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.]

The COVID-19 pandemic has affected the Bay Area Technology community in many ways. It created economic hardship, social isolation, loss, and physical and mental health challenges for many in the community. The pandemic necessitated physical school closure for spring and transitioned to remote learning beginning in mid-March of 2020 and through the remainder of the 19-20 academic year. The 19-20 Spring closure required school staff to reconfigure the program—operations, instruction, systems of support—for unprecedented societal challenges and remote format and with attention to the unique needs of this time. We are proud of the speed with which we were able to mobilize and continue serving our students and families, but we have all felt the impact and constraints and long to return to in-person programs and an end to the pandemic. We worked through the summer to reflect on our experience in the spring, monitor conditions and guidance, and develop flexible plans to implement our school programs effectively whether in-person, hybrid, or remotely and to attend to the unique needs of our school community in the pandemic.

Stakeholder Engagement

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

Parents

We conducted a parent survey to solicit parent input on our reopening plan and to find out how many parents preferred all distance learning versus in-person options. We also sent emails to parents with an opportunity to provide feedback, as well as a variety of posts on social media (FB, Instagram, Twitter) where parents had the opportunity to respond with comments and questions.

Students

We received student feedback through teachers who conveyed the feedback that was expressed to them in classes, and through posts and responses on social media.

Teachers & other Staff

Teachers and other staff members had the opportunity to provide feedback through staff meetings, emails, and social media.

We held a public hearing to receive input on this plan on 9/9/20. The meeting was held virtually via Zoom video conferencing with a telephone call-in option and translation available if needed. The public also had the opportunity to provide written comments on the draft via email. The hearing was publicized through our web site, email, and social media, in English and Spanish.

Parents: We were pleased to learn that parents were for the most part happy with our Spring implementation of distance learning. They appreciated being able to continue making personal connections with staff (through phone calls to families, emails, and other means of keeping in touch) and still felt connected to school. Most parents (75%) were hoping to send students back to in-person schooling (hence hybrid plans), and only 25% wanted to go all online.

Students: From students we received valuable input on the platforms and digital resources that worked well. Students liked iReady, and some students were really successful with it. They liked the adaptive nature of the tool because they received content at their current level, which made them feel successful. We received feedback on our PLP online learning platform that they felt it wasn't engaging, and it was hard to access content.

Teachers & other Staff: Teachers and staff expressed that they want to connect live with students (in-person or live Zoom sessions). Some were hesitant to do in-person classes due to health concerns, although they were a minority of staff. We also heard that, due to constant changes in guidelines and therefore plans, they were feeling a little like being in a whirlwind. Teachers requested additional equipment for teaching, such as a white board, a printer, etc. They also requested p.d. on new online programs (IXL, iReady) & were excited to implement them in their classes.

We considered all stakeholder input in the development of our plans. We prepared for a hybrid model to be implemented with a distance learning option as soon as guidelines and context allow. Our model features live classes over Zoom in order to maintain the live interactions that our teachers, parents and students value. We are prepared to continue supporting parents through a personal approach so they continue feeling connected to the school. We maintained iReady to continue as a supplement for learning loss. This tool can't be used as our main tool because students need to be working on grade level content, but it will be a great supplemental tool for us. We are moving to Edmentum based on feedback on the other platforms, and hopeful that this will be a good fit. We are providing supplies for teachers as needed to ensure they are well equipped to teach.

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.]

Preparing for In-Person instruction

BayTech is following the directions of the Alameda County Health Department, the California Department of Education, and Governor Newsom to ensure the safety of our staff, students and families. These factors led to our decision to implement live virtual instruction for the Fall of the 2020-21 school year.

