

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
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General Information

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

In response to the COVID-19 pandemic, EBIA paused classroom based instruction and transitioned to distance learning on March 13, 2020 per local and state Shelter In Place orders. EBIA serves a diverse population of Oakland's students and families; not surprisingly, the impacts of COVID-19 vary greatly. Some of our parents were laid-off, furloughed or struggling through job insecurities causing financial difficulties. Other parents are in stable work from home positions while others are essential workers (medical professionals, grocery store employees, childcare providers, etc) who put their lives on the line daily. On top of what parents are dealing with professionally, the new role as a distance learning facilitator causes a lot of additional stress, especially with the mental toll the pandemic is having on our students. In March the students abruptly stopped their daily commutes to school and have been isolated with no clear end. Each family also has their personal story of how the pandemic is impacting the health of their family and friends. As of Sept 2, 2020, three zip codes in Oakland have the highest test-positivity rates in the county, reaching as high as 16.9 percent compared to a statewide rate of 4.9 percent. Our teachers and staff have similar struggles in their own lives while also working harder than ever before.

While the uncertainty of the pandemic is difficult on everyone, EBIA's community feels stronger and tighter than ever. Our teachers, staff, students, and families have developed deep relationships in ways that would not have happened during a regular school year. It has shown us the power of partnerships between school and home and how it benefits our students. When EBIA fully re-opens, we will maintain and prioritize these partnerships going forward.

As a STEAM school, EBIA's program facilitated a smoother transition to distance learning last spring. Our teachers and students are proficient in the use of technology. Each student already had a relationship with an advisory and a personal learning plan that kept our students on track. Our [Innovator Norms](#), which are foundational to our teaching and learning, gave students tools to be resilient and take ownership of their learning through these unprecedented times. Our average attendance rates from March through May 2020 were 95.1% at the Lower School and 90.92% at the Upper School.

EBIA started the 2020-21 school year on August 10 in full distance learning. While everyone longs to be back on campus, our teachers and families feel confident with our distance learning program and the decision to put the health and safety of our community first. Our attendance rates in August were 97% at the Lower School and 95% at the Upper School.

Stakeholder Engagement

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

Since the campus closures in March, EBIA has continued to engage stakeholders at all levels: teachers, staff, teachers' union, parents, students, and Board Members. In the spring, before the Shelter-in-Place order was announced, our administration was in regular contact with our Board of Directors monitoring the situation. We are fortunate to have our board chair with expertise in healthcare who provided guidance around the pandemic and the realities of what this meant for our school. We also administered surveys to our students, parents, and teachers in late Spring.

Over the summer, we formed an internal task force composed of school leaders and teachers. All teachers were invited and approximately half the staff participated. There were two phases of the task force. The first phase examined school wide procedures and policies. The second phase focused on specific operational decisions at the Lower and Upper Schools. Our Executive Director shared EBIA's [Re-opening, Moving Forward](#) plan with our Board of Directors, teachers, and families to solicit feedback/input and answer any questions. Multiple sessions were held for each stakeholder group to solicit as much feedback/input as possible. We also [surveyed students](#) one week into the 2020-21 school year.

After each survey was completed, our administration would summarize the responses and share them with our stakeholders which would provide opportunities for additional discussion and feedback.

All communications are provided in English and Spanish. Families are informed of meetings and surveys through emails, newsletters, social media, and updates on our website.

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

Pursuant to the Governor's Executive Order N-29-20, all members of a legislative body and appropriate staff will participate in legislative meetings via phone/video conference until the Shelter-in-Place order is lifted. Parents, staff, students, and community members are provided with Zoom information to participate in public comment at the EBIA Board Meetings. Call-in numbers are provided for families without internet access and translators and other accommodations are made available upon request.

