

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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General Information

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

Voices College Bound Language Academies schools, serve a high-needs community in the greater Bay Area with the mission to “prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program.”

Voices Academies currently serves 1,416 Transitional Kindergarten-8th Grade students across Voices five school sites. Our Network student population (19/20) is 53% English learner (EL) and 75% are classified as Low Income. Our students represent a variety of backgrounds and experiences, with our most significant populations identifying as Hispanic/Latino; other ethnicities include White, African American, and Asian.

As is true across the Bay Area and California, COVID-19 hit the Voices’ community acutely, particularly impacting their ability to meet their basic needs. Many Voices families could not qualify for most of the common assistance or emergency relief programs, while many were afraid to try. Voices experienced impact in 3 key areas:

Educational Impact:

- Technology and Internet access
- Distance vs. in person learning
- Assessments

Family Impact:

-Intense focus on basic needs: Voices families lost jobs and healthcare, had limited access to childcare outside of family and had to tackle technology issues and distance learning that were new to many families. They were struggling to pay bills, put food on the table and manage hectic schedules all while experiencing a high degree of fear and uncertainty. Voices connected with many families needing rental assistance or assistance paying bills and who were having a difficult time ensuring their students connected to lessons each day.

- Diminished access to school staff: The Voices families who are suffering the most due to COVID-19 have also been the hardest to connect with and were experiencing many injustices prior to the onset of the pandemic. Only being able to reach school staff for support through phone messages, texts or emails made it more difficult to ensure Voices resources were going where they were most needed.

Community and Culture Impact:

- Social Emotional
- Communications

Voices was aggressive and strategic in its early and ongoing response to the impact of COVID-19 on Voices communities.

On March 13, 2020 Voices Academies made the decision to close Voices WCC under the advice of the Contra Costa Health Department. Under the guidance of the Santa Clara County Office of Education and the Santa Clara County Public Health Department, Voices Academies closed Voices Mount Pleasant, Voices Morgan Hill and Voices Flagship on Monday March 16, 2020. The initial closure was slated to last through April 3rd.

Voices began distributing free daily drive by pick up breakfast and lunches at our school sites on March 17th. These meals were provided to all children in the household under the age of 18.

Teachers prepared work packets that were distributed to students by the week of March 23rd. Voices teachers began to hold office hours the week of March 30th to support students and parents with work packet questions. Voices middle school teachers began posting assignments online for 6th, 7th and 8th graders starting March 30th.

At the same time, all families received a call from a Voices staff member to conduct a technology survey so Voices could begin distribution of technology devices and hot spots. Albeit via phone calls, Voices conducted teacher and parent/guardian conferences as planned. Voices also secured emergency funding to support our families with the most need that were not served by conventional community assistance programs.

On March 30th, the Shelter in Place was extended to May 3rd by Bay Area Health Officers. On April 6th Voices Academies announced that all Voices schools would remain closed until the end of the school year. Voices then implemented its distance learning plan and new work packets were mailed out by the end of the week. Voices also set up a parent portal on its website so parents could access all pertinent information in one place. During the first six weeks of Shelter in Place, Voices had an average of 85% student participation and engagement rate for our daily distance learning program.

In May, Voices' Network academic teams shifted to planning summer school. Targeted summer school was conducted virtually for students that qualified. Voices also took action to offer Summer School for all students in order to minimize the learning gaps due to school closure. All Voices students had access to recorded lessons, practice work and guided lessons to minimize summer slide.

By July, Voices Academies Academic and Operations teams had pored over every bit of literature, recommendations, and regulations from national and local authorities as well as from other public schools nationwide in preparation for the reopening of Voices' schools. Voices was also in regular discussion with education leaders across the state and in the Bay Area, and conducted parent surveys at all five Voices' schools with a high parent response rate. Additionally, Voices conducted discussion groups with teachers and staff to help guide Voices way forward.

Voices Deans of Culture and Parent Liaisons contacted all Voices families via calls or surveys in order to support them with any challenges they were experiencing. Families were connected with resources and in cases where there was still a need, applications were submitted for families to access Voices' emergency relief funds, mostly for housing costs.