Health and Safety Protocols

Should we be permitted to return to school in the Spring, some of the changes students and families can expect once returning to campus include: smaller class sizes to allow for social distancing, limiting student interactions in the hallways, providing additional hand washing stations and single stall bathrooms to promote social distancing and proper hygiene, and more. We will continue planning and monitoring the County Health Guidelines to ensure we are prepared to meet most current guidance. We have increased our janitorial staff day porter schedule to incorporate daily sanitizing and thorough evening cleaning. We are prepared to provide face shields or masks to staff and students as needed.

Hybrid Model

We are preparing to move to a Hybrid model of instruction in the second semester if allowed. In the hybrid model, we will have all middle school students in-person on Mondays and Tuesdays and remote learning on Thursdays and Fridays, 8:15am-3:25pm. All high school students will be doing remote learning on Monday and Tuesday and in-person learning on Thursday and Friday, 8:15am-3:25pm. Wednesdays will alternate each week to be a full day in-person for either middle school or high school grades, depending on the week. The remote learning schedule will be the same as the in-person schedule. Grades will be divided into 2-3 sections to allow for social distancing.

Virtual Independent Program

We plan to maintain an online-only option for a limited number of families who wish to stay in the all-online format, determined on a case-by-case basis. This option which we are calling the "Virtual Independent Program," would entail taking classes all online Monday/Tuesday and Thursday/Friday, attending a weekly check-in with a staff member on campus each Wednesday.

Addressing Learning Loss

We are identifying learning loss through iReady Diagnostic assessments in math and reading for every student (administering three times in the year). We are addressing learning loss by utilizing adaptive software (iReady, IXL) to supplement instruction. Our schedule incorporates an "Eagle period" which is 25 minutes after lunch and allows students to have regular practice at their own skill and content levels in the

adaptive programs. The iReady and IXL programs can be used in classes as well. Administrators evaluate data at each assessment cycle to identify red flags to share with teachers (broken down by content & skill) so teachers can adapt classroom lessons. Data is also shared and discussed during coaching meetings in order to inform less and intervention plans for the next 6 weeks.

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

Description	Total Funds	Contributing
Purchase supplies to ensure school meets health and safety guidelines (face shields or masks, desk shields neck gaiters, handwashing stations, cleaning supplies, thermometers, etc.)	$50,000	N
Added day porter service for daily sanitizing and increase nighttime janitorial service for thorough nighttime sanitizing to meet health and safety guidelines	$60,000	N
Additional staff to accommodate smaller sections for hybrid learning, in addition to an expansion of tasks/role for admin or office staff to oversee supervision of small groups	$41,000	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.]

BayTech is following the directions of the Alameda County Health Department, the California Department of Education, and Governor Newsom to ensure the safety of our staff, students and families. These factors led to our decision to implement live virtual instruction for the Fall of the 2020-21 school year. If it becomes possible to move to a hybrid model for Spring, we plan to continue offering a full remote option as described above, and we will be prepared to move back to a full-remote program as needed. The distance learning program features our comprehensive program and has many similar components to the hybrid, including consistent curricular resources, student cohorts, assessments, and scheduling.

Schedule

The schedule features a five-period day with classes occurring live on Zoom Monday, Tuesday, Thursday, and Friday. Wednesday will be dedicated to independent learning, including work on assignments (30 minutes for each class) and IXL and iReady (45 minutes in IXL/i-Ready English and 45 min IXL/i-Ready Math). Wednesday will also be used for staff to conduct outreach to parents to identify any additional student needs and check in to see how their learning is going. The distance learning school day ends at 2:45 and includes an academic success period at the end of the day for additional support for English learners, students with IEPs, and students at risk of learning loss. The distance learning schedule is the same as the hybrid schedule in order to maintain structure and engagement and to provide continuity for students.

Curriculum and Resources

We will utilize the same central curriculum and resources in distance learning as in the hybrid model, including: Google Classroom; Aeries SIS, IXL, iReady, and Edmentum, and PLP.

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.]

