromebook was provided to all scholars, even if they had access to devices at home. This approach makes it easier to problem solve issues with technology, and it also permits Securly Classroom to function effectively. Because our school had one-to-one devices for all scholars prior to the pandemic, it has been minimally challenging to provide technology to all scholars during the spring of 2020 and the 2020-2021 school year. Additionally, in anticipation of damaged technology after the spring of 2020 distance learning, new Chromebooks and headphones were purchased toward the end of last year for use during the 2020-2021 school year. When technology becomes damaged, the parents return the damaged technology to the school and receive new technology.

For scholars with internet connectivity issues or no Internet at home, hotspots and monthly service have been provided (total of 26 at this time). When the teacher notices internet connectivity issues that the scholars may not be aware of, the teacher informs the administrative team. We then determine a possible solution.

If a scholar has any issues with technology, s/he or the parent can email [support@vibrantminds.us](mailto:support@vibrantminds.us) or call the office. There is always someone available to resolve technological issues so the scholar misses minimum instruction.

If there are ongoing technological issues or home environments that impede distance learning, parents are encouraged to enroll their scholars in the VM Distance Learning Center that is held on campus from 8:00 a.m. to 3:00 p.m. with the supervision of a coach from GOALS Inc. This permits the scholar to be supported when it comes to the usage of technology for learning. At this time, all 96 spots have been taken.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

### ATTENDANCE

Attendance tracking during the VMCS distance learning program has been simplified by maintaining a Monday through Friday schedule from 8:30 a.m. to 3:00 p.m. Teachers take attendance at 8:30 a.m. during the Morning Gathering. They then track tardies until 9:00 a.m. If

scholars "arrive" to the distance learning program after 9:00 a.m., the teacher or instructional assistant informs the office/attendance clerk via Slack (an internal communication application) so the attendance can be adjusted. All of this occurs through Aeries. When a scholar does not show up to class by 9:00 a.m., the office staff calls the home to offer support. If no one picks up the phone, a message is left. When there are patterns of absences that are impeding academic growth, the director and/or assistant director becomes involved. If necessary, a virtual SARB Meeting is scheduled during which any barriers to learning are addressed. Additionally, if a scholar "drops out" of the learning during the day, a phone call is made home. It became apparent during the spring of 2020 that it is critical to notice when scholars are not in attendance, and a timely call or email can make a tremendous difference when it comes to learning continuity through consistent attendance.

During distance learning, strong attendance is celebrated. Classes with perfect attendance the previous day are acknowledged during the Morning Gathering. A drawing is held for scholars with perfect attendance, and prizes are handed out to the scholars who are selected. The drawing is posted to ParentSquare and the school's Facebook Page.

There are additional distance learning expectations that promote scholar participation. Zoom is on at all times from 8:30 a.m. to 3:00 p.m. to deliver instruction and observe scholars at work. For this reason, a time value approach to gauging scholars' attendance and participation is unnecessary. The only exception to Zoom accountability is during recess, lunch, and lunch recess unless the teacher is supervising the scholars as they chat with each other. Scholars are expected to wear the school uniform top, sit upright in a chair, have the camera on, and position themselves where there is good lighting. Through Zoom, as well as Securly Classroom, the teacher and/or instructional assistant can refocus the scholars' attention through verbal or text corrections.

## ASSESSMENT OF SCHOLAR PROGRESS

As a school, we begin with the end in mind. Teachers have developed year-long curriculum maps for English-language arts, writing, mathematics, science, and history/social studies. The report card has been developed to track progress for each trimester. Formative assessments inform instruction, and summative assessments are used to complete report cards and to assess the quality of the provided instructional program. When it is not possible for the teacher to use certain assessments during distance learning, the parents are recruited to administer the assessments. Some of the assessments for English-language arts and mathematics that will be used during distance learning and in-person learning include the following.

### English-Language Arts

- Basic Phonics Skills Test (Grades TK-2)
- High Frequency Words Assessment (Grades TK-2)
- Primary Spelling Inventory (TK-2)
- Elementary Spelling Inventory (3-6)

- iReady for Reading (TK-6)
- DIBELS Oral Reading Fluency and Retell Fluency (1-6)
- Basic Reading Inventory (TK-6)
- Grade Level Writing Assessment – Rubric Scored (TK-6)
- SBAC Interim Assessment Blocks (IAB) for English-Language Arts (3-6)
- SBAC Interim Comprehensive Assessment (ICA) for English-Language Arts (3-6)
- SBAC for English-Language Arts (3-6)
- Report Card for English-Language Arts (TK-6) – Summarizes data from multiple measures into the levels of:
  - - 1 = Minimal Performance Level
  - - 2 = Approaching Performance Level
  - - 3 = Proficient Performance Level
  - - 4 = Advanced Performance Level

## Mathematics

- Number Sense Assessment (Grades TK-2)
- iReady for Mathematics (Grades TK-6)
- Basic facts tests for +, -, x, and / (Grades 1-6)
- Ready Classroom Assessments (Posttests and Unit Tests) (TK-6)
- SBAC Interim Assessment Blocks (IAB) for Mathematics (3-6)
- SBAC Interim Comprehensive Assessment (ICA) for Mathematics (3-6)
- SBAC for Mathematics (3-6)
- Authentic assessments – Mastery assessed with unit-specific rubric (3-6)
- Report Card for Mathematics (TK-6) – Summarizes data from multiple measures into the levels of:

- - 1 = Minimal Performance Level
- - 2 = Approaching Performance Level
- - 3 = Proficient Performance Level
- - 4 = Advanced Performance Level

Assessments are also administered for the content areas of science and history/social studies. However, there is a greater emphasis on completed projects rather than paper/pencil quizzes.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

There are different formats for professional development, which includes informal and formal approaches. Both forms of distance learning professional development will occur at VMCS.

### INFORMAL PROFESSIONAL DEVELOPMENT

The certificated teaching staff convenes weekly for Teacher Think Tank Meetings on Tuesdays from 3:20-4:20 using a combination of in-person and Zoom. A small portion of the meeting is devoted to logistical issues (e.g., announcements, scheduling, technology issues, etc.). But, the majority of the meeting focuses on the exploration of promising instructional resources and the development of effective pedagogy to support distance learning while this is the instructional delivery model we are using. The administrative team selects professional development topics based on their classroom observations (Zoom visitations) and fielded questions, as well as what the instructional staff requests in terms of support. In addition to administration delivered professional development, teachers are frequently requested to share quality resources and effective practices with their peers. Additionally, during this time, outside providers are also invited to deliver professional development on various topics.

Instructional assistants (I.A.s) are supervised by their assigned classroom teachers. The teachers are responsible for the daily supervision of the I.A.s, which includes focusing on the scholars they see, the learning objectives they teach, and the pedagogy they use. This is one form of contextualized professional development. Additionally, beginning in September, there are weekly Instructional Assistant Think Tank Meetings on Tuesdays from 8:45 to 9:15 a.m via Zoom. A small portion of the I.A. Think Tank Meeting will be devoted to answering any questions the I.A.s may have, including logistical and technological issues. Because the I.A.s are paraprofessionals, the professional development portion that is offered will be influenced by I.A. input, but will be primarily determined by the teachers and administration.