As we developed reopening plans and made decisions, Voices kept the safety of its students, families, staff and community top of mind. Voices' teams were charged with honoring Voices' Values when developing plans with the Core Value of Students in the Forefront taking center stage.

Students in the Forefront means:

- Assuring access to our high-quality education **while** ensuring student safety.
- Providing the highest quality program possible that leads to strong student outcomes **while** tending to students' social-emotional needs.
- Being **equitable** and avoiding compromising our support for English Learners and our students with Individual Education Plans.
- Providing access to grade-level content and developing plans to close academic gaps.
- Being flexible and pivoting as needed to provide the best educational program possible in uncertain conditions.

Taking into account all that we learned and after careful consideration of many factors, including monitoring state and local test positivity rates in Voices communities, and in alignment with Governor Newsom's order, Voices determined it was in the best interest of staff and student health and safety to begin the new year with distance

(virtual) instruction. This decision was difficult because it creates hardships for many families and in-person instruction is best, especially for our most vulnerable and youngest learners.

Voices Academies' Academic Team created a virtual-learning plan that keeps a high bar so that students have an elevated quality education despite virtual learning and Voices' Operations Team created plans to keep staff and students safe once Voices returns to campus.

Stakeholder Engagement

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

Voices collected input from all key stakeholders throughout the fall and summer in order to help guide Voices in those elements of re-opening and distance learning that can be flexible.

Network-wide we held 3 separate teacher focus groups during the summer to hear their input about what went well or was a challenge during last year's distance learning. Voices also considered principal and academic leadership input on 4 possible re-entry plans.

In July, we posted the draft plan on our parent portal website and texted each family letting them know where it could be found. We also emailed it to all of our staff.

In August we posted the LCAP draft on our website (parent portal) and we held a webinar in English and Spanish to review with parents. Parents could type or text their questions in real time. Additionally, we provided hard copies in English and Spanish outside the office at each school site and mailed to each family requesting it. We set up an email address and call-in message phone line for parents to continue to leave questions and input. Finally, after all staff returned for the 20-21 school year, we held an all-staff meeting to review the draft LCAP and reopening plan and solicited input and questions. Staff was also provided an opportunity to submit questions during the meeting and via email afterwards.

After considering all input, we finalized the draft for Voices Board consideration.

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

The public hearing webinar was held on 09/17/20. Stakeholders were able to type submit comments via an email link and were read aloud. Stakeholders that did not have access to the internet were able to text input.

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

Voices leadership met with teachers to collect feedback via focus groups. The focus groups feedback covered the following priorities:

- Staff safety
- Student safety.
- Which types of online platforms to use

-How to modify curriculum pacing calendars for synchronous and asynchronous learning in both hybrid and virtual scenarios.

Teachers also shared that they wanted more training around virtual instruction and online platforms during the summer. Principals shared feedback around hybrid schedules and how to strengthen parent communication. Both teachers and school leaders mentioned wanting more direction/guidance around which platforms to use and more alignment across the network on schedules.

Stakeholder input during and following the LCAP and Reopening Plan webinars were categorized and addressed via FAQ documents distributed to parents and staff. Most input was in the form of questions for clarification or expressing needs of family or students. All questions regarding technology were addressed by school staff. Many parents had questions about the first days of school which were addressed via Voices Dia de Apoyo/Support Day when parents had an opportunity to meet their child's teacher, get a student schedule and walk through how to use the technology for virtual learning.

Some parents expressed uncertainty regarding their role during distance learning and how they can contribute to their child's success when learning from home, especially if they are working as well. Other questions regarded timing and schedules for transition to a hybrid model.

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

We applied teacher feedback to our summer professional development calendar, and we added in many more asynchronous sessions on tech-learning platforms. We also shifted our model lessons to become virtual model lessons in all subject areas. We also added in a parent/teacher Dress Rehearsal or Dia de Apoyo to help parents understand what the first week of school would be like in an attempt to support them with distance learning. Our Curriculum Specialists took into account lead teacher feedback around how to best pace lessons for hybrid and virtual scenarios, and what lessons to do for asynchronous learning. We aligned schedules across the network and created multiple one-pagers and resources for what instruction should look like (fundamentals of instruction - online) and which platforms were required vs optional.