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

EBIA had more than 180 families respond to our surveys, including incoming families. We also sought input from students and staff. While the range of feedback reflected the diversity of our community, certain trends emerged:

-Distance learning: 75% or more families rated our virtual schedules and quality of instruction as effective (4 or 5 on 1-5 scale). 75% or more reported their students adapted well to online learning and were largely independent with their studies.

-Community connection: About 60% of families rated the community connection as 3 (on 1-5 scale).

-Return to campus: Almost half of the families are somewhat or very uncomfortable with in-person instruction in absence of Coronavirus vaccine or cure, and 75% of families prefer a combination of in-person and online instruction (hybrid model) for next year.

-Schedule effectiveness (1 lowest to 5 highest): 83% rated 4 or 5

-Quality of instruction (1 lowest to 5 highest): 75% rated 4 or 5

-Level of connection and communication (1 lowest to 5 highest): 56% rated 3

-Student Independence (1 lowest to 5 highest): 78% rated 4 or 5

-Student Adaptability (1 lowest to 5 highest): 80% rated 4 or 5

-Comfort with return to campus in absence of vaccine or cure (1 uncomfortable to 5 comfortable): 46% rated 1 or 2

-Preferred modality: 75% combination of in-person and virtual, 16% virtual only, 9% in-person only

-Concern re amount of screentime, implementation of PBL, socialization

-Teachers concerns included:

*inability to assess understanding, maintaining engagement and rigor, tech support, too much screen time, limits to collaboration, effectiveness for younger students learning, health and safety on campus

-Teachers positives included:

*more one-on-one time/small groups, increase concern for each other (colleagues and students).

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

EBIA values our stakeholders' input and uses it to improve our programs. We respect our teachers and their expertise and encourage our students to take ownership of their education. In the spring when we surveyed our students and teachers, they both expressed the heavy workload and a clear desire to adjust our distance learning schedule. In response we updated the schedule to allow for an extra day of advisory/SEL, fitness, office hours and independent learning time.

Based on input from stakeholders, EBIA's 2020-21 planning priorities included:

- Health and safety for students and staff: hybrid (in-person and virtual) learning model, PPEs, social distancing, potentially screening for temperature, frequent and thorough cleaning, policies for staying home
- Social-emotional support: importance of building relationships and community to facilitate learning
- Distance learning: improving engagement and cyber-safety, effective use of screen time, feedback loop for teachers
- Supporting at-risk students: ensuring that student support evolves along with other programs
- Project-based learning: Innovating ways to collaborate in a virtual or hybrid model
- Strategic use of any on-campus opportunities: new families, advisories, lab sciences, art, etc.
- Apply the instructional lens to every plan
- Track available information and community feedback, and change course as needed
- Share frequently and repeatedly, the data and priorities driving our decision-making

Beyond the engagements with our stakeholders, EBIA is also committed to working with city, county, state, and federal agencies to ensure we are up-to-date on the most current guidance and guidelines around COVID-19. The following resources were also consulted in our planning process:

[-Alameda County School Reopening Plan](#)

[-YMC's Legal Guidance for Charter Schools](#)

[-Alameda County of Public Health Department's Diploma and Graduation Guidances](#)

[-California's Framework for reopening K-12 schools](#)

[-SELPA's COVID-19 guidance](#)

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.]

EBIA's reopening framework recognizes that flexibility is required to protect the community and the program as we fight the pandemic. Throughout the year, EBIA will be balancing the educational and public health goals to serve our community, aligned with our priorities. The order of return to campus will be equity-based, to mitigate the disproportionate impact of the pandemic on certain student groups and/or

subjects. In addition to the enabling conditions, actual invitation to campus will be subject to program considerations, including staff availability and calendar requirements.

Very High Risk: State or County Order of no on-campus learning are in place

Distance Learning

High Risk: COVID cases increasing OR one or more cases at EBIA

Distance Learning

Targeted in-person support for students with specialized needs (incl. EL, IEP) 1-2 times per week.

