



2020-21 Learning Continuity and Attendance Plan Summary of Actions

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Actions/Services Contributing to Increased or Improved Services Requirement

Focus Area	Action	Action Description	Total Funds
In-Person Instructional Offerings	1	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.	\$200,000.00
In-Person Instructional Offerings	2	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.	\$1,500.00
In-Person Instructional Offerings	3	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	\$140,000

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		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.	
In-Person Instructional Offerings	4	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.	\$50,000
Distance Learning Program	1	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.	\$200,000.00
Distance Learning Program	2	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 prioritized for this support are those who come from families struggling socioeconomically, English learners, Special Education, foster youth, and homeless.	\$98,010.00
Distance Learning Program	3	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	\$50,000.00

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		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.	
Distance Learning Program	4	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.	\$22,400.00
Distance Learning Program	6	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.	\$5,000.00
Distance Learning Program	9	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
Pupil Learning Loss	1	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	\$200,000.00

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		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.	
Pupil Learning Loss	3	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
Stakeholder Engagement	1	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
In-Person Instructional Offerings	1	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
Distance Learning Program (Access to Devices and Connectivity)	1	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

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Distance Learning Program (Supports for Pupils with Unique Needs)	1	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
Pupil Engagement and Outreach	1	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
School Nutrition	1	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

Actions/Services Not Contributing to Increased or Improved Services Requirement

Focus Area	Action	Action Description	Total Funds
In-Person Instructional Offerings	5	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
In-Person Instructional Offerings	6	6. Additional maintenance sanitization supplies have been purchased, and there will be an ongoing need to purchase more.	\$5,000.00
In-Person Instructional Offerings	7	7. Additional hygiene products have been purchased, including mounted touch-free hand sanitizers throughout the school.	\$5,000.00
In-Person Instructional Offerings	8	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
In-Person Instructional Offerings	9	9. Safety equipment in the form of Personal Protective Equipment (PPE), transparent study carrels, floor decals, and posters have been purchased.	\$10,000.00
Distance Learning Program	5	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.	\$10,000.00
Distance Learning Program	7	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

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Distance Learning Program	8	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
Pupil Learning Loss	2	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
Pupil Learning Loss	4	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
Pupil Learning Loss	5	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
In-Person Instructional Offerings	1	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
In-Person Instructional Offerings	1	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 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.	\$2,000.00