

# 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>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vox Collegiate of Los Angeles	TyAnthony Davis, Head of School	<a href="mailto:tdavis@voxcollegiate.org">tdavis@voxcollegiate.org</a> (323) 570-2915

## General Information

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

Vox Collegiate of Los Angeles (“Vox Collegiate”) is a college preparatory charter middle school serving grades 6-8 in South Los Angeles.

On March 13th, Governor Newsom signed Executive Order N-26-20 that despite school closure, schools must continue delivering high quality educational opportunities for students through distance learning and independent Study. In alignment with the decision of the Los Angeles Unified School District and the recommendations of the Los Angeles County Department of Public Health, Vox Collegiate made the difficult decision to physically close, effective March 13, 2020, in response to the COVID-19 pandemic.

On March 13th Vox Collegiate issued a letter to parents and staff informing them of the school’s closure; and details about the plan to provide Distance Learning and meal service to students. Upon closure, Vox Collegiate staff collaborated to develop a: Distance Learning Plan, needs assessment to identify student/family needs, provide teachers with professional development and planning time for the transition to Distance Learning, and methods to communicate effectively with families/students to supports student participation and engagement. On March 16th, all students were provided with distance learning work packets and support materials prepared by teachers for all core subjects. Vox Collegiate used the next week to plan and create the infrastructure for virtual distance learning hosted on the school website.

Vox Collegiate’s needs assessment included identifying student needs with the transition to Distance Learning including but not limited to Chromebooks, Internet service, food/groceries, etc. On March 13, our staff began contacting families to identify needs. By March 27th, approximately 80% of families who responded that they needed a device for home use were issued a Chromebook, and were supported by school staff on acquiring reduced cost internet service, and/or Wi-Fi hotspot. Our staff ensured that all students had access to a technology device and internet to access instructional and curricular materials in preparation for our transition to Distance Learning and access to resources that were communicated to families.

Vox Collegiate transitioned fully to distance learning through our school website after Spring Break on April 6th. Our Distance Learning Plan was disseminated and communicated with all families, via virtual meetings, and Class Dojo. Additionally, the Vox Collegiate prepared and disseminated how-to videos with instructions on accessing and navigated virtual distance learning.

**2019-2020 COVID Impact:** Effective March 16, 2020, Vox Collegiate followed the LA County Department of Public Health guidelines to close the school to teachers, staff and students. During School Closure we continued to provide opportunities for continuous, academic learning for students; continued meal services for students, families and community; all employees have been compensated during closure; and we provided on-going mental health services to students in need. Much of the staff spent the spring semester, March-June, making family and student contact to support them with the transition to distance learning. This included daily phone calls to students who were absent from synchronous learning or who were struggling with asynchronous assignments, coordinating additional community services for students such as food pickup, and providing technology support to families.

The impact of school closure varied by student from feelings of isolation, lack of motivation, anxiety to an environment where others were able to thrive because of our structured program and consistent communication between our teachers and students. For parents, distance learning/school closure was challenging and stressful, in addition to job and/or food insecurity that many families faced. This vital information led our team to identify resources for our families offered by our schools and/or community-based organizations.

**Technology:** Since closure, technology continues to be an area in which many Vox Collegiate families are significantly impacted. While the school provided every student with either a tablet or Chromebook, internet in the home is a challenge for families. Our operations team provided and continue to provide support for families in how to apply for discounted internet or how to request a school funded hotspot. For some families, a physically distant home visit was provided to support families in connecting to the internet and using the technology.

**Distance Learning:** Vox Collegiate will continue with full Distance Learning for the 2020-21 academic year. A distance learning bell schedule was created to address the needs of our students.

For 2020-21 distance learning includes increased synchronous instruction with continue robust asynchronous learning and practice opportunities for students across all subjects. Additionally, student participate in daily homeroom to provide increased social connection and social-emotional support for students. Vox Collegiate is focused on 4 priority areas for the 2020-21 school year:

- An Instructional Plan for Flexible Learning
- Addressing Learning Gaps
- Prioritizing Connectedness
- Ensuring Health and Safety

**Basic Need Support:** Vox Collegiate understands that learning cannot occur if basic needs are not available in the home. As a result,

we continue to check in on families and students to ensure that they have food and shelter. This is done through surveys and teacher and support staff contact. If parents indicate that they are in need of resources, our Director of Student Supports is informed who then begins working with families to find necessary resources for the family.