Voices Reopening Plan contains a plan for providing support to families so that at home instruction is successful given particular challenges they may be facing, as well as a process to develop individualized learning plans for students that are not having successful learning experiences at home. Voices also developed a series of workshops for parents to support them in addressing the challenges of learning at home, and the stress of living through a pandemic. Voices reopening Plan also addresses the scientific evidence to support all safety protocols, including wearing face masks, and establishes that Voices will follow all recommendations from the County Office of Education and Health Department in order to provide the safest working and learning environment for our students and staff once in-person instruction resumes.

Other input that will be incorporated to all Voices schools includes providing bags or backpacks for students, providing thermometers to families that do not have one, and taking students extended family and childcare provider preferences into consideration when determining students A/B designation for in-person learning once Voices transitions into in-person learning.

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.]

We have created a slow ramp up model that transitions into a hybrid plan whenever COVID-19 cases and local county orders indicate it is safe to return back to school. We would follow all safety protocols and guidelines provided by our local health department and county office of education to bring students and staff on campus. The slow ramp up includes us bringing specific grade levels on at a time over the course of a month. This allows us to bring onto campus small groups of students and to work with grade-levels who most benefit from in-person instruction first (primary grades). Each week we add more grades so that we can slowly onboard each cohort of students to the new routines and procedures for in-person instruction.

The hybrid model includes 2 days of on-campus learning, with 3 days of asynchronous instruction. Our English Learners will receive additional on-campus instruction for English Language Development at least 2 days a week. Our students with IEPs will stay on campus for additional minutes for in-person supports (whether that is assessment, IEP goal work, or simply staff check-ins to support socio-emotional well-being).

At the end of the 19-20 school year, we gave an end-of-year network assessment that connected to the first unit of math instruction in 20-21. Our curriculum specialists and teacher course leads (including those at Voices Stockton) have used the data to add lessons to help fill in learning loss based on data, particularly in 1st grade. We will continue to give these math diagnostics throughout the year, prior to each math unit, so that we are using data to modify instruction and respond to learning loss. Students can receive small group or whole group lessons aimed at filling in gaps from either unmastered or untaught content from 19-20. Our school leaders have been trained through Achievement Network’s Unfinished Learning series. We are focusing on reinforcing missed standards in 20-21 and prioritizing the “major work of the grade” in mathematics instead of doing remedial lessons. While this is done during the summer, the results will impact our hybrid learning model and pacing calendars.

In reading and language arts, we are piloting an early literacy assessment (StarCBM and Star Early Literacy) to help us identify gaps in reading at the start of the year. We also gave our K-1 students an end-of-year literacy diagnostics assessment. Teachers will use those results in 20-21 to address unfinished learning in early literacy. We are using personalized learning programs which include base-level assessments for the start of the year. These can tell us where our students are in reading foundational skills, and the online learning program modifies reading passages or activities to meet students where they are at during asynchronous learning. In addition to this program, we piloted an online guided reading program called BookNook this summer to help us deliver guided reading and collect student data on summer school students. These results will also help us create guided reading groups for our Spanish and English guided reading blocks. Our synchronous language arts block, we will continue to provide grade-level content. While this will be done virtually at the start of the year, the data collected will impact the classroom learning experience and our hybrid pacing calendars.

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

Description	Total Funds	Contributing
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Purchase Personal Protective Equipment (PPE) and disinfectant supplies to support health and safety measures and sanitation of classrooms and school offices.	556	N
Purchase of additional curriculum to support all teachers teaching ELD.	1,356	Y

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.]

Our virtual, distance-learning model to open up the school year includes online classroom-based instruction, with the majority of our required instructional minutes being met by synchronous instruction. Our days include Spanish and English guided reading, English Language Arts, Mathematics and foundational skills review. We have adapted our curriculum calendars to reflect both distance learning and hybrid models of instruction. We have created fundamentals of instruction for content areas for distance learning to help ensure teachers deliver strong quality lessons. In addition, we are meeting the expectations for our dual immersion program by balancing our Spanish and English instruction in each grade level. We have 4 days of synchronous instruction and 1 day of synchronous/asynchronous learning with associate teachers supporting both synchronous and asynchronous sessions to ensure we can meet all parts of our program through a shorter, virtual day.

