



THE ACADEMY OF ALAMEDA

The Academy of Alameda Charter School Board Board Meeting

Date and Time

Thursday November 19, 2020 at 6:30 PM PST

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
Opening Items			
A. Call the Meeting to Order		David Forbes	1 m
B. Zoom Meeting Agreements and Protocol		Taqua Ammar	1 m
<ul style="list-style-type: none"> • This meeting is being recorded • Please mute yourself when you enter the meeting and while someone else is talking. • Use the "raise-hand" icon or raise your hand on video if you have a question. • Make sure your name is spelled correctly. • You can use the chatbox to write a question. • Use reactions to give a "thumbs-up" or "clap." 			
C. Record Board Member Attendance (Roll Call)		David Forbes	3 m
D. The Board Reviews The Academy of Alameda's Mission and Envisioned Future Statements		David Forbes	1 m
<p>Mission: The Academy of Alameda equitably develops students into critical thinkers and life-long learners who navigate the world with integrity, and who apply their learning to empower themselves and their communities.</p> <p>Envisioned Future: We envision a future where all of our students are successful, and their destinies are not determined by their demographics.</p>			
E. General Public Comments		David Forbes	5 m
II. Consent Agenda			6:41 PM
A. Draft Meeting Minutes	Approve Minutes	David Forbes	
Minutes from the October 22 Board Meeting.			
Approve minutes for Board Meeting on October 22, 2020			

B. Check Register & Credit Card Statement	FYI	David Forbes	1 m
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Review and approve the credit card statement for October purchases and Bank of Marin check register for October. These statements and registers show all purchases made using a credit card and vendors paid during the month of October.

C. Vote on Consent Agenda	Vote	David Forbes	1 m
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III. Board Communications 6:43 PM

A. Board Member Reports	Discuss	David Forbes	10 m
B. Board Committee Reports	FYI	David Forbes	20 m

The following committees will report out highlights from their recent committee meetings:

- Executive Director Support and Evaluation Committee
- Student Success Committee
- Board Finance Committee
- Marketing and Fundraising Committee

C. Elementary and Middle School Fall Data Presentation (Update on student successes and challenges)	Discuss	Leah Rubin	45 m
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A snap shot of how students are performing for the 1st part of the school year using a variety of evidence, as well as how that evidence is driving actions,

D. Update On Distance Learning Hubs	Discuss	Matt Huxley	15 m
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The Academy of Alameda implemented a middle school distance learning on Monday, November 2. The Board will hear an update from middle school staff, as well as an update on a planned elementary distance learning hub for grades 3 through 5.

E. Equity and Inclusion Design Group Meeting Summary Report From Its 11/14/20 Meeting	FYI	Matt Huxley	10 m
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IV. Action Items 8:23 PM

A. The Academy of Alameda's COVID-19 Health and Safety Reopening Plan	Vote	Matt Huxley	20 m
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The Academy of Alameda's COVID-19 Health and Safety Plan outlines the policies, practices, and procedures designed to create a safe and healthy environment for students and staff and to mitigate the transmission of COVID-19 to staff and students when they return to campus. The Academy's policy is strongly influenced by county and state guidelines (especially), as well as the Centers for Disease Control and Prevention (CDC). Each school or district must submit its plan to the Alameda County Health Department and receive approval prior to allowing students to return to campus for onsite learning.

B. Executive Director's Updated Recommendation Regarding AoA's Reopening Plan Timeline	Vote	Matt Huxley	20 m
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The Executive Director will make a recommendation to the Board of Directors regarding the phase-in plan for grades K-8. The recommendation updates the recommendation made to the Board at its October 22 meeting due to the increase in the daily COVID-19 case rate in Alameda County.

C. Board Approved Tagline for The Academy of Alameda	Vote	Matt Huxley	15 m
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There were two taglines (with some variations of each) that emerged from the work of the Marketing/Fundraising committee and from the input that our Organizational Leadership Team provided.