Teachers participated in Professional Development to implement an effective Distance Learning Program at all school sites. This included establishing effective Google Classrooms, engaging students in Zoom meetings, use of web-based programs for synchronous and asynchronous instruction.

As a result of Distance Learning modifications have been made to programming. Synchronous learning focused on core subjects (ELA, math, science, and social studies). Additionally, all sport programs and field trips were cancelled as a result of the governor's stay-at-home orders. Many of the curricular resources our teachers had already implemented during in-person instruction.

**Students with Disabilities (SWD):** During closure and Distance Learning Special education teachers and service providers continue to provide services to students on their caseload as per each student's Individual Education Plan (IEP). Special education teachers collaborate with general education teachers on the daily/weekly assignments that all students are expected to complete, and provide academic support both individual and small group instruction via Zoom. Related service providers such as Counselors, Speech Therapists, Occupational Therapists, Blls/BID continued to provide services as per each student's IEP.

## Stakeholder Engagement

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

Vox Collegiate recognizes the critical role of meaningful stakeholder engagement in school planning and school improvement cycles. Parents, teachers, staff, and the valuable members of our learning community have provided input, feedback, and consultation throughout the school's phases of Learning Continuity Plan (LCP) development. Based on the impacts of the COVID-19 pandemic on our learning community, stakeholders have been engaged in this process through multiple means to ensure that all members of our learning community have access to the LCP development process.

Our school facilitated family orientations at the start of the school year and additional parent meetings "Cafecitos" to engage families in the school's needs assessment and provide input and feedback into the development of the LCP and other school programs. All meetings were held via Zoom video conferencing technology. Our staff also has contacted all families to provide updates, conduct the school's technology needs assessment, and identify the types of resources families need during this pandemic and shift to virtual learning. Our bilingual staff (Spanish/English) provides interpreter services during schoolwide and individual meetings with families and are available upon request.

As a small school our Head of School & Principal communicates with staff on a regular basis if not a daily basis. Developing the school's Distance Learning Plan has been an ongoing effort with staff, SPED and EL Specialist, parents and feedback from students to ensure a

rigorous academic and engaging distance learning program that meets the needs of our vulnerable school community and includes academic and social-emotional supports for our students and families.

In our most recent survey administered to assess family preferences for in-person/hybrid versus distance learning for fall 2020:

- 22% preferred in-person/hybrid; and 78% preferred distance learning.

Our school utilizes emails, school's website, social media and Class Dojo as the modes of communication with families.

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

Vox Collegiate provided stakeholders the following options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the Learning Continuity and Attendance Plan. Conference calls were used for all meetings and hearings with stakeholders, and provided options for remote participation by phone. Interpreter services are available upon request to ensure equitable access and a voice for our Spanish speaking families.

- Governor's Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.
- The Learning Continuity and Attendance Plan was uploaded to the school's website at least 72 hours prior to the Public Hearing for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing.
- Vox Collegiate provided stakeholders with options for remote participation including the date, time of the meetings telephone. The Governing Board adoption of the Learning Continuity and Attendance Plan as a non-consent item with the school's Governing Board.
- Stakeholders also had opportunity to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by submitting their comment to the school.
- All stakeholders including families were also notified of these meeting dates through school weekly bulletins and the school website.

BOARD MEETING DATES:

Date of Public Hearing: September 15, 2020

Date of (Adoption) Public Meeting: September 29, 2020

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

Feedback from stakeholders was gathered throughout our transition to distance learning from Spring 2020 – August 2020; and impacted the actions included in this plan for the 2020-21 school year.

Parents and staff concerns were focused on health and wellness; the need for food distribution, and student access to technology during distance learning.

Teachers concerns focused on the overall safety on campus and whether it would be safe to return to in-person instruction. Teachers would like to receive additional professional develop on research-based online pedagogical strategies to maximize student learning and engagement. They also expressed the need for additional planning and collaboration time during the week.