### FORMAL PROFESSIONAL DEVELOPMENT

During the summer of 2020 in anticipation of the delivery of distance learning for the 2020-2021 school year, the teaching staff attended a week of professional development offered by the University of California San Diego (Course Number EDUC 40296) from June 8-12, 2020. The instructors were Karen Young and Amy Kaufman. The course description follows:



"Teaching Online Essentials is a weeklong intensive that provides K-12 teachers with fundamental strategies and proven tools to support online delivery of instruction. Teaching Online Essentials is built upon a solid foundation of best practices in online teaching and can be used with any learning platform in synchronous and asynchronous environments. Teaching Online Essentials is delivered synchronously through Zoom and asynchronously through Canvas. Participants may move through the asynchronous part of the course at their own pace under the guidance of an instructor. Upon completion of the course, participants will have applied online teaching strategies through the development of a lesson on the learning platform of their choice."

The specific topics covered included the following:

- Analyze the role of a teacher in an online learning environment
- Analyze the techniques for communication within and among students, parents, and teachers in an online learning environment
- Integrate effective strategies and activities for teaching K-12 students in an online learning environment
- Plan lessons using knowledge of learner demands and the purpose of learning for K-12 students in an online learning environment
- Identify and utilize effective strategies to manage online instruction
- Compare and contrast face-to-face and online instruction and utilize best practices from both venues
- Measure and evaluate student learning outcomes
- Utilize technology to build a collaborative community

During the week of August 3-7, 2020, the certificated teaching staff met for a week of professional development prior to the start of the school year on August 10, 2020. At the request of the teachers, more time was given for collegial dialogues and instructional planning than in the past. However, formal professional development included the following. All topics emphasized the development of online teaching skills:

- Ready Classroom (new mathematics program)
- Logistics of Distance Learning
- SeeSaw and Zoom fundamentals (Grades TK-3)
- Integration of Bitmoji Classroom and Google Classroom (Grades 4-6)

- Resource Deep Dive
- Securly Classroom

Beginning in September 2020, the Orange County Department of Education Induction Program will commence with an online format. We have four staff members serving as mentors (i.e., Chammarra Nguyen, Michele Rowell, Debbie Schroeder, and Jennifer Tran) for seven teachers who are in the process of clearing their Multiple Subjects Credential (i.e., Larissa Mino, Melissa Montanez, Naomi Perez, Ellie Warner, Ashia Foard, Areli Rodriguez, and Diana Abdelmalak). In addition to the standard induction program content, there will be a heavy emphasis on effective online practices to meet the needs of all scholars, including scholars who are English learners, socioeconomically struggling, homeless, in the foster system, and with IEPs.

For the remainder of the school year, there will be an emphasis on fulfilling teacher requested professional development. There will also be a concerted effort to have the primary and upper grade teachers develop together as a TK-2 and 3-6 team with similar professional development experiences. For the primary team, Michele Rowell will take the lead. And, for the upper grade team, Cindy Fox will take the lead. They will also share with the administrative team what professional development they believe would make the biggest difference for our staff's effective delivery of online instruction. With the new Title III funds received by the school, the assistant director and two teachers will complete online GLAD training to support integrated English Language Development and SDAIE for English learners. They will then provide GLAD professional development to the staff.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The entire staff has had to modify their roles in various ways to match the demands of distance learning due to COVID-19. While there is a core staff that has remained on campus to support the distance learning program, the majority of the staff members are working remotely from home. Because of the willingness to modify roles and responsibilities during these challenging times, there has been no need to downsize staffing during the school closure and distance learning. The following staff members have been especially impacted by a change in their roles and responsibilities:

- Playground Supervisor/Child Care (part-time) -- This role has been expanded to a five-hour position to support the supervision of the school's hallway and scholar restrooms for the school's Vibrant Minds Distance Learning Center. The staff member also sanitizes the restrooms and cleans high touch surfaces throughout the day. The VM Distance Learning Center was established on Monday, September 17, to support families who were desperate for child care supervision from 8:00 a.m. to 3:00 p.m.
- Two Bilingual Office Clerks (full-time) -- In typical times, one office clerk is in charge of attendance, purchasing of supplies, and recruitment, while the other office clerk is in charge of the processing of accounts payable, overseeing the meal program, and serving as a community liaison for families in need. In addition to these roles, our two bilingual office clerks now field more questions from families who are supporting their scholars' learning from home. While some of the questions are procedural, some of the

requests are technologically based. This has required the office clerks to understand the basics of the technology used to support distance learning. The office clerks also copy, organize, and deliver the learning packets to support distance learning.

- Office Clerk (part-time) -- While this position was originally created to assist with the transition to Aeries and the branding of and recruitment for Vibrant Minds Charter School, there is a greater emphasis on responding to phone calls and fielding questions. This person has demonstrated great flexibility with filling any gaps in support that is needed.
- Coordinator of Enrichment/Technology -- The role of this staff member has shifted to primarily technology support, which includes assistance for families and staff. This has become an area of strength for her, especially because of her ability to solve technological issues remotely using language that does not involve jargon. We have a consultant/mentor in support of her, but she is the primary contact person for family and staff support.
- Coordinator of Project-Based Learning/Events -- The role of this staff member has shifted to maintaining effective communication, creating virtual events to generate connections within the school community, and keeping internet connectivity available through the provision of hotspots. She also oversees the maintenance of the facilities to promote scholar and staff safety, which are currently being used for child care.
- GOALS Staff -- Whereas the GOALS staff typically provides after-school support under the ASES grant, they are now providing 8:00 a.m. to 3:30 p.m. support for the Vibrant Minds Distance Learning Center. This is a child care option for families needing supervisory support of their scholars during the school day.
- Instructional Staff -- This group includes the teachers, Teachers on Special Assignment (TOSAS), education specialist, and instructional assistants. Their roles have been shifted dramatically to working remotely and offering distance learning Monday through Friday from 8:30 a.m. to 3:00 p.m. Because the classrooms are now being used for child care, the staff is encouraged to work from home. However, a few spaces can be used for providing distance learning if a member of the instructional staff prefers to work at school.
- Administrative Staff -- This group is composed of the executive director and assistant director. Time is devoted to keeping informed of the evolving guidelines regarding COVID-19; ongoing communication with scholars, parents, staff, and community; implementing the new guidelines related to the delivery of instruction during the pandemic; and the completion of new reports, such as the Learning Continuity and Attendance Plan; etc. The intensity and weight of the workload has increased substantially during the pandemic, and there has been no break for the administrators since the pre-pandemic winter break of 2019. This lack of break actually goes back to the summer of 2018 due to the challenges of getting the charter renewed.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

While scholars with unique needs are consistently and effectively served during in-person instruction, enhanced supports will be provided during the implementation of a distance learning model of instruction. General supports that will benefit scholars who are struggling with distance learning include the following:

- Individual and small group instructional support -- While this is typically supported by the teacher and instructional assistant (I.A.), there is a need for additional instructional support for individual and small groups of scholars. For this reason, the team of Teachers on Special Assignment (TOSAs) have expanded from two to four. Additionally, a long-term substitute teacher has been hired while one of the TOSAs is on leave, when typically there would be no substitute coverage for a TOSA.
- Individualized learning packets as needed -- The instructional team provides differentiated, individualized, and personalized learning packets dependent upon a scholar's academic needs. This is in addition to the standard learning packet. Parents are informed that they can modify what is completed in the learning packet if it does not match the abilities of their scholars.
- Vibrant Minds Distance Learning Center -- For scholars who need a place to learn outside of their homes, the VM Distance Learning Center has been established. The first scholars who were invited were scholars who would benefit from this support. When not all families opted for this form of support, the Distance Learning Center was open to the remaining families. All 96 spots were filled, and there may be a decision to move to 14 scholars per room based on the new California State Guidelines for child care.
- General Education Counseling Support -- For parents/guardians undergoing the stressors associated with the pandemic, the scholars are impacted by the social-emotional instability that may surround them. Their lack of direct connection with school friends and supportive staff may also exacerbate the social-emotional responses. This may be especially true of families who are struggling socioeconomically, which tends to include each of the subgroups of vulnerable scholars highlighted by the State. For this reason, there is a need to be more cognizant of scholars undergoing social-emotional challenges and to provide counseling through school-provided services or referrals.
- Additional Time to Learn -- For many of our scholars who are struggling academically and are having difficulties with the distance learning format, we are preparing to offer tutoring support after-school when in-person instruction is permitted, as well as during the summer of 2021. This will be dependent upon available funds, but scholars who are struggling academically in the subgroups specified by the State will be prioritized candidates for this service, which will be described in more detail in "Pupil Learning Loss" section of the LCAP.