1. **Cultivating (or empowering) academic confidence and empowering (or cultivating) social justice.**
2. **We engage, inspire, and empower socially conscious youth (students) or**

Engaging, inspiring, and empowering socially conscious youth (students)

V. Closing Items

9:18 PM

A. Closed Session: Gov't Code § 54957(b): Executive Director Goals Update	Discuss	Matt Huxley	45 m
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B. Review of Key December 15 Board Meeting Agenda Topics	Discuss	David Forbes	5 m
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Key Topics Include:

- 2019/20 Audit
- 2020/21 1st Interim Report
- New Website Presentation
- Vote on New AoA Logo
- Campus Search and Seizure Board Policy
- Parent Engagement Policy
- Enrollment Report
- Distance Learning Hub Update

C. Adjourn Meeting	Vote	David Forbes	1 m
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Cover Sheet

Draft Meeting Minutes

Section: II. Consent Agenda
Item: A. Draft Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on October 22, 2020

DRAFT



THE ACADEMY OF ALAMEDA

The Academy of Alameda Charter School Board

Minutes

Board Meeting

Date and Time

Thursday October 22, 2020 at 6:30 PM

Directors Present

A. Price (remote), C. Robie (remote), D. Forbes (remote), K. Zimmerman (remote), Q. Chu (remote), R. Brown (remote), R. Whittaker (remote), W. Schaff (remote)

Directors Absent

None

Guests Present

M. Huxley (remote), M. Thorman (remote), S. Hottinger (remote), S. Ivery (remote), T. Ammar (remote)

I. Opening Items

A. Call the Meeting to Order

D. Forbes called a meeting of the board of directors of The Academy of Alameda Charter School Board to order on Thursday Oct 22, 2020 @ 6:32 PM.

B. Zoom Meeting Agreements and Protocol

C. Record Board Member Attendance (Roll Call)

D. The Board Reviews The Academy of Alameda's Mission and Envisioned Future Statements

E. Public Comments on Closed Session Item

No public comments were made.

F. Closed Session: Public Employee: Discipline/Dismissal/Release

G. Return To Public Session

No actions were taken.

H. General Public Comments

No public comment were made.

II. Consent Agenda

A. Draft Meeting Minutes

B. Check Register & Credit Card Statement

D. Forbes made a motion to Approve Check Register & Credit Card Statement.

Q. Chu seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

W. Schaff Aye

C. Robie Aye

R. Whittaker Aye

A. Price Aye

D. Forbes Aye

K. Zimmerman Aye

R. Brown Aye

Q. Chu Aye

C. Updated Board Policy: Campus Search and Seizure

This item will be pulled from the consent agenda and put on as an action item at a future Board meeting.

D. Updated Updated Board Policy: Educational Records and Student Information

D. Forbes made a motion to Approve the Updated Board Policy: Educational Records and Student Information.

C. Robie seconded the motion.

Motion passed based on edits done on page 5. The board **VOTED** to approve the motion.

Roll Call

W. Schaff Aye

Q. Chu Aye

R. Whittaker Aye

C. Robie Aye

R. Brown Aye

D. Forbes Aye

A. Price Aye

K. Zimmerman Aye

E. Updated Board Policy: Immunization

F. Updated Board Policy: Education for Homeless Children and Youth

G. ASES Memorandum of Understanding Between ASUD and The Academy of Alameda

H. Vote on Consent Agenda

R. Brown made a motion to Pull consent Items B, C & D for discussion. Approve the rest of the consent items. After discussion, there was a new motion to approve all items on the consent agenda except for item C which was pulled to be placed on a future agenda.

C. Robie seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

C. Robie Aye
D. Forbes Aye
W. Schaff Aye
A. Price Aye
K. Zimmerman Aye
R. Brown Aye
R. Whittaker Aye
Q. Chu Aye

III. Board Communications

A. Board Member Reports

B. Board Committee Reports

Q. Chu - ED Support and Evaluation Met on Oct 1st. Went over ED goals.

R. Whittaker - Met Marketing & Fundraising Committee.

C. Presentation On Distance Learning Hubs

M. Thorman presented on Distance Learning Hubs for the 20/21 school year opening November 2nd.

D. 2021/22 Enrollment Recruitment Plan

M. Huxley presented on the 2021/22 Enrollment Recruitment Plan. Enrollment information will be shared in future Board meetings

E. Equity and Inclusion Design Group Meeting Report Out

M. Huxley presented on the Equity and Inclusion Design Group Meeting held October 3. The next meeting is scheduled for November 14.

IV. Action Items

A. Executive Director Recommendation to Board On AoA's Reopening Plan Timeline

M. Huxley presented on Executive Director Recommendation to Board On AoA's Reopening Plan Timeline. The plan called for the Kindergarten to open for partial on-site learning on Dec. 7th, 2020, the first grade on Jan. 11th, 2021 and the second grade on Jan. 18th, 2021.