Parents expressed the need for structured schedules with consistent routines to support their child academically via distance learning. They also would like to receive additional training/videos on accessing the various online platforms used by teachers. Parents would like to receive consistent updates on the academic progress of their child; and strategies to support their learning at home. They also expressed concerns about the health and safety of in-person instruction..

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

Stakeholder feedback significantly influenced the development of the Learning Continuity and Attendance Plan:

- All students will be provided with a device to access instructional and curricular program
- Students who lack connectivity will be provided a Wi-Fi hotspot
- Teachers will be provided with professional development on research-based strategies for use with distance learning and resources to supplement their learning.
- Teachers will be provided with additional planning time with the daily instructional day.
- A structured online schedule and work expectations will be designed for all students.
- Support staff will be tasked with contacting families when students are absent from daily synchronous instruction.

## 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.]

Vox Collegiate prioritizes the health of its stakeholders in its reopening plan. California schools have been closed for in-person instruction since mid- March 2020, as a result of the COVID-19 pandemic. School closures to in-person instruction were part of a broader set of recommendations intended to reduce transmission of SARS-CoV-3, the virus that causes COVID-19. As a result of the state of COVID-19 cases in Los Angeles County, Vox Collegiate began the school year on August 17th with a 100% Distance Learning Model. Currently, Los Angeles County is on the State’s watchlist. Reopening is contingent on Los Angeles County’s local health jurisdiction placement on the California Department of Public Health Coronavirus watchlist.

Vox Collegiate follows the safe reopening guidelines of the following organizations:

- CA Department of Public Health
- CA Department of Education
- Los Angeles County Department of Public Health (LACDPH)
- OSHA

The Vox Collegiate Reentry Task Force will continue to develop a hybrid learning model for school re-opening in the event that it is safe to do so based on the guidance and recommendation from the organizations noted above.

For the Hybrid Model comprised of in-person and distance learning, students will be divided into 2 Cohorts (A/B) for scheduling purposes. It is a combination of face-to-face instruction with distance learning. The school will work with parents to ensure siblings are in the same cohort.

Schedule will be as follows:

- Monday & Wednesday: Cohort A: in-person instruction; Cohort B: distance learning
- Tuesday & Thursday: Cohort B: in-person; Cohort A: distance learning
- Friday: Distance Learning (synchronous and asynchronous instruction); including IEP Meetings

The hybrid model will include small class sizes to accommodate the physical distancing protocols. We believe this is the model that will ensure the safest approach to reopening schools physically once we are able to do so. This model is designed to seamlessly transition students back to campus once it is safe to do so.

### **English Learners**

Our English Learners will receive integrated English Language Development (ELD) across all disciplines; and designated ELD led by our Director of Student Supports. Designated English Language Development “first teaching” will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction.

### **Considerations for Students with Disabilities**

- In the Hybrid Model, students with special education needs will attend school in the same manner as all other students (Cohort A & Cohort B). However, if a modified day in either a morning/afternoon cohort is necessary, we will accommodate. Should students need to come onto campus as a means to support their learning, we will accommodate and follow all PPE and social distancing directives.
- Designated services outlined in IEPs will be offered to the maximum extent possible in person when campuses reopen.
- School personnel will work closely with families of students who are immunocompromised regarding specific individual needs when returning to school.

- Students with sensory/cognitive/behavioral needs that cannot wear a face covering may utilize a face shield or covering as needed.

Through partnership with Shields for Families, Vox Collegiate will provide counselors and mental health specialists to address the social-emotional wellbeing of students and ensure student learning and competency develops. Our school has established a Director of Student Supports whose role is to coordinate additional instructional and social-emotional supports to ensure students thrive. This includes supports to ensure students participate in daily synchronous and asynchronous instruction and assignments are completed on time to maximize student learning and connectedness. For those students who are disengaged and/or absent due to social-emotional issues, the teacher will refer the student to the Director of Student Supports. Our staff will continue to implement Positive Behavioral Interventions and Supports (PBIS).

Vox Collegiate has established a systemic Cycle of Assessments that will be administered in-person/distance learning which includes:

- NWEA MAP: a Math & aReading grades 6-8– 3 times/year
- Formative
- Assignments

### **Options for Higher Risk Individuals**

- Consideration of options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk) when possible.
- Consideration of options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities) when possible.
- Considerations will be consistent with applicable law, policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

### **Social Distancing**

Social distancing is an effective way to prevent potential infection. Vox Collegiate employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others as feasible. However, in the school setting, proper social distancing is not feasible in all areas of operation. Barriers and PPE will be used in these areas to minimize exposure risks on site.