Various distance learning supports for the specific subgroups of scholars with unique needs are described below. In many cases, a scholar is identifiable in more than one subgroup.

- Socioeconomically Struggling -- In addition to the technology and Internet connectivity provided to socioeconomically struggling families, any instructional supplies beyond what is provided in the learning packets are given out freely. While we attempt to anticipate what may be needed, we are also responsive to requests from families. Also, we provide uniform tops to scholars in need since one of the expectations for distance learning is to wear the school's polo shirt or spirit shirt. Because it is hard to concentrate on learning when you are hungry, free/reduced meals are provided Monday through Friday with an extended pick-up window from 8:00 a.m. to 3:30 p.m.
- English Learners -- At this time, we do not have any scholars who are entirely new to the English language. This makes their access to distance learning easier, but additional support is still needed. During each day of instruction, English learners receive designated English Language Development (ELD) for approximately 30 minutes in a small-group setting. The teachers also provide integrated English Language Development throughout the day with an emphasis on connecting learning with prior knowledge, explicitly teaching academic vocabulary, checking for understanding, assessing progress, and providing timely intervention support. If needed, explanations are provided in a scholars' primary language. Throughout the instructional day, teachers are cognizant of the need to provide visuals so there is reduced dependency on purely auditory processing for our English learners. With some recorded lessons and computer programs, English learners can also revisit lessons multiple times.

Many parents of English learners are Spanish speaking and require translation support. They are especially challenged by the distance learning model and their ability to provide instructional support from home. The school provides translation support for announcements, surveys, and meetings. Also, through the English Learner Advisory Committee (ELAC), parents will be able to communicate what additional supports are needed to ensure the success of their scholars who are English learners. They will also be provided with tools and strategies to support their children during the distance leaning model.

- Scholars in Special Education -- The education specialist is a member of our school's staff. She is providing support to the special education scholars with academic needs as indicated in their IEPs. The delivery model is through Zoom, and there are times when she meets with scholars individually and in small groups. She also pushes into the Zoom classroom of teachers to observe what is needed for the scholars to access the instruction, and then moves to a break-out room to provide support. There is an effort to emulate what would occur if in-person instruction was occurring. For the delivery of IEP specified speech, occupational therapy, and counseling services, the school contracts with an outside agency (Evidence Based Educational Services, LLC), and these services are also provided via Zoom. Based on the new guidelines released by the State of California, we may shift to an in-person instructional model for our scholars with IEPs who are not benefitting from distance learning. We are seeking guidance from the El Dorado SELPA on how this can occur.

The assistant director has a strong background in Special Education and oversees the distance learning delivery of instruction to scholars with IEPs. She communicates with general education and special education staff and contracted support to refine their practices, as well as works with the El Dorado SELPA to determine the rules and regulations related to the distance learning model for special education. Because the landscape continues to shift in this area, it is important to be well-informed. The assistant director is also the primary connection with the families of special education scholars since she coordinates IEPs and checks-in to monitor any additional support that is needed.

- Foster Youth -- At this time, there is one foster youth scholar in attendance at our school. She also comes under the subgroups of socioeconomically struggling and English learner, and her teacher and support staff are cognizant of the need to provide any additional support that is required. Additionally, there is a foster youth liaison for the scholar, and the school has cooperated with any requests made by this agency.
- Homeless -- At this time, there are two families who are designated as homeless, with a total of three scholars attending our school. Transportation is unreliable, so food and learning packets have been delivered to homeless families. They were also prioritized to be part of the VM Distance Learning Center option, but ongoing illnesses and other barriers have made their attendance inconsistent, which may also be a pattern when in-person instruction resumes. Because our homeless families are often hesitant to receiving services outside of what the school can provide, it may be difficult to help these families stabilize. But, if there are any opportunities for additional time to learn once in-person instruction commences, these scholars will be prioritized. There will also be provided bus passes for the scholars and a parent to increase attendance to the offered services.

**Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]**

| Description  | Total Funds         | Contributing |
|--|---------------------|--------------|
| <p>1. Additional instructional staff members have been hired to support struggling scholars. Initially included in the budget, two Teachers on Special Assignment (TOSA) with multiple-subject credentials were hired to provide academic support to academically struggling scholars. Their support has been augmented with the hiring of two long-term substitute teachers to increase the support to four staff members (one TOSA per two classes). One of the original TOSAs is on leave, so another long-term substitute teacher has been hired to cover this position through October 2020. The cost for this service is also included in the In-Person Instructional Offerings since the TOSAs play a role in both instructional delivery models. The scholars who will be prioritized for this support are those who come from families struggling socioeconomically, English learners, Special Education, foster youth, and homeless.</p> | <p>\$200,000.00</p> | <p>Yes</p>   |
| <p>2. To support families who need supervision when their scholars are participating in the distance leaning delivery model of instruction during the school closure due to COVID-19, an agreement has been established with the school's ASES provider -- GOALS. Because of the additional hours required for this support from 8:00-3:30, the ASES funds are supplemented with school funds. It is estimated this will be necessary for Trimester 1, and potentially for Trimester 2, especially with Anaheim being a hot spot for COVID-19. Therefore, this allotted budget may be more than is needed if in-person instruction resumes at the end of Trimester 1. After this service is no longer needed to support distance learning, GOALS will provide regular after-school services with the remaining ASES funds. The scholars who will be</p>  | <p>\$98,010.00</p>  | <p>Yes</p>   |



| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| <p>prioritized for this support are those who come from families struggling socioeconomically, English learners, Special Education, foster youth, and homeless.</p>   |             |              |
| <p>3. To support scholars who are having social-emotional difficulties during the pandemic, additional counseling support will be available through an outside agency who also provides support for scholars with IEPs. The scholars who will be prioritized for this support are those who come from families struggling socioeconomically, English learners, Special Education, foster youth, and homeless. The cost for this service is also included in the In-Person Instructional Offerings since the TOSAs play a role in both instructional delivery models.</p>  | \$50,000.00 | Yes          |
| <p>4. Although our school has one-to-one devices for in-person instruction, which includes a Chromebook and headphones, there is greater damage to the devices when they are sent home for distance learning. For this reason, we are anticipating a need to replace damaged devices on a more frequent basis. While there is an agreement with parents that they are to pay for damaged equipment, some of the damages occur due to regular wear and tear. During these difficult economic times, it does not seem appropriate to push for payment for damaged devices due to wear and tear. At a rate of 25% of damaged equipment, this would equate to approximately \$22,400.00 in added costs for technology replacement to be prepared for the resumption of in-person instruction.</p> | \$22,400.00 | Yes          |
| <p>5. Additional instructional supplies and tools are needed for home use by the scholars (e.g., books, novels, scissors, writing and coloring tools, rulers, compasses, protractors, mathematics manipulative, etc.). While some of these items are consumable, other items would typically be used for multiple years. It is anticipated that the return of some of these supplies may not occur or they will come back damaged, and that they will need to be replaced when in-person instruction resumes.</p>   | \$10,000.00 | No           |
| <p>6. To ensure continued English language development, a computer-based program for language development (i.e., Rosetta Stone) will be purchased for English learners. The family will be asked to commit to an additional 30 minutes of instruction using the program outside of the instructional day. The assistant director will monitor the program's use.</p>  | \$5,000.00  | Yes          |