D. Forbes made a motion to Pass the Executive Director Recommendation to Board On AoA's Reopening Plan Timeline.

R. Whittaker seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

K. Zimmerman Aye
W. Schaff Aye
R. Whittaker Aye
C. Robie Aye
A. Price Aye
R. Brown Aye
D. Forbes Aye
Q. Chu Aye

B. The Academy of Alameda Board of Directors Resolution in Support of Proposition 15

C. Robie made a motion to approve Resolution #10.22.20.1 - The Academy of Alameda Board of Directors Resolution in Support of Proposition 15.

W. Schaff seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

D. Forbes Aye
A. Price Aye
Q. Chu Aye
R. Whittaker Aye
W. Schaff Aye
R. Brown Aye
K. Zimmerman Aye
C. Robie Aye

C. The Academy of Alameda Board of Directors Resolution Specific To the City of Alameda's Measure Z

D. Forbes made a motion to approve Resolution #10.22.20.2 - The Academy of Alameda Board of Directors Resolution Specific To the City of Alameda's Measure Z.

R. Whittaker seconded the motion.

The motion did not carry.

Roll Call

A. Price No
W. Schaff No
R. Whittaker Aye
C. Robie No
K. Zimmerman No
D. Forbes No
R. Brown No
Q. Chu No

D. The Academy of Alameda Board of Directors Resolution in Support of Proposition 16

R. Whittaker made a motion to approve Resolution #10.22.20.3 - The Academy of Alameda Board of Directors made to approve Resolution Proposition 16.

A. Price seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

K. Zimmerman Aye
R. Whittaker Aye
R. Brown Aye
C. Robie Aye
Q. Chu Aye
D. Forbes Aye
W. Schaff Aye
A. Price Aye

V. Closing Items

A. Review of Key November 19 Board Meeting Agenda Topics

Board members discussed agenda items for November 19th Board meeting.

W. Schaff made a motion to Approve November 19 Board Meeting Agenda Topics.

R. Whittaker seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

R. Whittaker Aye
K. Zimmerman Aye
Q. Chu Aye
D. Forbes Aye
C. Robie Aye
W. Schaff Aye
R. Brown Aye
A. Price Aye

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:13 PM.

Respectfully Submitted,
D. Forbes

Cover Sheet

Check Register & Credit Card Statement

Section: II. Consent Agenda
Item: B. Check Register & Credit Card Statement
Purpose: FYI
Submitted by: Stacie Ivery
Related Material: 2020-10 October Check Register.pdf
2020-10 October Credit Card Statement.pdf

BACKGROUND:

Review and approve the credit card statement for October purchases and Bank of Marin check register for October. These statements and registers show all purchases made using a credit card and vendors paid during the month of October.

RECOMMENDATION:

Approval of the October Check Register and Credit Card Statement for purchases made in October.