Procedures will be in place to help eliminate direct exposure:

- Limiting student movement during the day where feasible

- Traffic Flow – Monitoring walking direction throughout the common areas of the in order to maintain the social distancing guidelines to the extent possible.
- Signage visible in hallways and public entrances about social distancing guidelines.

**Facilities Cleaning:** The safety of employees and students is Vox Collegiate’s first priority. Upon reopening, classrooms, restrooms, office spaces and other high volume learning areas have been completely cleaned and disinfected, and daily cleaning will be maintained. In addition to the deep clean of the school before employees and students return, other cleaning procedures are in place to help reduce the spread of COVID-19.

**Hygiene & Restroom Protocols:** Students and staff will be trained on proper handwashing technique as well as proper restroom etiquette to prevent the spread of COVID-19. Restrooms will be cleaned throughout the day. Students and staff will be encouraged to use social distancing while in restrooms and other public areas.

**Classroom arrangements:** Staff will maintain a clean environment free of clutter and unnecessary furniture/personal belongings. Student desks will be arranged so that students will be spaced in alignment with current health guidelines. Until further notice, any collaborative work students may be completed using an online learning platform. Masks and/or other face coverings will be worn during classroom activities. Student supplies will not be shared among the class. Instead, each student will be responsible for his/her own supplies to be kept with him/her during the day.

**Lunch Area Protocols:** Students may receive a “grab and go” breakfast and lunch in a central location daily. Breakfast and lunch may be eaten in classrooms due to social distance guidelines. If breakfast and/or lunch is permitted to be eaten outdoors every effort to social distance and stagger lunch times will be used to the greatest extent possible.

**Restrooms:** Restrooms will be cleaned and disinfected periodically throughout the day. In order to maintain social distancing, certain sinks, urinals, and bathroom stalls will be masked off and unavailable for use. Each restroom will have signage indicating the maximum persons allowed at any one time.

**School Hallways:** Social distancing must be maintained, including while using the hallways, which will be designated as one-way. Floor signage will indicate the path of travel.

**Playgrounds:** Students will not be able to use the playground equipment until such time as it is deemed to be safe by the state, county and city health departments.



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

Description	Total Funds	Contributing
Principal and Teachers: to provide in-person (hybrid)/distance learning platform. Vox Collegiate will provide at least 240 instructional minutes daily; and 180 instructional days, exceeding the State's requirement of 175 days.	\$847,100	Y
Procurement of PPE equipment, facility safety, additional supplies, materials, partitions, hygiene, health & safety and disinfecting classrooms, school equipment, etc	\$31,150	N

## 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.]

Distance Learning instruction is defined by CA Education Code 43500 as instruction in which the student and educators are in different locations and students are under the general supervision of a certificated teacher from Vox Collegiate. Vox Collegiate's Distance Learning instructional modes will include interaction, instruction and check-ins between students and educators via technology.

Synchronous Instruction refers to live, scheduled, interactive classes with teachers and students in real-time. Students will engage in direct instruction lessons, teacher-supported work time, small group intervention and/or scheduled online assessments.

Asynchronous instruction refers to self-paced instruction with intermittent teacher interaction. This will be in the form of pre-assigned work, standards-aligned practice on our online learning programs, or formative assessments, all posted in each student's Google Classroom.

Vox Collegiate students will participate in daily synchronous instruction. Students will have ELA and Math classes each day, and will alternate between History, and Science. PE is provide asynchronously. Asynchronous learning will take place in the afternoons for students in cohorts A and B, from 11:00 a.m. - 2:55 p.m., and in the mornings for students in cohort C, from 8:15 a.m. to 11:15 a.m. Homeroom classes are held

Monday-Friday are designed to establish safe and supportive spaces that increase school connectedness, teach study skills, and support students' emotional well-being.

Vox Collegiate has embedded small group instruction that takes place weekly on Fridays; and all teachers will hold office hours to provide small group or one-on-one academic support. Instructional Assistants will provide push-in academic support during the instructional day.