English Learners will receive English Language Development (integrated ELD) 4 days per week from a trained and certificated teacher. We will be assessing the initial and summative ELPAC in 20-21. We will continue to host reading intervention 4 days per week from a trained and certificated reading teacher as well.

Students in grades TK-1 will have access to instructional materials via take-home kits. Take-home kits include instructional materials sent home on a monthly basis including: white boards, markers, math manipulatives, notebooks, pencils, student workbooks, student homework, student reading logs.

We have created a slow ramp up model into a hybrid plan whenever COVID-19 cases and local county orders indicate it is safer to return back to school. See above for hybrid model information.

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.]

All new students, TK through 1st grade, were sent a survey to inquire if accessibility to the internet and technology was available in their homes to support distant learning. We followed up with all families who did not respond to the survey, The school has and will continue to provide a hotspot and/or technology device to each Voices student in the household for any families who noted they did not have access.

Individual appointments will be held for all families. They will have the option to attend Tech Academy to welcome our new families and begin to build relationships with Voices leaders and teachers and introduce these families to the Voices Culture. Families will also receive support with technology: student login, overview of parent portal at the tech academy.

Remote support will be available for any students experiencing issues during virtual learning with logging onto any school based learning website or system. If a Voices’ device becomes non functional, the parent/guardian can schedule an appointment with the office staff to bring in their device and curbside support will be provided.

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.]

Teachers will review synchronous and asynchronous student work and provide whole group feedback and private feedback (before and after sessions). On asynchronous learning days, we will assess pupil progress through submission and completion of online assignments including those done on Google Classroom and personalize online learning platforms (Dreambox, Khan Academy, SmartyAnts, Achieve3000). We will continue to monitor progress through daily exit tickets and formative assessments.

Voices will daily document student participation using a combination of a written weekly engagement record and our SIS. The weekly engagement record for each pupil will document synchronous or asynchronous instruction that verifies participation and will track assignment completion and time value of pupil work. Student participation may include, but is not limited to any one or combination of any of the following:

Evidence of participation in online activities

- Completion of regular assignments
- Completion of assessments
- Contacts between staff and pupils or parents or guardians or Re-engagement Support Team
- Participation in daily live instruction with a certificated employee

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.]

Professional development sessions to teachers and associate teachers include:

- Model virtual guided reading, math, ELD, foundational skills lessons
- Review of fundamentals of instruction for distance learning
- Distance Learning 101 - how to set up norms for student learning
- Online Scrimmage - online practice and feedback sessions for teachers
- Asynchronous modules for technology and online learning platforms (KhanAcademy, Zoom, GoFormative etc)
- 3 weeks of new teacher training, 2 weeks of returning teacher training
- Weekly 3-4 hours of PD for teachers (data analysis, intellectual preparation, content knowledge)
- Weekly 1-2 hours of PD for associate teachers
- Differentiated sessions for our Special Education teachers and staff
- Dress Rehearsal (parent support) overview and planning time

Resources provided to teaching and associate teaching staff include:

- Voices provided laptop
- Partial internet and cell phone use reimbursements when applicable
- Zoom accounts paid by schools
- Creation of Google phone number set up by schools
- Planning time to put together student materials and lesson plans
- Document cameras

Staff Roles and Responsibilities

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

The COVID Liaison position was created to support and address COVID related issues and/or concerns across the network, as well as to help with contact tracing, auditing safety protocols and providing staff training. Additionally, with the opening of the school year with 100% distance learning, we had to make adjustments to our school support staff assignments and schedules across the network. Reassigned responsibilities include:

- Meal distribution
- Assembling student work packets
- Student work packets and supply distribution
- Furniture assembling

Associate Teachers will receive more training on virtual learning responsibilities. We will continue to review responsibilities throughout the school year and make any necessary changes we see fit

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.]

