

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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**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 of March 13<sup>th</sup>, 2020, EBIA transitioned from classroom instruction to online learning using Zoom, with weekly schedules consisting of 3 days of subject instruction/independent work time/check-ins and 2 days of advisory, social-emotional learning, office hours, and fitness. Students with IEP services continue to receive push in and push out support in virtual format, as well as counseling, speech and other specified services. Intramural sports, spring musical and intersession, however, had to be canceled/modified/postponed due to Shelter In Place. Project and group work, a central pillar of EBIA’s learning model, is being reimagined as online learning limits collaboration in some ways. We are also modifying our year-end celebrations – capstone, promotion, and graduation – to be in virtual format this year.

Life changed abruptly for our students and families, and while pre-existing familiarity with our learning platform and practice with videoconferencing proved helpful in transition, the sudden increase of screen time, decrease of verbal engagement, and physical isolation has been challenging for students and staff alike. Family life in turn has been transformed for many, as parents juggle work and supervision of children, and as siblings spend all days together and are often expected to support each other with online learning. EBIA community is living out our LCAP goal of preparing our students to manage change and take ownership of their learning through this current situation.

With default end-of-year calendar of events disrupted through the pandemic and school closure, and in light of the potential for deepening of the achievement gap in distance learning setting, EBIA has structure the last weeks to facilitate credit recovery and skill remediation in math and ELA, while all subject teachers are still in service. This, as well as small groups in regular instruction, was made possible by our support staff who embraced new or modified roles in virtual setting. As we continue to innovate and adapt to forces out of our control, we remain rooted in our mission and our LCAP goal of being 21<sup>st</sup> century ready in Oakland.

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

EBIA has compiled and shared a list of community resources for families seeking medical help, financial support, food, child care, transportation, mental health, and tech support. EBIA has also provided nutritional services directly to families and shared information to access local community resources for food. We’ve created English Language support sessions remotely once a week for students and have

made Chromebooks available to families without a dedicated device to each student. We have continued individual outreach to students who are not regularly engaging in their classes to better understand barriers and needs and offered.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

EBIA has turned to research and evidence to inform our work in distance learning. The virtual schedule was developed to be age appropriate, with breaks and changes to maximize student engagement. Schedules also allow for check-ins, office hours and smaller support groups to supplement class time. Teachers have explored and broadly shared out tools in Zoom to promote interaction, collaboration and engagement. Teachers are using a number of different mediums such as YouTube, virtual tours, and other digital resources to emphasize real-world relevancy of their curriculum.

Developing our Linked Learning Pathway was a big part of 2019-20 LCAP. And while some work, such as trainings for staff and joint showcases were set aside, students and staff were able to continue with some work-based learning via webinars with industry leaders. And as staff find themselves in unexpected conversations as they journey through online learning, we are beginning to also connect our experiences to how the Linked Learning Pathway may evolve in online setting.

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

EBIA orders shelf-stable food through our food vendor and on distribution days, stations are set up outside of school to facilitate handoff in open space. Families and staff wear masks, and staff also wear gloves. Social distancing is adopted by staff and families at pick-up. As our families come from all neighborhoods of Oakland and our location may be a barrier to some families, we have also made information available to families about OUSD and food bank services.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

N/A