The following charts reflect the distance learning daily and weekly schedule for Vox Collegiate. Students will receive instruction in all core subjects – English Language Arts (ELA), Math, Science, Social studies (will be embedded in ELA), Physical Education and English Language Development (ELD) for English Learners.

Vox Collegiate Daily Schedule Mon-Thurs (Cohorts A&B)				Vox Collegiate Daily Schedule Mon-Thurs (Cohort C)			
Start (comienzo)	End (terminando)	Subject (clase)	Minutes (minutos)	Start (comienzo)	End (terminando)	Subject (clase)	Minutes (minutos)
7:45 AM	8:15 AM	Homeroom	30	8:15 AM	11:15 AM	Ind. Work Time	180
8:15 AM	9:00 AM	Period 1	45	12:00 PM	12:30 PM	Homeroom	30
9:05 AM	9:50 AM	Period 2	45	12:30 PM	1:15 PM	Period 1	45
10:15 AM	11:00 AM	Period 3	45	1:20 PM	2:05 PM	Period 2	45
11:05 AM	2:55 PM	Ind. Work Time	180	2:10 PM	2:55 PM	Period 3	45
Total Instructional Minutes			345	Total Instructional Minutes			345
Vox Collegiate Friday Schedule							
Start (comienzo)	End (terminando)	Subject (clase)	Minutes (minutos)				
8:00 AM	8:30 AM	Homeroom	30				
8:30 AM	10:10 AM	Town Hall	30 (per grade)				
10:10 AM	11:40 AM	Office Hours	90				
11:40 AM	1:10 PM	Ind. Work Time	90				
Total Instructional Minutes			240				

## **Students with Disabilities**

Our Students with Disabilities will receive instruction through push-in and pull-out models. The pull out program is a separate zoom meeting where students meet in small groups with their RSP teacher. The push in model is that of co-teaching where the RST and general education teacher work together to plan lessons and provide accommodations for students. The co-teaching model utilize breakout rooms for more personalized support. In addition, Instructional Assistants continue to provide push in support for students.

## **English Learners**

Our English Learners will receive integrated English Language Development (ELD) across all disciplines; and designated ELD led by our Director of Student Supports. Designated English Language Development “first teaching” will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction.

## **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 Students in grades equipped with tablets or Chromebook. Teachers were provided laptop computers to support online learning instruction. Students who lack connectivity at home were provided with a Wi-Fi hotspot; and our operations team has shared resources for low-cost internet services for low-income households.

Students and families signed a technology use agreement that outlines the acceptable use of the school-owned device.

## **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.]

Vox Collegiate has developed new and extensive attendance procedures to ensure we have detailed and clear documentation of student instructional attendance and engagement. Students have daily synchronous interaction with each other and teachers, including attending three daily blocks of synchronous classes, at which attendance will be taken. A clear schedule which has been shared with students and families. Students who are not in class are followed up with via phone and standard attendance letters will go out for students who are truant. Teachers will designate and certify the amount of time their asynchronous work assignments will take via an internal tracking tool developed for this purpose. All trackers are updated in close-to-real time for attendance, and weekly for assignments. These combined processes will enable us to track each student’s participation, attendance, and work submission daily and weekly, and ensure that all students are receiving at least 240 minutes of instruction per day.

## 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.]

Vox Collegiate is committed to providing ongoing support, guidance and resources for all teacher to maintain high quality distance learning programs for students. All teachers participated in 3-week of Summer Professional Development that focused on curriculum, online platforms including zoom, NearPod, Google suites, and how to effectively delivery engaging and rigorous lessons via distance learning. All teachers also participated in training on the SB98 requirements with student attendance and participation; including assessing, designating and certifying student assignments for time value; and documentation on PowerSchool and any other relevant online program. In addition to IEP snapshot professional development, the Director of Student Supports will facilitate and lead training for all general education teachers and support staff on trauma informed practices designed to meet the needs of all students during distance learning.

## Staff Roles and Responsibilities

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

The impact of COVID-19 on Vox Collegiate's instructional program has required a change to staff's roles and responsibilities in order to provide a continuity of learning for students served and ensure safe environment for students and staff.