Given the current state of COVID-19 within central valley counties, we have decided to open the school year with 100% distance, or virtual learning. Our virtual, distance-learning model to open up the school year includes online classroom-based instruction, with the majority of our required instructional minutes being met by synchronous instruction. We have included English Language Development lessons 4 days a week and trained all teachers in Systematic ELD (integrated ELD). Our school leaders, curriculum, curriculum specialists and course leads have also been trained to integrate language learner strategies in daily lessons and to reinforce strategies in intellectual preparation protocols and data analysis meetings, so that designated ELD strategies are present.

We have included IEP related services 5 days a week for any student that requires these services based on their IEP. These services include the coordination of virtual push-in or full-inclusion services (support in a distance learning classroom with the general education or Special Education teacher), one-on-one Zoom sessions to work on IEP goals with students, one-on-one online sessions for any Speech and OT therapy and the presence of behaviorists even when online for those students who need one.

If needed, Voices Academies will follow small group cohort guidance published by the state to allow for in-person instruction for students with the highest needs for in-person support. This could include students with moderate to severe services on their IEP or for students who otherwise do not have the structures at home to support distance learning.

We will continue to work in small groups to support students in Spanish reading, English reading and Mathematics, particularly those who are far behind, have IEPs, are ELs or have SSTs.

Our teachers and administration staff will reach out to students and families who need socio-emotional support or more frequent touchpoints. One way we are doing that is to support parents with an overview of their child's schedule (including special services or ELD) and support with technology via a Parent Tech Academy (review of technology programs) and a separate Day of Support with teachers (review of daily learning schedule and ways parents can create positive at-home learning environment). We would also reach out to any parent who does not attend our Day of Support (Dress Rehearsal), families of students who do not attend regularly and parents who request additional technology, financial resources, etc support. Our teachers will also be reaching out to families on a weekly basis (rotating through students each week and prioritizing those with unique needs or those of concern) through phone calls in the parent's language of preference.

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

Description	Total Funds	Contributing
Purchase of Zoom for teacher accounts	960	N
Purchase additional devices or technology (e.g., Chromebooks, hotspots, document cameras) for students, teachers and associate teachers to support distance teaching and learning	5,154	Y
Costs for additional professional development and training for teachers and associate teachers to support online teaching and learning management	4,152	N
Purchase of materials for take home kits and laptop bags for every student	1,136	Y
Mailing costs for work packets to be sent home	500	N

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.]

We are training our teachers in addressing unfinished learning in math and guided reading. We do this through professional development and focusing on intellectual preparation protocols that take into account pupil learning loss and recent data. We have modified our math and language arts curriculum pacing guides with the support of curriculum publishers and education consultants who provided training on accelerated learning. For example, our math school leaders and teachers were trained in using major work of the grade (focus standards) and the coherence map in math in order to make informed decisions to fill in learning gaps and accelerate learning. We will still be using interim assessments and regular common formative assessments (weekly quizzes, unit assessments) to assess students learning in reading skills, reading levels, ELD and mathematics. We will also have diagnostics assessments prior to the start of math units to modify lessons as needed based on learning loss. We use this data to then help us create lessons before the start of the unit to address learning gaps in math (either whole group, small group or one-on-one lessons).

We are training associate teachers on how to deliver foundational skills literacy practices and how to pull small groups each Wednesday based on data. This training happens during the summer (foundational skills) and during the school year (small groups). Our associate teachers will also help us assess student learning by proctoring our MAP assessments (see more information below).

We will use daily and weekly formative assessment to modify lessons regularly and create small group supports, or set individualized instruction on reading, reading skills and Math programs. We will also collect data for each unit for ELD and host data meetings. When teachers and school leaders analyze this data or use it for planning purposes, modifications are made to lesson plans to include differentiation for special learners or language learning strategies as part of integrated ELD.

At the start of the year, we are focusing on developing strong distance learning structures and routines to better support instruction. This includes a focus on social emotional needs for students, and a focus on building relationships.

For all listed subgroups (ELs foster youth, students without homes, low income students and students with special needs): we will prioritize those students in small groups, and make notes that students who need more time with teachers, should receive more time with teachers. This would take place immediately after a core content lesson or throughout the week with the help from an associate teacher. We would also differentiate activities as needed for these populations, including differentiating work packets and online assignments based on the needs and factors surrounding each child.