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| 7. Teachers and instructional assistants need additional technology and tools while working remotely. This includes items such as a second computer, camera, microphone, document camera, whiteboard, etc. While most of these items were transferred from school use to home use or were purchased during the spring of 2020, additional items to support distance learning may arise. Additionally, the use of Securly Classroom is an added cost to monitor the scholars' learning engagement while using their Chromebooks.  | \$10,000.00 | No           |
| 8. Teachers need ongoing professional development to support their delivery of distance learning. While some of this will occur in-house, outside support will be contracted in areas of need. Once area will be professional development for GLAD in support of our English learners.   | \$5,000.00  | No           |
| 9. Parents/guardians of scholars following into the subgroups of socioeconomically struggling English learners, Special Education, foster youth, and homeless need additional support from the school community. The school will develop additional connections with services in the area to support the provision of food, clothes, shelter, health screenings and care, and learning support. The connections we have engendered in the past have been free to the school. And, the coordination of this outreach is primarily supported by our office clerk/community liaison and our coordinator of project-based learning/events. | \$.00       | Yes          |

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

To determine the learning loss of scholars at Vibrant Minds Charter School (VMCS) due to last spring's rapid shift to and the 2020-2021 start with a distance learning model, scholars are being assessed to determine their current academic levels. The two areas that are being assessed first are English-language arts and mathematics. There is also a plan to assess scholars in the area of English language development with the ELPAC as an initial and summative assessment, but clearer guidance by California Department of Education was



needed and has now been provided regarding testing in the distance learning milieu. While learning loss implies a comparative analysis of where scholars would have been if instruction had run its normal course versus where they currently are, this cannot be accurately determined. Instead, a learning loss will be pragmatically defined as a comparative analysis of where scholars should be based upon grade level expectations and English language acquisition versus where they currently are.

Not all assessments work well in the distance learning model, so the list of administered assessments is shorter than when in-person learning is being implemented. And, it can be difficult to determine if scholars have completed assessments independently or if adult support, Google, or calculators have inflated the results. For this reason, the validity of the assessment results are questionable and may require repeated assessments when scholars return to in-person learning. However, it was determined at the start of the 2020-2021 school year that it was important to collect baseline data in the academic areas of English-language arts, mathematics, and English language development.

## ENGLISH-LANGUAGE ARTS

In Grades TK-2, scholars have been assessed with the following tools:

- Basic Phonic Skills Test (BPST)
- High Frequency Words Assessment
- iReady for Reading
- Writing Sample

In Grades 3-6, scholars have been assessed with the following tools:

- DIBELS Oral Reading Fluency and Retell
- Basic Reading Inventory
- iReady for Reading
- Writing Sample

## MATHEMATICS

In Grades TK-2, scholars have been assessed with the following tools:

- Number sense

- Basic facts for + and - (Grades 1-2)
- iReady Math

In Grades 3-6, scholars have been assessed with the following tools:

- Basic facts for X and /
- Pretest for first mathematics unit
- iReady Math

## ENGLISH LANGUAGE DEVELOPMENT

With the ability to bring scholars on campus under the new State guidelines, a schedule is being developed so the Initial ELPAC can be administered. This will provide important data regarding whether new scholars to our school who have not been tested before in California are English learners (ELs) or Initial Fluent English Proficient (IFEPs). Once the Initial ELPAC has been administered, then the optional Summative ELPAC will be given to determine the progress of previously designated English learners during these difficult times. This Summative ELPAC 2019-2020 administration is under the new guidance as of August 4, 2020, which offers an optional test administration window from August 20, 2020, through October 30, 2020. This administration will permit the reclassification of English learners who were unable to either start or complete testing in the spring, so scholars who were on the cusp of possible redesignation will be prioritized. This will also provide important data regarding the degree of progress in the area of English language acquisition for our English learners.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

For scholars who are struggling in the areas of English-language arts, mathematics, and/or English language development and need to recoup learning loss due to COVID-19, intervention support will be provided by the classroom teacher, Teacher on Special Assignment (TOSA), and/or the instructional assistant. Often, the scholars who require the highest level of intervention are English learners, low income scholars, foster youth, scholars with exceptional needs, and scholars experiencing homelessness. During the school closure and distance learning, the parents of these scholars are disproportionately challenged by the reduction or loss of employment, illness, and other challenges. For this reason, their scholars may require greater mitigation of learning loss. The strategies for remediating our scholars' learning loss will continue to be driven by our Response to Instruction and Intervention (RtI2) model. Then, there are specific strategies applied for the areas of English-language arts, mathematics, and English language development.

## RESPONSE TO INSTRUCTION AND INTERVENTION (RtII)

Response to Instruction and Intervention (RtII) is a general education practice used to close the achievement gap and address scholar needs, both academically and behaviorally, before they become extreme and need intensive support. When intensive support is needed due to extensive learning loss, defined as Tier 3, there are defined supports that will be implemented, as well as ongoing tracking of the effectiveness of the supports. We believe that in 2020-2021, the percentage of scholars requiring Tier 2 and Tier 3 support will be higher than is typical due to the teaching and learning challenges presented by COVID-19. Also, progress may be slower as long as the delivery model is distance learning.

#### Tier 1 -- Universal Interventions

- Core instruction delivered to all scholars
- Approximately 80% of scholars will be successful
- Differentiated instructional strategies and modifications are made for the whole class to ensure understanding of subject matter
- Benchmark assessments are used regularly
- The assessments can be monthly, at the end of the trimester, or at the end of a math chapter

Assessments: High Frequency Words, Basic Phonics Skills Test (BPST), DIBELS, Basic Reading Inventory (BRI), iReady Reading, Writing Rubrics, Basic Facts Timed Tests, Math Chapter Assessments, Interim Assessment Blocks (IAB's)

#### Tier 2 -- Targeted Group Interventions

- Approximately 15% of scholars (4.5 scholars per class)
- Small group intervention
- Targeted and strategic interventions based on assessment data (e.g., a mathematics or reading intervention group)
- Progress monitor every other week

Assessments: Same as under Tier 1, but assessed every other week

#### Tier 3 -- Intensive Individual Interventions

- Approximately 5% of scholars (1.5 scholars per class)

- Scholars are two or more years below grade level
- Scholars have not responded to Tier 2 interventions
- One-on-one assistance in more specific skills
- Progress monitor every week
- If a scholar is not making progress, s/he may be referred for a special education evaluation

Assessments: Same as under Tier 1, but assessed every week

## ENGLISH-LANGUAGE ARTS

- Primary Intervention Support – Scholars in Grades K-2 receive additional one-on-one and small group support during the school day, as well as during the after-school program once in-person learning resumes, whenever they struggle with the mastery of learning objectives/standards associated with the Common Core Standards in English-language arts. With the low adult to scholar ratio (i.e., teachers, Teachers on Special Assignment (TOSA), education specialist (Special Education) instructional assistants, volunteers, and cross-aged tutors), ongoing formative assessments, and the gift of additional time, early intervention is in place. There is a focus on the timely re-teaching of specific learning objectives associated with beginning reading and writing before the gap in achievement grows. We use a RtI2 model, as indicated below:
- Upper Grade Intervention Support – At times, scholars in upper grades enter Vibrant Minds Charter School without the benefit of early intervention in the primary grades. Vibrant Minds uses i-Ready Reading and Read Naturally to provide needed differentiation, individualization, and personalization for these older students, as well as for intensive one-on-one and/or small group intervention during the school day and after school (when in-person instruction resumes) to address challenges in decoding and comprehension. The decoding focus is for scholars who do not read accurately or whose oral reading is choppy, as well as for less fluent readers who lack comprehension when they read. The comprehension strand is for scholars who need to develop vocabulary, background information, and reasoning skills that are the foundation for comprehension. The intervention approach incorporates direct instruction, guided practice, independent practice, and application. This includes teacher modeling and demonstration, as well as adequate practice and review for lasting mastery of skills and concepts.