Medium Risk: COVID cases stable AND no cases at EBIA

Distance Learning

Targeted in-person support for students with specialized needs (incl. EL, IEP) 1-2 times per week.

25-50% Advisory/SEL in person 1x per week

Medium-low Risk: COVID cases decreasing AND no cases at EBIA

Distance Learning

Targeted in-person support for students with specialized needs (incl. EL, IEP) 1-2 times per week.

25-50% Advisory/SEL in person 1x per week

25-50% Academic (A/B and/or lab classes) in person 1-2 times per week

Low Risk: Vaccine or cure available

Full classroom instruction

To the extent feasible, EBIA wants to provide a limited number of seats on campus for students to social distance and participate in the distance learning portion of their hybrid schedule, under supervision of certificated and support staff following state and public health guidelines. Once the relevant state/public health guidance is released and facility and staffing conditions are met, we will share more information about the program and how to sign up. Our plan is to utilize outdoor space as much as possible.

We will prioritize the following groups of students for this program:

- Children of essential workers,
- Students behind in academics,
- Requests pending space (i.e., single parent/guardian)

EBIA has created extensive policies to prevent the spread of COVID when on-campus learning is safe. All procedures and protocols can be found in our reopening plan [here](#).

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

Description	Total Funds	Contributing
Instructional Assistant for Middle School Math Support (both in-person and distance learning)	\$25,000	Y
Instructional Assistant for Middle School Literacy Support (both in-person and distance learning)	\$25,000	Y
Instructional Assistant for Upper School Environmental and Wellness Support	\$40,000	Y
Mental health support (both in-person and distance learning)	\$30,000	Y
Intensive Intersession (both in-person and distance learning)	\$35,000	Y
PPE (masks, hand sanitizer)	\$15,000	Y
Social Distancing Signage and other hygiene reminders	\$2,000	N
Extra Janitorial support	\$30,000	Y
Facility improvements	\$35,000	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.]

Very High Risk: All Distance

EBIA will be in a 100% Distance Learning model as long as the State and the Alameda County Public Health Department mandate school closure. EBIA is building on its initial virtual school model from spring, which already met the distance learning requirements recently released by the State:

- Access to device and connectivity,

- Content aligned to grade-level standards with quality and challenge similar to in-person instruction,
- Academic and other supports for students not performing at grade level or have specific needs,
- IEP services,
- EL services (designated and integrated),
- Daily live interaction with certificated staff and peers.

In addition to the requirements, the fall distance learning program at EBIA will pilot research-based practices to increase/maintain engagement, encourage collaboration, and increase/maintain sense of belonging and accountability. Students will receive synchronous instruction with real-time and digital feedback. We will be using Zoom, Google docs, ECHO, and adaptive blended learning platforms.

At Upper School, students will attend 3 remote meetings per course per week in Zoom. There is also advisory and time built-in for small groups and 1:1 supports. The week begins on Monday with a 30 minutes session of each course, followed by longer blocks, advisory, and office hours Tuesday through Friday.

At Lower School, students begin the week on Monday with an SEL lesson in advisory, followed by 45 -minute whole cohort lectures for core subjects. The rest of the week consists of advisory, 2 longer sessions of core subjects (whole cohort and then workshop/small group/independent work time), one elective, and one support group (ELA or math) per day.

A detailed bell schedule can be found [here](#) in the appendix.

High Risk: Targeted Supports

When Alameda County comes off the state monitoring/purple list and the Alameda County Public Health allows schools to open, EBIA will explore the feasibility of transitioning to hybrid models of instruction. When COVID cases are still increasing OR if there is a confirmed COVID case in a household with EBIA staff or students, we will continue with distance learning and add on Targeted Support, as recommended by staff. Targeted supports can address needs of students who are English Language Learners, students with Individualized Education Plans (IEPs), and students in need of assessments for services. The individual or small group support meetings will be scheduled by staff and take place outside as much as feasible, with all COVID safeguard procedures.