The Academy of Alameda Check Register

2020-21

October

Grand Total

156,002.19

Date	Check Number	Vendor	Description	Check Amount
10/2/2020		Square	Monthly Admin Fee (October 2020)	35.00
10/9/2020	BP10878	Alen	Air Purifiers (Balance)	16,490.48
10/9/2020	BP10877	Teachers on Reserve (Corp)	Substitute Services (Week of 09/21/20 - 09/25/20)	1,120.36
10/9/2020	BP10884	Planbook	Online lesson planbook subscription	22.00
10/9/2020	BP10874	Amazon Capital Services	Amazon Purchases (September)	1,007.38
10/9/2020	BP10882	Melissa M Abadia	SPED Contractor: Adaptive PE (Sept)	120.00
10/9/2020	BP10875	Amazon Capital Services	Amazon Purchases (September)	688.71
10/9/2020	BP10881	Seton	Drinking fountain locks	324.78
10/9/2020	BP10880	Verizon	Hotspots (09/02/20 - 10/01/20)	380.10
10/9/2020	BP10879	Janet Redondo	Bookkeeping Services (Sept 2020)	600.00
10/9/2020	BP10883	Communication Works (S Corp)	SPED Contractor: Speech Services (Sept 2020)	9,167.00
10/9/2020	BP10876	Amazon Capital Services	Amazon Purchases (September)	5,921.59
10/13/2020		Equitable	Vision & Dental Insurance Premium - October 2020	4,663.38
10/15/2020	VV417	Payroll Check	Final Check	1,262.99
10/16/2020	BP10888	Edlio, LLC	Website Content Management System (20-21)	5,373.95
10/16/2020	BP10889	Teachers on Reserve (Corp)	Substitute Services (Week of 09/28/20 - 10/02/20)	1,120.36
10/16/2020	BP10891	Planbook	Online lesson planbook subscription	22.00
10/16/2020	BP10890	ExploreLearning	Online Instructional Tools: ExTeach+ EL Gizmos	1,965.00
10/16/2020	BP10887	Pear Deck, Inc.	Online instructional materials	2,200.00
10/16/2020	BP10892	Gachina Landscape Management	Gardening Service (10/09/20 - 10/31/20)	577.00
10/16/2020		US Bank Equipment Finance	Lease payment (09/25/20 - 10/25/20)	321.80
10/16/2020	BP10885	Starline Supply Company	Custodial Supplies	1,009.26
10/16/2020	BP10886	Young, Minney & Corr, LLP (YM&C) (1099-7)	Legal Services thru 09/30/20	3,045.50
10/20/2020		Bank of Marin (Cardmember Service)	BoM CC Payment (September Purchases)	31,577.47
10/21/2020		California Choice	Health Insurance Premium - November 2020	40,029.62
10/26/2020	BP10893	T-Mobile	Hotspots Monthly Service Fee	718.46
10/27/2020		Pitney Bowes, Inc.	Mailing supplies	365.18
10/27/2020		Pitney Bowes, Inc.	Lease payment (10/30/20 - 01/29/21)	398.81
10/28/2020	BP10897	Discovery Benefits, Inc.	Commuter & FSA Admin Fees	64.25
10/28/2020	BP10896	IXL Learning	Curriculum: Online Instruction	1,500.00
10/28/2020	BP10899	Riverside Insights	SPED Testing Assessments	238.53
10/28/2020	BP10898	Xerox Financial Services (CT#010-0019523-003)	CT#3: Lease payment (08/30/20 - 09/29/20); (09/30/20 - 10/29/20)	613.30

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.



The Academy of Alameda Check Register

2020-21

October

Grand Total 156,002.19

Date	Check Number	Vendor	Description	Check Amount
10/28/2020	BP10900	Xerox Financial Services (CT#010-0082705-001)	CT#1: Lease payment (10/15/20 - 11/14/20)	342.67
10/28/2020	BP10901	Xerox Financial Services (CT#010-0082705-002)	CT#2: (82705) Lease payment (08/15/20 - 09/14/20); (09/15/20 - 10/14/20); (10/15/20 - 11/14/20)	733.24
10/28/2020	BP10895	Aeries Software	PD: 2020 Fall AeriesCon Conference	1,050.00
10/28/2020	BP10902	Open Up Resources	MS Math Curriculum	8,560.50
10/28/2020	BP10894	Great Minds	ES Math Curriculum	12,371.52

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.



November 2020 Statement

Open Date: 10/03/2020 Closing Date: 11/02/2020



Visa® Community Card
ACADEMY OF ALAMEDA (CPN 001559617)

Cardmember Service ☎ 1-866-552-8855
BUS 30 ELN 1

New Balance	\$10,696.40
Minimum Payment Due	\$107.00
Payment Due Date	11/28/2020

Activity Summary		
Previous Balance	+	\$31,577.47
Payments	-	\$31,577.47 ^{CR}
Other Credits		\$0.00
Purchases	+	\$10,553.66
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged	+	\$142.74
Interest Charged		\$0.00
New Balance	=	\$10,696.40
Past Due		\$0.00
Minimum Payment Due		\$107.00
Credit Line		\$50,000.00
Available Credit		\$39,303.60
Days in Billing Period		31

Payment Options:



Mail payment coupon with a check



Pay online at myaccountaccess.com



Pay by phone 1-866-552-8855

No payment is required.

CPN 001559617

0047985100550558300000107000010696407



Automatic Payment

24-Hour Cardmember Service: 1-866-552-8855

- ☎ . to pay by phone
- ☎ . to change your address

Account Number:
Your new full balance of \$10,696.40 will be automatically deducted from your account on 11/20/20.

000009432 01 SP 000638623569840 E

ACADEMY OF ALAMEDA
ACCOUNTS PAYABLE
401 PACIFIC AVE
ALAMEDA CA 94501-1837



What To Do If You Think You Find A Mistake On Your Statement

If you think there is an error on your statement, please call us at the telephone number on the front of this statement, or write to us at: Cardmember Service, P.O. Box 6335, Fargo, ND 58125-6335.