## MATHEMATICS

- Primary and Upper Grade Intervention Support -- Vibrant Minds emphasizes early intervention in mathematics and uses technology both to assess and provide adaptive instruction in the form of iReady Math and Khan Academy. The core mathematics curriculum, Ready Classroom, comes with online components for instruction, practice, and enrichment to help meet each scholar's needs. Through small group instruction, teachers have many opportunities to determine gaps in understanding concepts and applying skills, which can be addressed in individual and small group instruction remotely or in-person, depending upon the status of the

school. While it has been difficult in the past to effectively differentiate and individualize mathematics instruction, the availability of adaptive computer-based programs has made this a realistic possibility. i-Ready Math and other computer programs (e.g., Prodigy and Khan Academy) permit scholars to move more slowly to avoid frustration or more quickly to avoid boredom through their grade-level standards for mathematics. Additionally, the scholars will have access to mathematics content and practice for grade levels other than their own. There are also options for being taught in languages other than English for emergent bilingual students.

All intervention efforts are highly dependent upon assessment data. Informal assessments will be used on a daily basis to check for comprehension, allowing teachers to know when there is a need for individual, small group, or whole class re-teaching, as well as when acceleration is appropriate. To more formally assess scholars' mastery of mathematics standards, teachers will primarily use the mathematics resources from Ready Classroom for formative and summative assessment. This includes class work checks, activities, homework, quizzes, and constructed response tests. The series' digital resources include interactive self-assessments, which scholars can use to determine if they need to go back for additional video lesson review, tutoring, and/or skills practice. Scholars will also be assessed through teacher-designed constructed response tests, performance tasks, and skills inventories, as well as their data from their use of computer-based instruction (e.g., i-Ready). Additionally, Vibrant Minds will use pre-testing, benchmark, and post-testing for diagnostic purposes and to inform instruction throughout the year. There will also be ongoing use of Smarter Balanced Assessments in the form of Interim Assessment Blocks (IABs) and Interim Comprehensive Assessments (ICAs) for Grades 3-6.

## ENGLISH-LANGUAGE DEVELOPMENT

There are 48 (19%) scholars who are Emergent Bilingual/English learners and 21 (8%) scholars who are in the "To Be Determined" category due to the delay in the administration of the Initial ELPAC. These scholars (both ELs and TBDs) participate in a daily 30-minute block of English Language Development (ELD), as well as Specially Designed Academic Instruction in English (SDAIE) strategies applied throughout the day. The ELD instruction is directly aligned with the State Board of Education Adopted ELA/ELD Framework. This document is unique in that it supports the implementation of two sets of interrelated standards: The California Common Core State Standards for English-Language Arts and Literacy in History/Social Studies, Science and Technical Subjects and the California English Language Development Standards. The new ELD Standards are aligned with California's Common Core Standards for English-language arts, as well as literacy in science and history/social science. The standards describe the key knowledge, skills, and abilities in core areas of ELD that students learning English as a second language need to achieve in grade-level content. The standards are designed to provide rigorous content in English language development.

## VM SUMMER ACADEMY

While every effort will be made to address scholars' learning loss during the 2020-2021 school year, especially for scholars who fall into the categories of English learners, low income scholars, foster youth, scholars with exceptional needs, and scholars experiencing homelessness, it may be necessary to offer academic support during the summer months in order to ameliorate learning loss. This is becoming a greater possibility as the school commences with distance learning and may be slow to reopen to in-person learning due to the high COVID-19 rates in the City of Anaheim. Whether the VM Summer Academy can be pursued will depend upon the status of the budget by the end of the school year. While a budget has been established for this program, there have been many unexpected expenses in response to COVID-19. And, budget deferrals may be problematic. Plans are in progress, but the instructional staff will be composed of university students,

instructional assistants, and retired teachers. Based on end-of-year data, the teacher for 2020-2021 will prioritize which scholars will benefit from the VM Summer Academy, as well as determine specific areas of academic focus for English-language arts and mathematics. The program will run from June 1 to July 31, 2021.

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The assessments administered at the beginning of the 2020-2021 school year will serve to establish a baseline for each scholar, with a focus on English-language arts, mathematics, and English-language development. Then, at the end of each trimester, the same assessments will be administered to track the academic growth for each scholar. At the end of the VM Summer Academy, attending scholars will be reassessed to determine the effectiveness of the extended school year (potentially 40 days, five hours per day), and the data will hopefully reflect a reduction in learning loss due to COVID-19, as well as a reduction in the typical summer learning loss. Data from the VM Summer Academy will also support a strong and informed start for the 2021-2022 school year.

To address scholar learning loss, the data analysis will focus on the individual scholar rather than groups or subgroups. However, one way to determine the effectiveness of the school's learning loss mitigation efforts is to compare historically underperforming subgroups (English learners, low income scholars, foster youth, scholars with exceptional needs, and scholars experiencing homelessness) with groups that tend to perform better. This data analysis will occur through an analysis of iReady Reading and iReady Math data (Grades TK-6), as well as SBAC data (Grades 3-6).

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

| Description   | Total Funds         | Contributing |
|---|---------------------|--------------|
| <p>1. Additional instructional staff members have been hired to support struggling scholars. Initially included in the budget, two Teachers on Special Assignment (TOSA) with multiple-subject credentials were hired to provide academic support to academically struggling scholars. Their support has been augmented with the hiring of two long-term substitute teachers to increase the support to four staff members (one TOSA per two classes). One of the original TOSAs is on leave, so another long-term substitute teacher has been hired to cover this position through October 2020. The cost for this service is also included in the In-Person and Distance Learning sections since the TOSAs play a role in both instructional delivery models, as well as the mitigation of learning loss. The scholars who will be prioritized for this support are those who come from families struggling socioeconomically, English learners, Special Education, foster youth, and homeless.</p> | <p>\$200,000.00</p> | <p>Yes</p>   |

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| 2. Once in-person instruction commences, after-school tutoring will be offered to scholars who are struggling academically. This will be taught by teachers who offer to provide the additional support, as well as TOSAs with alternate hours.  | \$9,783.00  | No           |
| 3. The VM Summer Academy staff will be composed of two credentialed teachers, eight I.A.s, and university students volunteering their time in exchange for work experience. The instructional cost of this program is estimated to be \$45,000.00, which will cover staffing costs for a total of 40 days between June 1, and July 31, 2020. | \$45,000.00 | Yes          |
| 4. To support the VM Summer Academy, there will need to be additional support from one office clerk for the additional 40 days of scholars on campus.  | \$5,760.00  | No           |
| 5. To support the VM Summer Academy, there will need to be additional support from two part-time custodians for the additional 40 days of scholars on campus.  | \$6,000.00  | No           |

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

During these challenging times due to COVID-19, all members of the school community (scholars, staff, and parents) benefit from a variety of social-emotional supports. As a close-knit school community, we are more aware of each other's struggles and triumphs than in a large, less personal school environment. We also tend to be more transparent in our supportive school community, seeking help when it is needed for our scholars, their families, and our staff. There are challenges during distance learning when it comes to maintaining a school climate that thrives on in-person connectivity rather than virtual connectivity. This increases the need to monitor and support mental health and social-emotional well-being while we are apart, as well as when we are able to be together on site once again. We must also be aware of trauma-informed practices, including suicide prevention training.