Medium Risk: Hybrid Advisory/SEL

When COVID cases are stable AND if there are no COVID cases in a household with EBIA staff or students, we will explore the feasibility of adding advisory meetings on campus to meet the social and emotional needs of our students. Under current public health guidelines, these meetings would occur in small, stable groups (i.e., half of each advisory, in rotation). The on campus meetings will take place outside as much as feasible, with all COVID safeguard procedures.

Upper School will still utilize the virtual schedule, and the students will have one day per week in the afternoon on-campus. This time will be

used for advisory class, 1:1 check-ins with advisor or teachers, and small group support. Academic classes would continue to meet remotely and families could opt out of on-campus time without impacting access to academic classes.

Lower School would move to a modified schedule that would allow students to take turns coming on campus for advisory/SEL, up to two times a week. Classes would be held virtually on three days of the week. On campus days, students would be on campus for part of the day and spend the rest of the day in virtual class and/or independent work time. Please see the reopening plan [here for a modified](#) schedule.

Medium to Low Risk: Hybrid Academic

When COVID cases are decreasing AND if there are no COVID cases in a household with EBIA staff or students, we will explore the feasibility of adding academics strategically on campus to meet the subject or grade-specific needs. Under current public health guidelines, these meetings would occur in small, stable groups (i.e., half of each section or cohort, in rotation). The on campus meetings will take place with all COVID safeguard procedures.

Low Risk: Classroom Instruction

When a vaccine or a cure becomes available, we expect state guidance will be to return to the classroom. We will return to regular school days (upper: 8:30 am to 3:45 pm; lower: 9 am to 3:30 pm) five days a week.

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.]

As a STEAM program, our students already had a 1:1 laptop to student ratio. We provide chromebooks to any student that does not have their own laptop and hotpots to families who do not have reliable internet connections at home. Since last spring and into the new school year, every student at EBIA has a laptop or chromebook and is able to connect to the internet.

EBIA will also provide tech assistance to families at home. Families can call or email the school with any tech issues.

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.]

EBIA will track and monitor pupil progress through live contacts and synchronous instructional minutes through ECHO/Zoom/Illuminate. Teachers will also track student participation and progress through assignment completion, assessment completion, and contact with students, and/or parents/guardians. Teachers can use audit logs on the Zoom platform which allows teachers to track student attendance as well as how long a student was in the session.

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.]

The EBIA team continues to meet and collaborate to support the teaching and learning experience for all. Each staff member has a HIPAA-compliant ZOOM account and is briefed regularly on best practice to ensure safe and smooth virtual experience. Teachers continue to receive mentorship and feedback, in distance learning. Grade level teams meet regularly to seek alignment and input to improve practice. Site teams meet weekly to share updates and concerns about best practices. Staff spends time sharing best practices and tools for online learning, and staff feedback has been implemented to adjust schedules and determine where staff need support (both from a professional and social-emotional perspective). There is regular communication between our teachers and staff using Slack.

Each summer EBIA brings new teachers in for a week of professional development to familiarize themselves with the EBIA way. You can find the summer professional development schedule for new teachers [here](#). Returning teachers also participated in professional development before students returned. The professional development this year included emphasis on engagement in distance learning. EBIA is on a trimester schedule. Between each trimester, we host intercession, an opportunity for students to engage in hands-on learning within the community. During this time we provide professional development for our teachers. Our professional development times are guided by an analysis of our student achievement NWEA data, student surveys, grade audit, etc.

Staff Roles and Responsibilities

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

COVID Liaisons: Our executive director and human resource director have stepped into new roles as COVID liaisons. They are responsible for keeping EBIA up-to-date on all COVID related regulations and guidelines. Our physical education teacher is still teaching but the course load has changed. This teacher is also working with students and teachers providing 'push-in' support. Our afterschool program coordinator has transitioned to an instructional aide providing "push-in" supports during virtual learning. These roles may be refined once we move to targeted supports on campus. We anticipate additional roles and responsibilities to be affected once we enter the hybrid phase.