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.]

We will provide language learner support via integrated ELD (all teachers will be trained in language learner strategies). We will provide designated ELD to all English Learners. All teachers will be trained in designated ELD this year in order to better support English Learners. The training will include strategies on how to modify the curriculum and present it online (EL Achieve provides multiple resources).

Our ELA K-1 English phonics curriculum also includes specific supports and strategies for English Learners and students with disabilities. In addition the curriculum (EL Education) is providing teachers with online resources. Our Spanish literacy curriculum is also designed to meet students where they are at, and we are prepared to spend more time working with students on filling in gaps from previous year’s distance learning (from preschool, lack thereof or kindergarten). We do provide differentiation for students who special needs, students with SSTs and students who are below grade-level via differentiated guided reading groups and reading intervention services.

Voices is also exploring the option of bringing specific students on campus in small group cohorts to facilitate learning. This would include students with IEPs, students who need re-engagement support, students experiencing homelessness and who need access to the internet foster youth and any other student who would benefit from on-site support during distance learning.

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.]

We will use regular formative assessments to track the effectiveness of services and supports and the use of interim assessments as well. Teachers will review regular formative assessments weekly with the support of schools leaders. Teachers will also review interim assessments with the support of school leaders at least 3 times per year. Teaching and administration staff will reflect on their instructional strategies, and whether learning loss from Spring 2019-20 or Fall 20-21 is impacting the results. Teachers can then make decisions to do small groups, one-on-ones, reteach lessons or if needed, work with our school administration to contact parents and hold support meetings.

Teachers will then share these updates with parents during parent-teacher conferences or parent-teacher meetings throughout the year. These meetings are held in Spanish or English (whichever the parent prefers). Teachers will also be making phone calls home each week to different students and families, particularly those students who may be in subgroups or of concern. These meetings include discussions around progress around the standards and strategies to support students at homes.

We will also track IEP services on an internal tracker in order to identify which students are regularly attending their services. Our Special Education department will

review these participation metrics and data in order to create plans for support for families and students.

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

Description	Total Funds	Contributing
Purchase online assessment and learning platforms and/or applications to support distance teaching and learning	2,076	Y
Training Associate Teachers to deliver synchronous and asynchronous instruction and small groups support	1,232	Y

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.]

Voices will take a tiered approach to addressing student social-emotional and mental health concerns.

- Tier I strategies target all students and most students can be successful with this level of support. An example is Plaza Comunitaria which teaches and reinforces core values, school-site values and character traits and is an opportunity to celebrate successes and build culture. This regularly conducted activity promotes connectedness for students and community building which serves to provide a sense of stability for students. Another example is daily in classroom check ins with students.
- Tier II supports are for students that need a little more attention and support. They need adults to know them a little bit better in order to know what adjustments need to be made. Our Deans of Culture and other school leadership staff will take the lead on these actions. An example is a referral to resources (e.g. counseling support)
- Tier III supports will be needed by a very small fraction of the student population (less than 2%). Students and families will receive individualized support and modifications. These plans will be adjusted for students as needed. Some of these actions include outside support and providers, as well as specialized student plans for participation.

Social emotional supports include the following core consistent elements:

- The Principal is in direct contact with teachers supporting students showing any signs of difficulty
- Teachers check on students daily regardless of school model
- The Principal is in contact with families in need to connect them to resources and needed services for support e.g. (counseling)
- SEL PD for staff to be delivered early in the school year
- Parent Education series to provide support to parents in multiple areas including: "Making Technology work for you" and "Feeling successful as a Parent in the Virtual Learning Setting," Social/Emotional Wellness," Stress Management and Building coping skills for Parents/Guardians," and "Building Assets and a Positive

Climate at Home.”

- ☐ Voices will use a third party to survey students Social emotional well-being at least two times in the year

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 is not engaging in instruction and is at risk of learning loss.]