Teachers and Instructional support staff have transitioned to distance learning which requires alternative methods of meeting with students such as Zoom and video conferencing tools and the training on the use of these systems. Educators are spending more time reaching out to students to engage them in distance learning, and making themselves available to respond to their needs.

Hourly staff including School Operations Manager, clerks and the school culture coordinator whose roles have shifted to attendance and student engagement tracking, especially those not participating daily in distance learning; trouble-shooting IT issues, food distribution, disseminate printed materials for distribution, and family outreach.

## 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.]

Our Students with Disabilities will receive instruction through push-in and pull-out models. The pull out program is a separate zoom meeting where students meet in small groups with their RSP teacher. The push in model is that of co-teaching where the RST and general education teacher work together to plan lessons and provide accommodations for students. The co-teaching model utilize breakout rooms for more personalized support. In addition, Instructional Assistants continue to provide push in support for students.

The Director of Student Supports, Special Education (RSP) and General Ed teachers plan monthly meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students.

The Director of Student Supports and Culture Coordinator will provide social-emotional support and restorative justice practices to address the behavioral and social emotional needs of students. The Director of Student Supports will also contact, monitor and provide appropriate services to students who absent in an effort to improve student attendance, participation and engagement and prevent further learning loss and identification as chronically absent.

With regard to our students in the foster care system and our students experiencing homelessness, first we allow for immediate enrollment of these students regardless of documentation. Once a week, breakfast and lunch for the week will be provided to all of our families.

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

Description	Total Funds	Contributing
SPED Staffing & Services	\$106,160	N
Technology devices, Wi-Fi hotspots, Zoom & IT support	\$38,200	N
Technology-based supplemental instructional applications: Zoom, Google Suite, Nearpod, Flocabulary, Reading Plus, Wit & Wisdom, Newsela, etc.	\$22,503	N
Professional Development and Director of Student Supports	\$111,300	Y

**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.]

Since the transition to distance learning in March 2020, Vox Collegiate has been implementing actions to mitigate learning loss. At the start of the year (August 2020) all students were formally assessed using NWEA MAP and results were reviewed, analyzed and used by our teachers to identify students for academic intervention focused on ELA and math.

Vox Collegiate has established a systemic Cycle of Assessments that will be administered in-person/distance learning which includes:

- NWEA MAP: a Math & aReading grades 6-8– 3 times/year
- Formative
- Assignments

## 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.]

Vox Collegiate has developed and implemented a schoolwide Multi-tiered System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners. Embedded within our distance learning model are the following supports:

- Weekly teacher Office Hours for additional academic support: small group targeted support and/or one-on-one support
- Home Visits for students who are absent; not participating in distance learning; unresponsive
- Parent-teacher conferences: Fall 2020 & Spring 2021
- Instructional Assistants provide small group instruction during the instructional day
- The Principal oversees the school’s Multi-tiered System of Supports (MTSS)
- Progress Reports are sent to families bi-weekly
- Homeroom teachers provide weekly phone updates to families

Our school has implemented a 1:1 student to device ratio. During distance learning technology devices and/or Wi-Fi hotspots have been provided to ensure students have full access to our instructional program and intervention supports. Our staff has designed tutorials for students/families and onsite drop-in technology support.

## 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 Leadership Team and teachers will continuously analyze student mastery and growth data to ensure the effectiveness of instruction. Our goal is to optimize program and strategies in place by analyzing and evaluating its effectiveness, planning change to optimize a program or strategy, implement action plans and continue to study the results/findings. Data that will be collected includes diagnostic assessments, formative, and trimester assessments. These assessments outlined under “Pupil Learning Loss” will allow our educators to measure student performance over time for growth and progress; identify learning gaps, and include predictive growth, which is used to accelerate learning.

## Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Instructional Materials & supplies distributed to students for home-use while in distance learning: backpack, school supplies, white board, whiteboard markers, headphones, sharpeners, notebooks, folders, consumables (workbooks & supplies), novels (ELA & History)	\$10,250	N

Description	Total Funds	Contributing
NWEA MAP	\$1,225	N

## 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.]

**School-Based Mental Health:** We will continue to provide mental health support to students and staff through our partnership with Shields for Families. Our counselor with Shield for Families will provide one-on-one and small group counseling services.