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.]

EBIA does not have any Foster Youth or pupils experiencing homelessness. Our Executive Director is our Homeless Education Liaison and Foster Youth coordinator. We will continue to closely monitor our enrollment to identify any foster youth. Our advisors are trained to identify any students who are experiencing homelessness. If the home life of a student changes, our liaison will be contacted immediately.

English Language Support in distance learning

Designated and integrated instruction in English language development are built into our distance learning and hybrid models. The distance learning plan schedules daily time for English learners to receive designated ELD instruction. The times for instruction do not impede on EL students' regular classroom schedule, but rather are an added support. We will continue to use our adopted ELD instructional curriculum. Integrated ELD support is built into our adaptive blended learning curriculum.

Special Education Support in distance learning.

In March, EBIA launched its distance learning model with a high degree of engagement and success for students with IEPs. We were struck by the potential of online learning to connect with students in a different way and explore how we can leverage the new structure to achieve learning outcomes together. With the recent guidance suggesting that we continue to learn in this new model for several more months, we want to double down on our commitment to meet the needs of our students and continue to seek innovative solutions for service delivery. Each family of students with IEPs have met our team and discussed specifics at their 30 day intake meetings. Below highlights all of the structural planning and preparation that has occurred in order to continue serving our students with a high level of integrity.

Supports include:

- Daily/Weekly support of education specialists and instructional aides on Zoom
- IEP-related services such as speech and counseling continue to occur virtually
- All support staff have been trained extensively in our virtual tools (i.e. Zoom, Echo, Illuminate)
- Specialized academic instruction- both campuses have full weekly schedules of classes which include numerous daily support classes with ed. specialists and instructional aides
- Support classes are both subject-specific and general resource support, and occur in small groups or 1:1 settings with teachers
- Ongoing collaboration between gen ed and special ed teachers to maximize IEP supports and accommodations
- Annual and triennial meetings are held via Zoom
- Services and goal progress are tracked by IAs and ed specialists
- Daily special ed. team meetings to discuss successes and challenges and further develop supports
- Continuous monitoring of policy guidelines and best practices at the County, SELPA, state and federal levels

EBIA's administration, teachers and support staff remain dedicated to serving our students with IEPs with the highest level of integrity and success during this time.

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

Description	Total Funds	Contributing
ECHO (LMS)	\$12,500	N
NWEA, student assessments	\$7,800	Y
A3K/Empower3K	\$17,000	Y
Apex licenses	\$7,500	Y
Padlet	\$1,200	N
EdPuzzle	\$1,140	N
MosaMack	\$450	N
ALEKS	\$14,000	Y
CPM	\$5,758	Y
APEX Tutorials	\$360	Y
Document Camera	\$1,400	Y
Internet stipends for teachers \$25/month	\$15,000	N
PCs	\$30,000	Y
Chromebooks - Students	\$40,000	Y
IT support services	\$52,000	Y
Mental health support (both in-person and distance learning)		
Instructional support ELA/math (both in-person and distance learning)		

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.]

EBIA administers NWEA’s MAP benchmark assessments 2x per year for ELA and Mathematics. The first assessment was administered and results will be analyzed to identify any student who is not proficient at this point in time. These results will be used in the development of

each student's Personalized Learning Plan (PLP). Advisors and students will collaborate to identify any issues caused by distance learning to develop supports that can maximize growth. This data will also inform teachers on lesson planning and pacing and guide professional development decisions.

Initial ELPAC assessments will be administered by our Director of Student Services and our Spanish teachers who trained to administer the assessments.

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.]

At the end of the 2019-20 school year, students were engaged in capstone projects for the last three weeks of school. This gave teachers the flexibility to guide students through credit recovery (Upper) and skill recovery (Lower) programs. It was also a time for teachers to connect with students and check in as the school year came to a close. Students also had an additional 3 weeks to complete more credit recovery over the summer. EBIA believed it was important to give students additional opportunities for credit recovery considering the circumstances.