We conducted an in-class survey (to guarantee high participation) during Spring to identify technology needs. We asked about internet access and need for devices. We learned that most families had internet access but not devices. We therefore checked out Chromebooks to all students who needed devices. We also shared resources for free hotspot distribution in our community. In the fall, we are continuing to check on access during our registration process in order to ensure that 100% of students have devices. We are calling all students who don't show up to class to ensure their technology needs are met. When needed, students and parents can contact the office by phone or send a help desk email for the Bay Tech staff to respond to.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Teachers are taking attendance by marking who is present in Aeries during the first few minutes of every period of live synchronous instruction. They are also recording Zoom sessions to verify attendance.

We are working on scheduling our SIS system Aeries to make automatic calls for any student absent first or second period. A third period absence results in a phone call from office staff. Currently staff members are making all calls. We are conducting live instruction and therefore attendance tracking M/T/Th/F. Credentialed teachers will determine the time value of work for Wednesday independent work. We will maintain weekly engagement records.

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.]

Distance Learning P.D.

We provided live online training for all of our online learning and grading platforms--iReady, IXL, Aeries. We provided resources to our staff on Zoom best practices for live instruction, as well as other best practices in online instruction, and particularly student engagement. Technological Support

We have contracted with Charter Tech Services to provide a Help Desk email service to our staff for IT support.

Staff Roles and Responsibilities

We created a CARE team to provide additional support to our families. As part of this effort, some staff are taking on additional responsibilities in calling families to ensure that students are participating and that their needs are met. Our Athletic Director and PE teacher, among others, are contributing to this effort.

Our Dean and Assistant to the Dean would typically devote much of their time to in-person student needs, but now will be spending a lot of time calling homes and checking in with students and families.

Our janitorial staff will be doing increased cleaning and sanitizing to implement our health and safety protocols.

We added a school psychologist to our staff in order to address the mental health needs of our students.

Supports for Pupils with Unique Needs

Our Special Education program will continue with meetings and services provided in the virtual format as needed. We have dedicated time for individual supports in the afternoons. For our English learners, we utilize iReady diagnostics to identify their needs, particularly in the absence of the ELPAC. Our teachers are providing Integrated ELD during classes, and we provide Designated ELD in the intervention period in the afternoon. We created an "Enhanced Math" sheltered Math class for Middle School English learners during our Academic Success period. This course will be taught by ELD/Newcomer Teacher. We also created a sheltered ELD Computer Science class, where students will learn the same Computer Science content but will also be given extra ELD support and opportunities for language growth. Our online learning programs provide built-in options that support language development, such as translation or read-out-loud options. Students in foster care and students experiencing homelessness will receive support as needed through our CARE team, counselor, Dean and Assistant to Dean. We will conduct home visits as needed and as allowable to provide outreach and support for students.

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

Description	Total Funds	Contributing
Provide online learning platforms to allow for self-paced, individualized learning (Google Classroom, IXL, iReady, Edmentum, BrainPop, and other classroom selected programs/apps)	$32,890	N
Purchase additional technology so every student has a device (Chromebooks) and connectivity and staff are able to support distance learning	$65,000	N
Tech support staff and families to resolve any issues impeding distance learning (Charter Tech Services)	$20,000	N
Tools to support distance learning engagement and participation tracking (Zoom, Aeries SIS, etc.)	$8,000	N

Technology training for teachers to support distance learning (Zoom, iReady, etc)	$3,000	N
Additional staff and equipment for live technological support for staff, student, families	$10,000	N

Pupil Learning Loss

We will assess pupils to measure learning status and identify learning loss using iReady Diagnostic and LexPlore(3x a year) in math and reading for every student. Administrators review the assessment data and use the information after each assessment to inform a) lesson plans, b) Eagle period student supports, and c) supports for pupils with unique needs.