## SCHOLARS' SOCIAL-EMOTIONAL WELL-BEING

### Tier 1 -- Universal Social-Emotional Supports for Scholars

As a school, we take great pride in implementing a strength-based approach toward learning with our scholars in which we help them to discover their interests and talents and transform them into strengths through character development and mentoring. There is a strong emphasis on the differentiation, individualization, and personalization of instruction, and our scholars typically thrive as unique individuals in our kind and caring environment. With this foundational philosophy, our scholars have been excited to come to school and participate in instruction in the past. While it helped them to resiliently get through the spring closure of our school, it will be difficult to sustain this optimism for a protracted period of time. A consistent message they receive to engender hope is "this is not forever." And, their feedback indicated that they are excited to return to in-person learning.

To build school community and to provide social-emotional learning, each school day begins with a pre-recorded Morning Gathering. Included in the Morning Gathering are the following segments, which will be modified throughout the school year:

- Bumper music with positive messages to get ready by and a countdown
- Pledge of Allegiance
- School Credo
- Weather report by a sixth grade scholar
- Good News by a sixth grade scholar
- Poetry by a sixth grade scholar
- Attendance report by director
- Morning Message by director -- The focus is on social-emotional learning, including the topics of growth mindset, resolving issues, the Three Gates, VIA Virtues and Character Strengths, the Leader in Me (7 Habits), cultural awareness and acceptance, theme-based weeks, etc.
- Birthday announcements and song played by VM musicians
- School song "I Am Me"



In Grades TK-3, teachers implement the Paths Curriculum with a focus on "promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom." Teachers in Grades 4-6 provide social-emotional instruction and support that is contextualized by what is occurring in the scholars' lives, as well as the school community and beyond. Additionally, people and characters in shared nonfiction and fiction stories and books are analyzed to determine effective character strengths and ineffective character flaws. Scholars are also asked to maintain a reflective journal, which is pictorial for scholars in Grades TK-1 and written for scholars in Grades 2-6. The journals have the potential to serve as windows as to what our scholars may be feeling on the social-emotional level. This will be augmented by a universal screening survey for scholars in Grades 3-6 that has been developed by the California Healthy Kids Initiative and is titled "Elementary Learning from Home Module." Through these approaches, teachers and administration will be able to identify scholars who may require additional social-emotional support.

### Tier 2/3 -- Early and Targeted Social-Emotional Intervention for Scholars

If a scholar's social-emotional well-being causes concern, a Tier 2 SEI Support Team is convened either in-person or virtually. Members of the team include the instructional staff that works directly with the scholar, as well as one or both administrators. This is an initial SEI Support Team meeting to develop Tier 2 interventions (e.g., initiating daily check-ins and outs, creating a log of observations, engineering a positive peer connection, assigning a mentor, conversing with a parent, etc.). If Tier 2 interventions do not result in an improved social-emotional well-being of a scholar, then Tier 3 will be initiated, and the school psychologist and/or counselor will be brought in for a more formal assessment and plan. This level of intervention requires a parent's approval. There are instances with the social-emotional well-being of a scholar due to family circumstances, and a parent is not open to the scholar receiving psychological support. In these instances, it is important for the teacher and an administrator to meet with the parent and develop a trusting relationship. If there is a concern that the parent is causing social-emotional or physical harm to the scholar, then the requirements of a mandated reporter must be fulfilled.

Under Tier 3, the contracted school counselor and/or school psychologist will provide social-emotional support to the scholar. If the scholar is under an active IEP, then the counseling services may be added to the IEP. There are times when the scholar requires services beyond school-based counseling. Parents will then be advised to either request counseling through their insurance coverage or to seek out services from an organization like Western Youth Services.

### STAFFS' SOCIAL-EMOTIONAL WELL-BEING

#### Tier 1 -- Universal Social-Emotional Supports for Staff

There will be daily check-ins with the support staff (custodial and office) by the leadership team to provide social-emotional support, as well as guidance for assigned areas of responsibility. If the workload becomes too heavy for the custodial and office staff, there may be a need to add temporary staff to support the challenges of running a school in the midst of a pandemic.

Meeting with the instructional staff on a weekly basis in the format of the Teacher Think Tank (Tuesdays at 3:15 p.m.) and Instructional Assistant Think Tank (Tuesdays at 8:45 a.m.) provides an opportunity to promote a resilient "we will get through this together" perspective. The instructional staff members will discuss what is working and what is not working, and there will be a collegial support system in which

compassionate deep listening occurs and ideas and resources are shared. This is especially important when staff members are working remotely and may feel disconnected from colleagues and discouraged about their effectiveness in reaching their scholars. Due to the time limitations of the Think Tanks, the administrative team and team leaders (Michele Rowell for primary and Cindy Fox for upper grade) will follow through with a deeper conversation with staff members struggling with their sense of self-efficacy and social-emotional well-being to determine what supports can be offered.

The leadership team (two coordinators, assistant director, and director) will hold a "standing meeting" daily at 11:00 a.m. This will be a time to seek social-emotional support from each other. Additionally, it is a time to report progress made on tasks and projects that need to be completed. Whenever a member of the leadership team feels overwhelmed by the workload, there will be a concerted effort to prioritize tasks, eliminate unnecessary tasks, and redistribute the workload.

For all staff members, attendance at various workshops will be supported that promote mindfulness and social-emotional health. Various offerings will be promoted. In some cases, these trainings will be held for all staff members. In other cases, participation will be voluntary. Also, staff members will be asked to complete the Kaiser Permanente RISE (Resiliency in School Environments) Survey to determine areas where we can improve our social-emotional support system for the staff.

#### Tier 2/3 -- Early and Targeted Social-Emotional Intervention for Staff

Often, a decrease in the social-emotional well-being of a staff member is noticed by other staff members, even before the impacted staff member is aware. It is important for staff members to offer social-emotional support to each other. Additionally, if there is an ongoing concern, it is critical to solicit support from the administrative team who may be able to provide intervention resources and support. This may come in the form of a dialogue, reduced workload, training opportunity, recommendation for counseling, etc.

### PARENTS' SOCIAL-EMOTIONAL WELL-BEING

#### Tier 1 -- Universal Supports for Parents

VMCS acknowledges that the social-emotional well-being of the parents of our scholars directly impacts the social-emotional well-being of our scholars. Therefore, there is a strong effort to have parents experience a sense of belongingness in the school community through ongoing communication, involvement in decision-making as stakeholders, special family events, positions of leadership (e.g., Room Parent, F.A.S.T., SSC, ELAC, and Board membership), volunteerism, employment opportunities, etc. The school community has provided food, clothing, care items for babies, toys, food, transportation, etc. to families in need. Parents have established a Families Helping Families Facebook Page where items can be given away or sold at a discounted price. We have been in support of families when babies arrive, and on a sad day when a scholar passed away. Within this close-knit school climate, parents are more likely to share their personal challenges with the school. The office staff and leadership team, as well as highly engaged and caring parents, strive to build positive and caring relationships with all parents of our school.

Within this context, we provide daily support for parents experiencing social-emotional challenges. Listening deeply to parents' concerns and connecting them with various resources are prioritized by the office staff and leadership team. Additionally, a variety of parent workshops will

be offered, both virtually and in-person. Parents need to learn how to contend with the stressors during the pandemic, how to build resiliency in themselves and their children, how to use effective parenting skills while under duress, etc. Some of the workshops will be interest-based and run by staff members and parents. And, if requested by parents or discovered by staff, presenters will be brought in (or Zoomed in) to address specialized areas of need.