Going forward, EBIA will use our fully implemented Response to Intervention (Rtl) program. We intentionally start the Rtl process early during the onboarding process in 6th grade. This allows our Coordination of Services Team (COST) and Student Success Teams (SST) to ensure we provide early intervention and support. We will continue these supports through distance learning and even increase certain aspects. Our strategies include:

- Providing one-on-one counseling and support groups led by counselors.
- Constantly track student achievement and attendance. When there is a drop in either area, students are contacted immediately.
- Constant communication between teachers and the administration which provides a systematic response rather than a piece-meal one from all the teachers.
- We have advisory check-ins, twice a week, to ensure students are progressing through content appropriately, while also providing a socio-emotional check-in during a time where many students may feel alone or despondent.

As we analyze our MAP data, we will disaggregate based on subgroups, grade-level, and classes. We use this information to identify impactful professional development opportunities or reflect on practices and resources if we see patterns in particular groups, classes, or grade-levels. We found our spring semester impactful and effective. We will continue the same core and supplemental practices and layer in-depth aspects for gifted students and ensure interventions for students that are struggling.

Core

EBIA will continue to use standards-aligned, teacher-designed curriculum curated in ECHO (our online learning-management-system), along with core curriculum (i.e., College Prep Math), humanities texts (utilizing hard-copy social distancing pick-up, PDFs and audiobooks), virtual guest speakers, and other tools (simulations, games, virtual tours) to provide meaningful and relevant instruction adapted for online format.

Supplemental

Blended, individualized learning is a pillar of EBIA’s learning and will continue to play a main role in distance learning. These resources will also be used for students who want to challenge themselves and for skills remediation for students who want to review and master content already covered.

- ALEKS
- Khan Academy
- Achieve 3000
- Newsela
- Zearn (Engage NY)
- APEX

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.]

EBIA administered MAPs benchmark assessments in August. The MAP results allow us to measure progress through our adaptive blended learning curriculum and teacher assignments and assessments for each individual student. If a student is not making progress, we will increase the 1:1 intervention support while in the distance learning model and invite students in need of interventions back to campus when it is deemed safe.

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

Description	Total Funds	Contributing
NWEA, MAPS benchmark assessment	\$ 7800	Y
Chromebooks	\$40,000	Y
MS Math Support	\$25,000	Y
MS Literacy Support	\$25,000	Y
US Environmental and Wellness Support	\$40,000	Y
Intersession Intensive	\$35,000	Y

A3K/Empower3K	\$17,000.00	Y
Apex	\$7,500.00	Y
ALEKS	\$14,000.00	Y
CPM	\$5,758.00	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.]

Social-emotional growth is a pillar of EBIA's model and will continue to hold importance during distance learning.

Advisory/SEL

Advisors meet with students twice a week to check-in and deliver social-emotional learning curriculum as appropriate. Advisories also continue with spirit activities and friendly competitions, organized by our Student Governments and Deans of Students. [Here](#) are some examples.

College and Career Counseling

Similar to K-12, post-secondary education and admissions processes are rapidly changing in response to the pandemic and EBIA is committed to monitoring and advising students on the changing landscape. Students have regular access to college and career counseling as it relates to college choice, financial aid, and course selection for the following year. Additionally, students meet twice per week with their advisors to monitor academic performance as it relates to their college success. 11th and 12th graders attend family meetings to discuss both the changing college admissions landscape and continue to create sustainable plans for the future.

Linked Learning

Students are engaged in the four pillars of our Computer Science and Design Innovation Linked Learning Pathway (Rigorous Academics, Career Tech Ed, Comprehensive Student Supports, and Work-Based Learning). All students continue to complete their normal A-G and CTE courses. In addition, they have regular access to college and career counseling, IEP supports/accommodations, and advisory. Any students enrolled in specialized support classes continue to attend those classes. In addition we are continuing to engage students in virtual work-based learning activities through our Innovator Talk series and other advisory-based activities.

