Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

As Voices faced the many challenges in addressing the COVID-19 implications, Voices wanted to continue ensuring that we implemented our schools’ mission during the times of school closure. We wanted to provide opportunities for our students to continue receiving a high quality education through remote learning. We wanted to accomplish this while respecting the flexibility and grace that some individuals (parents, students, teachers and staff) may need during this time. Voices created a teacher-facing resource page with school closure resources. Voices continues to plan ahead for summer student learning and the new academic school year.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

During the month of March, a technology/internet parent phone survey was conducted with each of our families. Those families who were in need of technology and/or internet services were provided with a Chromebook and hotspot to use at home during the school closure. A curbside pickup was scheduled for families to pick up technology. For their safety and the safety of our staff, families were asked to remain in the car. We continued to distribute technology to families as we became aware. On-line resources were shared with families during remote learning so families continue to practice and follow Voices’ safety technology policies.

Our Dean of Culture (DoCs) proactively contacted all families to connect those in need of resources (unemployment, funding bills).

An Emergency Fund (philanthropically funded) was established to support low-income families with financial support up to $500 where they were unable to meet community resource requirements.

Voices created a Parent Portal on our Website in order for families to have access to information of available community-based resources in Santa Clara County.
Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Voices began planning for remote learning by creating a 3-phase plan that included short-term and long-term support in the case the remote learning took us through June. We considered the logistics and communication our school sites need to be successful. Voices kept students at the forefront in instructional decisions for remote learning. We ensured we had opportunities for daily instruction for all students. Additionally, we ensured we practiced our value of In Lak’ech with ourselves, our staff and families. Finding ways to connect with all families and students to check on their well-being. The first phase of remote learning starting the week of March 30, 2020. This included:

- All teachers have host office hours in the morning and in the afternoon to support students with questions on work packets.
- Our schools shared sample e-learning schedules with parents via online so they had samples to structure their child’s day. Our schools will also share parent-friendly resources to help you and your child log-in to free websites, including those used at Voices Academies.
- Teachers delivered two lessons per day based on ELA and Math curriculum
- Additionally, homework packets were created and distributed to our families via regular mail and digitally.

Our Dean of Culture (DoC) worked closely with teachers to contact parents/caregivers of those students who did not attend virtual classes regularly to check-in with them to see if students were ok and/or if in need of any support. We continue to survey families to garner their feedback regarding potential re-entry preferences. Created a Parent Portal on the Website in order for parents/caregivers to have access to information on academic resources in the Santa Clara County.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Free breakfast and lunch meals are distributed to our families and the community, Monday through Friday from 11:00 AM to 1:00 PM, to all children in a household under the age of 18. Families pull up in their vehicles to the curb side and meals are handed to them. Meals must be taken home and cannot be eaten on school sites.

On April 24, 2020, USDA approved California’s application to operate a Pandemic Electronic Benefits Transfer (P-EBT) program during COVID-19. All families were provided information to apply for these benefits. Additionally, our Deans and Parent Liaisons provided support to those families who may need help filling out the application.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.
Under the Santa Clara County Public Health Order to shelter in place on March 16, 2020, only essential workers in the county were allowed to perform work at essential businesses. This caused the potential need for these essential workers to find supervision for their children during ordinary school hours.

In partnership with the Santa Clara County Office of Education, arrangements for supervision of students during ordinary schools were made available to families through the SCCOE Childcare for Essential Workers Portal. The portal was made publicly available on April 10, 2020 and was announced through a press release to district public information officers and media on April 15, 2020. A second press release was released the week of May 4th describing enhancements to the portal and directions for districts on how to communicate the information to families.

The Childcare for Essential Workers Portal list Organizations offering child care in the county and identifies which ones offer free or subsidized care for those that qualify. An Interactive child care map was made available on the site so families could find the closest provider. The site also provides information about who is considered an essential worker, how to find childcare, how to know if the facility is safe, and how to qualify for financial assistance.

California Department of Education
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