Pupil Learning Loss Strategies

After administrators evaluate data from these assessments at each round, they collaborate with teachers to identify student learning loss that can be addressed by teachers through in-class instruction on a set plan for 6-weeks. We also utilize adaptive software (iReady, IXL) to supplement instruction during our Eagle period --25 min after lunch. iReady and IXL can be used in classes as well to address and prevent learning loss. Both programs feature built-in differentiation as well as accessibility and language development support features. Eagle period is also utilized as a time to provide one-on-one and small group instruction as needed, including support for English learners and students with special needs. Every BayTech student has a data report card that shows recent results from each of these assessments and grades. Starting in the second semester, we plan to implement the BayTech Scholars program in which Bay Tech graduates will work 3 days a week for 2-3 hours a day doing one-on-one tutoring and small groups focused on building skills through reading. They will provide additional support to English learners and others who need additional support. We are creating small sections of Reading/Humanities for Middle School students who are reading at more than 3 grades below grade level. Classes will be taught by the Reading Intervention teacher during the History or Technology block and will average five students per class.

Effectiveness of Implemented Pupil Learning Loss Strategies

We will assess the effectiveness of our efforts to address learning loss by reviewing results of the following assessments to see that students are steadily filling learning gaps and growing in their mastery of grade-level content:

iReady (3 times per year)

Learning platform growth

IXL for high schoolers – adaptive & used daily during Eagle period to see placement for students

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

Description	Total Funds	Contributing
Provide online learning platforms to allow for assessment and performance monitoring (IXL, LexPlore, iReady, etc.)	Represented under Distance Learning	N
Additional staffing for one-on-one academic and college/career counseling with juniors and seniors	$41,000	Y
BayTech Scholars Program	$12,750	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 and Emotional Well-Being

We begin each day in small groups where teachers have individual check-ins with each student while students are reading a book selection with Social Emotional Learning relevance. English curriculum also makes a connection in each unit to SEL qualities. We are encouraging engagement and adding an element of fun by holding an ongoing competition among Eagle period classes to reward classes with most time on task or lessons completed in iReady and IXL to ensure students are putting in effort. The classes come up with team names and are celebrated through social media. We are actively using social media to promote school pride and engagement. We will be hosting supervised lunchtime chats through Zoom and other relational activities for students.

Mental Health

We added a school psychologist to our staff this year in order to address additional needs of our school community. We created a referral process for personal meetings for students who need it. The CARE team helps identify students for referrals who haven't been showing up to class, who are not engaging, who may have experienced trauma, or through home visits. Referrals can be made by teachers, parents and administrators. Our psychologist also supports the Special Education department with student assessments as needed. The school psychologist also supports staff when needed.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

Based on our attendance tracking process (1st, 2nd, 3rd period) and subsequent calls home, we will implement a tiered system of outreach and support to ensure prompt re-engagement.

Tier 1: Automatic calls for periods 1-2 and staff call for every student still absent by period 3.

Tier 2: After 3 absences or a full day in one week, the CARE team will collaborate to identify the issue, provide support, and arrange a parent meeting or home visit.

Tier 3: School psychologist referral.

Tier 4: Home visit as needed or determined by the CARE Team.

All written communication is provided in Spanish and English, and bilingual staff translate in meetings as needed.

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.]

School Nutrition During Distance Learning

During distance learning, we provide weekly meal pack pick-ups during a window of time on Wednesdays. This includes five breakfasts and five lunches, pre-made and re-heatable; available to anyone 18 and under, regardless of their paid/free/reduced lunch status or whether they are BayTech students.

In-person

We will serve meals for students who are in school & pick-ups as described above for the remainder of days.