### Tier 2/3 -- Early and Targeted Intervention for Parents

When a scholar is undergoing social-emotional difficulties and is being assessed by the school psychologist or counselor, typically the input of a parent is sought out to determine a plan of action for the scholar. During the parent interview, it may be determined that the parent needs Tier 2/3 social-emotional support in the form of a professionally-led support group, addiction treatment, counseling, psychiatric care, etc. While these forms of support are outside the purview of a school setting, a list of resources is available for parents, as well as guidance as to how to use the 2-1-1 Orange County option to connect with help. The office staff and leadership team will provide guidance to parents as they navigate the system to acquire the social-emotional support they need.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Vibrant Minds Charter School intentionally chose a distance learning schedule that is similar to an in-person learning schedule, which follows an 8:00 a.m. to 3:00 p.m. schedule Monday through Friday. Although this may not be sustainable schedule if distance learning was our school's long-term approach to teaching/learning, it works as a short-term approach as we await a return to our preferred in-person, brick and mortar model. The similarity in schedule also permits easier transitions from distance learning to in-person learning, and vice versa, which may be necessary if there are reoccurring waves of COVID-19.

Attendance during distance learning occurs in a manner that emulates a traditional tracking approach. The following procedure is adhered to:

- Attendance is taken at 8:30 a.m. while the scholars are engaged in the Morning Gathering from 8:30 to 8:45 a.m. This is accomplished by viewing the scholars' presence in Zoom.
- After attendance is taken, scholars are marked tardy by the teacher and/or instructional assistant (I.A.) for a "less than or equal to 30 minutes tardy."

- If a scholar shows up after 9:00 a.m., the teacher and/or I.A. sends a Slack message (an internal texting system) to the attendance clerk. She then converts the absence to a "greater than 30 minutes tardy."
- If a scholar leaves instruction prior to 3:00 p.m. after a parent has contacted the school, this is recorded as an "early out."
- If a scholar leaves instruction prior to 3:00 p.m. without parent notification, the families are contacted personally by telephone, and messages are left if there is no answer.
- Beginning at 9:00 a.m., all families of absent scholars are contacted personally by telephone, and messages are left if there is no answer. The goal is to remove any barriers to distance learning attendance with a timely response, as well as to convert absences to tardies on a daily basis.

The percentage of attending scholars after the first week of school has been approximately 97%, which is higher than in-person averages from the previous school year. Because we are a commuter school without set boundaries, this higher attendance rate may be related to the convenience factor of learning from home rather than being driven to school.

This data will be analyzed on a regular basis by the executive director and assistant director. If patterns emerge for individual scholars who are likely to experience learning loss due to their inconsistent attendance, the parents are contacted by telephone for a preliminary conversation with the intent to remove any possible barriers to attendance, punctuality, and a complete day of instruction. Enrollment in the Vibrant Minds Distance Learning Center will be offered if this has the possibility of ameliorating inconsistent attendance and engagement. If attendance does not improve after this preliminary telephone meeting, then a School Attendance and Review Board (SARB) Meeting is convened via Zoom. This meeting serves as a way to build an understanding as to why consistent school attendance and punctuality is important, as well as to explain possible consequences if parents do not adhere to compulsory education requirements.

All written and verbal communication with the parents regarding attendance will be provided in the parents' preferred language. Documents related to the SARB process will also be provided in the parents' preferred language.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

With the support of the Anaheim Union High School District, we have transitioned to a new School Food Authority (SFA) and meal vendor for the 2020-2021 school year. During the distance learning instructional model, both breakfast and lunch will be provided to all scholars. Based on a decision on September 1, 2020, meals will be provided to any person between the ages of 1 and 18 through December 31, 2020. This is

a modification to the typical provision of meals to scholars who qualify for the free/reduced meal program, as well as to school families who choose to pay for the meals. Once in-person instruction resumes, we will add an after-school snack to support our 3:00 to 6:00 p.m. after-school program (i.e., Little Labs, Big Labs, and GOALS for Vibrant Minds).

Beginning on the first day of the school year under the distance learning model, meals were provided with a pick-up window of 8:00 a.m. to 4:00 p.m., which is more convenient for our families than a shorter distribution window. We typically provide 100 breakfasts and 100 lunches to our families, which are packaged together and picked up at the same time. In addition to picking up meals at Vibrant Minds Charter School (VMCS), families can pick up their meals at any of the designated Anaheim Elementary School District and Anaheim Union High School District sites, as long as they provide their scholars' I.D. number. This is an acknowledgement that VMCS has no boundaries as a charter school, and some of our families live closer to the traditional public schools in the area.

For the safety of our staff and the families, we have initiated the following practices for the meal program, both during distance learning and in-person learning:

- Breakfast and lunch are packaged together when it arrives at the school from the Anaheim Union High School District.
- The curbside distribution of the food for distance learning or the A/B in-person schedule occurs outside at the south side of the school. The majority of the pick-ups occurs before and after school. But parents can park at the south side of the school and call between 8:00 a.m. and 4:00 p.m. so someone can provide the food.
- For scholars who participate in the Vibrant Minds Distance Learning Center during distance learning or the in-person learning model, they are provided with and eat breakfast in their classrooms from 8:00 to 8:30 a.m. For lunch, they pick it up while observing social distancing and eat under canopies/umbrellas at tables that are at least six feet apart with a staggered schedule with a lunch start time of 11:45 a.m. (Grades TK-1), 12:15 p.m. (Grades 2-4), and 12:45 p.m. (Grades 5-6).
- For our staff members who work in the meal program, there is a strong emphasis on wearing masks, washing hands, using hand sanitizer frequently, and staying home when sick. When serving food, disposable gloves are worn. Additionally, temperature checks for all staff members occur before entering the school building.

In addition to providing school meals at our site, we share information with our families regarding other organizations in the area that provide food, including food banks. One of our parents who is in charge of a food bank provides support to the families of our school. With the leadership of the school's Associated Student Body (ASB), there will also be a series of food drives with the theme of families helping families.

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

| Section                           | Description  | Total Funds | Contributing |
|-----------------------------------|--|-------------|--------------|
| Stakeholder Engagement            | All stakeholders of Vibrant Minds Charter School (VMCS) will continue to be involved in the decisions that need to be made during these challenging and frequently changing times during the COVID-19 pandemic. The office support staff, coordinators, and administrators will check in with each other on a daily basis as decisions are being made and refinements are being implemented. The instructional assistants and teachers will meet weekly to discuss ways to meet the needs of all scholars. Parents will be engaged through F.A.S.T., SSC, and ELAC, as well as through ongoing communications via ParentSquare. There will also be additional efforts to support our parents as they support their children through parents workshops. All of these areas are already built into the original budget, so minimal additional costs are anticipated. | \$0.00      | Yes          |
| In-Person Instructional Offerings | During in-person instructional offerings, an area that has not been addressed in the previous sections is the need for increased medical support for our scholars. As we need to distinguish between our scholars who are sick vs. our scholars who are sick with COVID-19, there will need to be more support. Through our relationship with Chapman University, we have a team of health interns who will provide support in this area at no cost to the school.   | \$0.00      | No           |
| In-Person Instructional Offerings | During in-person instructional offerings, an area that has not been addressed is the need for the staff to be tested regularly for COVID-19. The recommendation is testing every two months. Through the testing at the Anaheim Convention Center, this is free of charge. However, the results tend to take 7-10 days. There are times when results will be needed more quickly to determine an appropriate course of action. We  | \$2,000.00  | No           |