Following a Multi-Tiered System of Support (MTSS), school staff will identify and refer via our Multi-tiered System of Supports struggling students, specifically English Learners, Homeless, and Foster Youth. Further, targeted outreach to disengaged and chronically-absent students will occur frequently.

**Behavior Support Systems:** To promote a positive school climate, on-ground or virtually, students will be given a clear set of behavior expectations to keep them safe, engaged, and on task. Following a multi-tiered approach, Positive Behavior Interventions and Supports (PBIS) and Restorative Practices will be implemented specifically at the secondary level, for prevention and targeted intervention to support students.

**Staff Support:** Appropriate training will be provided to teachers and staff to help all cope with emotional and mental health concerns. In addition, staff will be provided with resources, self-care strategies, and opportunities to reconnect with their colleagues. To keep students, staff, and families connected with their school, each site will develop virtual events, such as a virtual welcome back, spirit week, and award assemblies, and will maintain student and staff recognition, awards, and traditions.

## 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.]

To ensure the continued participation of students, Vox Collegiate will:



1. Call families daily when students are absent & offer support
2. Send attendance letters when students are absent (unexcused) for 3, 6 & 9 days (English & Spanish).
3. Ask teachers and other staff with a strong relationship with the family to reach out to offer support as needed.

Additionally, students and parents will receive regular progress reports as well as formal parent-teacher conferences. Communications are made available in either English or Spanish based on the parent’s preferred language. Families are also kept abreast of updates via virtual Coffee with the Principal, weekly school bulletins, and continuous messages from the Leadership Team.

## 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.]

We will serve a week’s worth of meals to all families, including breakfast and lunch, once per week. Families are informed about days and times of pick up through emails, Class Dojo, text messages, and phone calls. Meals are prepared as grab-and-go in an outdoor space with one-way traffic to minimize contact of families with each other. If families are unable to access our distribution site, we problem solve on a case by case basis to adjust location and/or time as needed. All staff has been trained on proper sanitation procedures and methods to ensure there is no contamination of food. We follow all food safety requirements and our vendor is doing periodic checks to ensure their staff on site are following those as well.

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

Section	Description	Total Funds	Contributing
Mental Health & Social and Emotional Well-Being	Culture Coordinator	\$58,300	Y
Pupil and Family Engagement and Outreach	Operations Team: Support Staff, translators to contact families daily, provide tech-support, troubleshoot issues that students and families are having to maximize student daily attendance and participation in distance learning;	\$146,620	Y

# 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
35%	\$360,346

## 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 majority of our students are from low-income families, and, as such, were taken into consideration in every decision. Our priority was to ensure low income and foster youth would be equipped with the appropriate technology and personalized instruction to continue high quality learning. We surveyed families continuously to determine their needs and responded accordingly. We ensured a Chromebook or tablet was available for every student, hotspots and internet access resources are available for those who need it. We also ensured English Learners would be able to receive designated English Language Development instruction and researched the most effective standards-aligned approaches that would ensure students continued to develop their English language skills. Part of teacher roles include scaffolding assignments and increased availability for one-on-one support to English Learners.

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

Our student population are more likely to have interruptions in their education, impacted by trauma, face food insecurity, struggle academically and require additional academic support to access grade level instruction, and mental health and social-emotional support to address their SEL needs from traumatic experiences. The actions and services provided for our Unduplicated Pupils have been strategically designed and targeted to meet the student’s unique needs through our school’s Multi-tiered System of Supports (MTSS).

All services provided are principally directed toward and effective in meeting our school’s goals for unduplicated pupils especially with the state priorities. Our educational program and services are research and evidence-based to support and accelerate student learning for all of our students and targeted to meet the needs of our Unduplicated Pupils through our Multi-tiered System of Supports (MTSS) structure.

Based on our needs assessment, there is a need to strengthen, improve and address student performance in ELA and Math; including additional support for English Learners. The actions in our Learning Continuity and Attendance Plan are being provided on an LEA-wide basis in order to improve the academic achievement of all students. Targeted support academic and social-emotional services focus on strategies to meet the needs of our Unduplicated Pupils, to accelerate learning. In addition, our staff will collaborate with families as partners in their child’s education and will continue to provide training and support on our distance learning platforms.