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

Section	Description	Total Funds	Contributing

Mental Health and Social and Emotional Well-Being	School psychologist to support at-risk students and address trauma due to COVID-19 and CARE team (mentioned under Distance Learning)	$50,000		Y
Mental Health and Social and Emotional Well-Being	GoGuardian, StopIt, IT Tools for Ensuring Student Safety and Well Being	$2,500		N
Pupil and Family Engagement and Outreach	Communication tool or staff translators for providing messages to families in their home language	$2,500		Y
Pupil and Family Engagement and Outreach	Staffing of CARE Team	$75,000		Y
Mental Health and Social and Emotional Well-Being	PE and Athletic Director to provide Wellness Program Afterschool	$40,000		Y
School Nutrition	Unreimbursed expenses for weekly meal packs for families	$5,000		Y
Mental Health and Social and Emotional Well-Being	Student copies and online licensing of literature selections for Developing Character Through Literature	$3,500		Y
Mental Health and Social and Emotional Well-Being	Equipment to Support wellness initiatives	$1,500		N
Mental Health and Social and Emotional Well-Being	Staffing of virtual lunch/recess and other student activities	$1,500		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
19.71%	$477,106

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.]

When determining the best use of Supplemental and Concentration funds, Bay Area Technology first considered the needs of its lower income students, foster youth, and English learners, and selected actions and services proven effective in addressing some of the greatest challenges experienced by students in these groups. Services include additional staffing to provide specialized supports and programs, tools

for parent engagement, meal packs for families, and Social Emotional Learning instructional materials. Bay Area Technology expends the Supplemental and Concentration grant funds on the following actions contained within the Learning Continuity and Attendance Plan:

Social and Emotional Well-Being
Athletic Director & PE teacher to provide after school Wellness Program
Student copies and online licensing of literature selections for Character Through Literature Program

Mental Health
Staffing of CARE team
School psychologist to support at-risk students and address trauma due to COVID-19 and CARE team

Pupil Learning Loss
Additional staffing for one-on-one academic and college/career counseling with juniors and seniors
Bay Tech Scholars program to support English learners and struggling students through tutoring

Pupil and Family Engagement and Outreach
Communication tool or staff translators for providing messages to families in their home language

School Nutrition
Unreimbursed expenses for weekly meal packs for families

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

The services provided for foster youth, English learners, and low-income students within the Learning Continuity Plan both increase and improve the quality of services by the percentage indicated. The after school Wellness Program provides additional enrichment opportunities outside of the regular schedule and supports student wellness. The Character Through Literature program increases student access to high quality literature in support of student development. The provision of a school psychologist and the staffing of our CARE Team add a layer of intensive student support to address academic, behavioral, engagement, mental health, and other needs and thereby remove barriers to learning and increase student success. Additional staffing for academic and college/career counseling for juniors and seniors increases college access and career readiness for students. The Bay Tech Scholars program increases the academic support for students. Our parent communication tool facilitates two-way communication with families in order to partner with them in supporting students. Finally, by providing weekly meal packs we are able to address a fundamental need that can otherwise prevent a student from thriving.

The following additional actions contribute to meeting the requirement for increasing and improving services:

-Resources to support CCSS, A-G, AP, and CTE programs ($45K)

-Instructional strategies and resources to teach 21st Century skills, including equipment ($20K)

-Develop an instructional support program w/ adequate staff ($200K)

-Supplemental resources including technology, personnel, and tutorial ($40K)

-Reading Intervention teacher salary and benefits ($100K)

-ELD/Newcomer teacher .6 time ($36K)

-Wilson Reading Program ($5K)

-Ryme Magic Phonics Program ($1K)

These expenditures are for actions strategically selected to meet the needs of low income students, English learners, and foster youth by increasing and improving services for them. Supplemental instructional resources provide additional support for teachers to deliver high-quality, rigorous, and standards-aligned curriculum. Instructional strategies and resources in support of 21st Century skills and Career Technical Education provide additional support for teachers to provide learning opportunities that lower income students may not otherwise have access to. Instructional support staff, supplemental resources, and reading intervention teacher and resources are all critical additional program components that allow us to fill in gaps in reading skills and bring students quickly up to grade level when needed. The provision of a dedicated ELD/Newcomer teacher brings additional needed support to ensure that our English learners progress in their English Language Development.