| Section   | Description   | Total Funds | Contributing |
|---|---|-------------|--------------|
|   | are currently exploring all options in this area to expedite the process, and these funds are indicated here in case it is necessary to pay for testing.  |             |              |
| In-Person Instructional Offerings                                 | With the need for social distancing upon our return to in-person instruction, the majority of our families have communicated a desire to have their scholars on campus daily. This can only be accomplished through the use of outdoor space and shade canopies, or the renting of an alternative location. While the first option is minimal in cost and has been built into a previous section of the LCAP, the second option could be costly. The possible cost for the leasing of space has been added here based on the premise that the space costs the same as our current building (\$18,750 per month) and is needed for approximately four months until a vaccination is available (November through February for four months). | \$75,000.00 | Yes          |
| Distance Learning Program (Access to Devices and Connectivity)    | At this time, we have paid for 26 hotspots, as well as a monthly service plan for each hotspot. If distance learning is extended, there may be a need to provide more hotspots. This monetary amount represents an additional cost for 10 more hotspots for approximately four months.  | \$3,500.00  | Yes          |
| Distance Learning Program (Supports for Pupils with Unique Needs) | During distance learning, it is challenging to group scholars and/or to implement the push-in model. Both of these approaches during in-person learning serve scholars well, as well as permit the education specialist to serve more scholars. With distance learning, it may become necessary to augment our Special Education staff to support scholars with academic needs. This may be remedied with the support of another staff member with an appropriate credential.   | \$30,000.00 | Yes          |



| Section                       | Description   | Total Funds | Contributing |
|-------------------------------|---|-------------|--------------|
| Pupil Engagement and Outreach | Distance learning is difficult for our scholars, and there is a need to keep them engaged. Although we believe in the importance of developing intrinsic motivation to learn, there may be a need to temporarily offer an extrinsic reward system. This is being supported by F.A.S.T., so there should be minimal additional cost to the school. | \$0.00      | Yes          |
| School Nutrition              | To support our parents, we have an expanded pick-up time for school meals from 8:00 a.m. to 4:00 p.m. This has required more time from our meal clerk than would be typical by about two hours per day. This will be an additional cost to the school at \$15.00 per hour.  | \$3,750.00  | Yes          |

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

|  |  |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 22.66%                                     | \$425,391.00   |

### Required Descriptions



[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

As a school-wide Title 1 program in Central Anaheim with Latino residents comprising the majority in the city, our school population is predominantly composed of scholars who are in one or both of the subgroups of English learners (23%) and low-income scholars (72%) based on 2019-2020 data. It appears as if these percentages will be higher for the 2020-2021 school year. However, we only served one foster youth, and she also belongs to the categories of English learners and low-income scholars. For this reason, all planned actions will increase and/or improve services for English learners and low-income scholars because they are primarily the subgroups we serve as a school, and they are always at the forefront of our planning.

With the COVID-19 pandemic, many of our scholars and their families have experienced the expected challenges that most people have undergone. However, they have been hit harder due to their pre-pandemic economic instability. Many of our scholars have had to adapt to distance learning with frequent Internet quality issues, minimal academic support from adults in the home, and distracting home environments with inadequate space for a quiet place to learn. Many of our parents have lost their jobs or have reduced hours, and they are struggling to maintain food on the table and a roof over their heads. Additionally, the stress of supervising their scholars' learning at home has been overwhelming for many parents, and the parental stress has impacted the well-being of their children

The following actions have been extracted from the other sections of the LCAP, and they represent forms of support that will be particularly effective with the subgroups of English learners and low-income.

1. Hiring of additional Teachers on Special Assignment (TOSAs) to provide individual and small group support during the instructional day -- This includes two TOSAs with multiple subjects credential and two TOSAs who have or are in the process of acquiring a substitute teacher credential. A third TOSA who is providing coverage for a TOSA on leave has an Education Specialist credential and has extensive experience in the Special Education classroom. This team of TOSAs provides individual and small group support to scholars struggling in English-language arts, mathematics, and English language development. Of the \$425,391.00 of increased apportionment, 47% is allocated to this expenditure.

2. Support for the VM Distance Learning Center -- To support families who need supervision when their scholars are participating in the distance learning delivery model of instruction during the school closure due to COVID-19, an agreement has been established with the school's ASES provider -- GOALS. Because of the additional hours required for this support from 8:00-3:30, the ASES funds are supplemented with school funds. It is estimated this will be necessary for Trimester 1, and potentially for Trimester 2, especially with Anaheim being a hot spot for COVID-19. Therefore, this allotted budget may be more than is needed if in-person instruction resumes at the end of Trimester 1. After this service is no longer needed to support distance learning, GOALS will provide regular after-school services with the remaining ASES funds. The scholars who will be prioritized for this support are those who come from families struggling socioeconomically, English learners, Special Education, foster youth, and homeless. Of the \$425,391.00 increased apportionment, 23% is allocated to this expenditure.

3. After-School Tutoring -- Once in-person school commences, after-school tutoring will be provided to scholars who are struggling academically. Of the \$425,391.00 increased apportionment, 2.3% is allocated to this expenditure.

4. Rosetta Stone -- 6. To ensure continued English language development, a computer-based program for language development (i.e., Rosetta Stone) will be purchased for English learners. The family will be asked to commit to an additional 30 minutes of instruction using the program outside of the instructional day. The assistant director will monitor the program's use. Of the \$425,391 increased apportionment, 2% is allocated to this expenditure.
5. VM Summer Academy -- The VM Summer Academy staff will be composed of two credentialed teachers, eight I.A.s, and university students volunteering their time in exchange for work experience. The instructional cost of this program is estimated to be \$45,000.00, which will cover staffing costs for a total of 40 days between June 1, and July 31, 2020. Of the \$425,391.00 increased apportionment, 11% is allocated to this expenditure.
6. VM Summer Academy Office Support -- To support the VM Summer Academy, there will need to be additional support from one office clerk for the additional 40 days of scholars on campus. Of the \$425,391.00 increased apportionment, 1.3% is allocated to this expenditure.
7. VM Summer Academy Custodial Support --To support the VM Summer Academy, there will need to be additional support from two part-time custodians for the additional 40 days of scholars on campus. Of the \$425,391.00 increased apportionment, 1.4% is allocated to this expenditure.
8. To support scholars who are having social-emotional difficulties during the pandemic, additional counseling support will be available through an outside agency who also provides support for scholars with IEPs. The scholars who will be prioritized for this support are those who come from families struggling socioeconomically, English learners, Special Education, foster youth, and homeless. Of the \$425,391.00 increased apportionment, 12% is allocated to this expenditure.
9. Although there are many other expenditures in support of our scholars in the subgroups of English learners and low-income scholars with the goal of improved services, increased academic growth, and greater social-emotional well-being, the expenditures delineated above are more specifically targeted toward these subgroups, and therefore highlighted in this section.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The action items indicated above increase services to foster youth, English learners, and low income scholars through increased individual and small group instruction, a supervised space when distance learning is experienced, and additional academic time through after-school tutoring and the VM Summer Academy. Additionally, the purchasing of a computer-based and adaptive English language development program (i.e., Rosetta Stone or a similar computer-based ELD program), will provide extra support for English learners beyond the instructional day and throughout the summer.

Based on the action items described above, 100% of the \$425,391.00 was used to support foster youth (minimally due to low number), English learners, and low-income scholars. While these expenditures may be shifted among the eight action items (1-8) since they constitute estimates of the costs for these services, the increased apportionment will be used as intended. All expenditures in these areas will be tracked and reported out to the School Site Council (SSC), English Language Advisory Committee (ELAC), and Board.