Events/Celebrations

EBIA deeply values celebrations and is exploring virtual and delayed in-person celebrations for our graduates and other groups with all stakeholders. We are working with the Dean of Students and Student Government to plan and prioritize events and celebrations.

During the pandemic EBIA became a hub for information and resources beyond academics for our families. We kept our [website updated](#) and included information in emails around financial, medical, housing, mental health, transportation, housing, culture resources.

It was obvious to the community, our teachers and staff were going above and beyond their job duties to provide stability to the students during these unsettling times. In appreciation, our Parent Advisory Council created means for sharing acknowledgement and appreciation of our teaching staff to provide additional social-emotional support for our staff's well-being. At the end of the year, they delivered tokens of appreciation in the form of gift baskets. Our administration also sent small tokens of gratitude to our staff and teachers such as Peet's gift cards.

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.]

Our average attendance in the spring and the first month of the fall has been in the mid or upper 90%. We anticipate our attendance rates will remain high with our team engagement approach.

Tier I: When a student is absent, families receive robocalls and their teacher as well as Office Manager reach out and check in via phone and email.

Tier II: If a student misses a second day, the students advisor and the administration (Dean of Students) are looped in to identify patterns. Was it one class? A whole day? The Dean of Students reaches out to the family via phone and email.

Tier III: Administration (Director of Enrollment and Student Data) calls the family to do a wellness check and invites the student, family, advisor, and administrator to a team meeting. Family receives a SARB letter.

As a small tight knit community, our students are held accountable and we do not want students to fall through the cracks. A translator will participate when requested.

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.]

In spring, EBIA first directed families to OUSD’s food distribution service, and then upon feedback resumed our shelf-stable food pick-up on campus. EBIA serves Revolution Foods’ healthy, pre-packaged meals to our students. Our locations make it difficult for most families to pick-up lunches from our campuses. We also provide OUSD’s information for their Grab n’ Go lunch programs. Pick-up days are Monday and Thursday between 8am and 1pm at 22 locations across Oakland and are available to all children in Oakland, 18 years old and younger. Families can pick up multiple days worth of meals at once. Information on locations can be found [here](#). When EBIA can safely resume on-campus learning, Revolution Foods, will continue to provide lunches for our students.

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

Section	Description	Total Funds	Contributing
N/A	N/A	[\$ 0.00]	[Y/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
6.34%	\$307,017

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.]

EBIA’s program is Diverse by Design and has integrated classrooms and a heterogeneous student body. It is embedded in the foundation of our school. We believe being in a diverse classroom with no tracking prepares students for the 21st century. With this understanding, we use specific, targeted adaptive programs such as ALEKS, Khan Academy, and Achieve3000. Blended learning allows students to make incremental progress from their point of entry into EBIA, at their own pace. Students have specific periods in their schedule to receive small group instruction in addition to targeted online instructions. EBIA also has a robust Rtl program that can target struggling students. Every

aspect of our program was intentionally chosen with the expectation we would be serving subgroups that are often not at meeting grade-level standards.

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

The following actions are designed to increase or improve services to our unduplicated students to provide actions and services above and beyond our base program for ALL students to address challenges disproportionately affecting socioeconomically disadvantaged, English Learners, and foster youth. These actions and services include:

FTE counselor

Dean of Students to focus on culture and discipline policies

Director of Student Support Services - coordinate services for EL students

Pay test fees which include AP, PSAT, and SAT for students who qualify for FRL

5 instructional aides to provide push-in or distance learning support services

Intersession Program

Chromebooks

Hotspots

Materials and supplies for distance learning

APEX - credit recovery

APEX Tutorial - skill recovery