While LEAs will not have to report ADA for the purpose of apportionment in fiscal year 2020-2021, Education Code section 43504 emphasizes that compulsory education requirements continue to apply for the 2020-2021 school year. Voices will develop written procedures for tired re-engagement strategies for students that are absent from distance learning for more than 3 school days or 60% of the instructional days in a school week. This written plan will include:

- How daily participation of each pupil for each day distance learning provided can be documented
- Roles and Responsibilities matrix for school staff
- Creation of a school Re-engagement Support Team
- The weekly engagement record for each pupil documenting synchronous or asynchronous instruction that verifies participation and tracks assignments
- The process for tracking absences for the purposes of chronic absenteeism
- Procedures for tiered reengagement strategies for students that are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week.
 - Verification of current contact information for each enrolled pupil
 - Daily notifications to parents or guardians of absences
 - A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary
 - When feasible, transitioning the pupil to full-time in-person instruction

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.]

Regardless of in-person instruction and/or distance learning, all families will have the option to receive a prepackaged meal (Grab n Go meals) in both Virtual and Hybrid learning. Voices schools will inform families of the food distribution and schedule via email, Voices parent portal, and phone/text.

During virtual learning, Voices families will be provided meals through curbside pick up. Each family will be provided their student(s) name card to place on the car dashboard. As the family pulls up to the curbside, Voices' kitchen support staff will enter the student name in our meal system (MealTime). The system will automatically record and count the meal(s) distributed to each student. Due to social distancing protocols, students do not need to be present to receive the meal. Additionally, no parent/guardian will be allowed to exit their vehicles at any time. Meals will be distributed every Monday. Students will receive a total of 10 meals for the entire week (5 breakfast meals, 5 lunch meals). All meals will have the required components per the child nutrition guidelines, including milk

During Hybrid learning student meals will be distributed as students are dismissed at the end of the on-campus school day. Voices' kitchen support staff will follow the same

process as virtual learning. Distribution days and quantity of meals will be distributed in the same manner as we would during virtual learning.

Staff serving food will follow all food safety guidelines, including: washing hands, wearing gloves, wearing hairnets, and handling food with care.

Meal applications will be distributed to all families via regular mail and during scheduled work packet distribution days. Families will be able to mail their application to the school site in the self addressed envelope which will be included with each meal application. Business Managers will be accessible to answer any parent questions regarding the meal application. Scheduled curbside assistance will also be available by appointment only.

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

Section	Description	Total Funds	Contributing
Staff Roles and Responsibilities	Hire COVID-19 Liaison to advise and assist school staff to implement COVID protocols.	3,200	N
N/A	Translation services for written parent resources and communications	1,500	N
Mental Health and Social and Emotional Well-Being	Tiered social worker support services	672	Y
Mental Health and Social and Emotional Well-Being	Purchase SEI curriculum	620	Y
School Nutrition	Providing nutritious meals to all students	4,808	N

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
30.88%	202,530

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.]

The actions listed above are largely whole school actions because nearly 62% of our student body are English Learners and more than 70% of our students are Low Income. By considering the needs of the entire school, we are considering the needs of these specific subgroups. We have specifically chosen actions that impact all of

our students and support all our students in meeting their goals because in doing so, all our key subgroups will be positively impacted. The only exception to this is our ELD services which are specifically for students identified as English Learners.

Technology access is critical to success during distance learning. Our foster youth, English learners, and low income students are less likely to have access to technology or to have less consistent technology access (e.g., sharing a computer with other family members, technology available is not compatible with online learning programs). In order to have these students effectively access online learning, we've distributed Chromebooks or iPads and distributed hotspots to families who needed them, provided training in how to use these technology tools, and provided ongoing tech support to keep these tools effective for our families.

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

English Learners will receive more time with teachers in live sessions in-person sessions when we are back on campuses during designated ELD time. These students will get at least 30 to 45 minutes more of instruction on language than non English Learners. English learners, foster youth and low-income students will also be prioritized for small group work time with the teachers on a daily basis (Monday, Tuesday, Thursday and Friday) and they will be prioritized for small group work time with associate teachers on Wednesdays. Teachers will know who these students are, and ensure they are reviewing their data regularly or engaging with them regularly during instruction in order to better track their participation and performance. These subgroups will also be part of the subgroups teachers are encouraged to review when making their weekly phone calls home - for example, contacting foster youth more often and checking in on socio-emotional supports than other students.