In your letter or call, give us the following information:

- ▶ Account information: Your name and account number.
 - ▶ Dollar amount: The dollar amount of the suspected error.
 - ▶ Description of Problem: If you think there is an error on your bill, describe what you believe is wrong and why you believe it is a mistake.
- You must contact us within 60 days after the error appeared on your statement. While we investigate whether or not there has been an error, the following are true:
- ▶ We cannot try to collect the amount in question, or report you as delinquent on that amount.
 - ▶ The charge in question may remain on your statement, and we may continue to charge you interest on that amount. But, if we determine that we made a mistake, you will not have to pay the amount in question or any interest or other fees related to that amount.
 - ▶ While you do not have to pay the amount in question, you are responsible for the remainder of your balance.
 - ▶ We can apply any unpaid amount against your credit limit.

Your Rights If You Are Dissatisfied With Your Credit Card Purchases

If you are dissatisfied with the goods or services that you have purchased with your credit card, and you have tried in good faith to correct the problem with the merchant, you may have the right not to pay the remaining amount due on the purchase.

To use this right, all of the following must be true:

1. The purchase must have been made in your home state or within 100 miles of your current mailing address, and the purchase price must have been more than \$50. (Note: Neither of these are necessary if your purchase was based on an advertisement we mailed to you, or if we own the company that sold you the goods or services.)
2. You must have used your credit card for the purchase. Purchases made with cash advances from an ATM or with a check that accesses your credit card account do not qualify.
3. You must not yet have fully paid for the purchase.

If all of the criteria above are met and you are still dissatisfied with the purchase, contact us in writing at: Cardmember Service, P.O. Box 6335, Fargo, ND 58125-6335. While we investigate, the same rules apply to the disputed amount as discussed above. After we finish our investigation, we will tell you our decision. At that point, if we think you owe an amount and you do not pay we may report you as delinquent.

Important Information Regarding Your Account

1. INTEREST CHARGE: Method of Computing Balance Subject to Interest Rate: We calculate the periodic rate or interest portion of the **INTEREST CHARGE** by multiplying the applicable Daily Periodic Rate ("**DPR**") by the Average Daily Balance ("**ADB**") (including new transactions) of the Purchase, Advance and Balance Transfer categories subject to interest, and then adding together the resulting interest from each category. We determine the **ADB** separately for the Purchases, Advances and Balance Transfer categories. To get the **ADB** in each category, we add together the daily balances in those categories for the billing cycle and divide the result by the number of days in the billing cycle. We determine the daily balances each day by taking the beginning balance of those Account categories (including any billed but unpaid interest, fees, credit insurance and other charges), adding any new interest, fees, and charges, and subtracting any payments or credits applied against your Account balances that day. We add a Purchase, Advance or Balance Transfer to the appropriate balances for those categories on the later of the transaction date or the first day of the statement period. Billed but unpaid interest on Purchases, Advances and Balance Transfers is added to the appropriate balances for those categories each month on the statement date. Billed but unpaid Advance Transaction Fees are added to the Advance balance of your Account on the date they are charged to your Account. Any billed but unpaid fees on Purchases, credit insurance charges, and other charges are added to the Purchase balance of the Account on the date they are charged to the Account. Billed but unpaid fees on Balance Transfers are added to the Balance Transfer balance of the Account on the date they are charged to the Account. In other words, billed and unpaid interest, fees, and charges will be included in the **ADB** of your Account that accrues interest and will reduce the amount of credit available to you. To the extent credit insurance charges, overlimit fees, Annual Fees, and/or Travel Membership Fees may be applied to your Account, such charges and/or fees are not included in the **ADB** calculation for Purchases until the first day of the billing cycle following the date the credit insurance charges, overlimit fees, Annual Fees and/or Travel Membership Fees (as applicable) are charged to the Account. Prior statement balances subject to an interest-free period that have been paid on or before the payment due date in the current billing cycle are not included in the **ADB** calculation.

2. Payment Information: You must pay us in U.S. Dollars with checks or similar payment instruments drawn on a financial institution located in the United States. We will also accept payment in U.S. Dollars via the Internet or phone or previously established automatic payment transaction. We may, at our option, choose to accept a payment drawn on a foreign financial institution. However, you will be charged and agree to pay any collection fees required in connection with such a transaction. The date you mail a payment is different than the date we receive that payment. The payment date is the day we receive your check or money order at Cardmember Service, P.O. Box 790408, St. Louis, MO 63179-0408 or the day we receive your electronic or phone payment. All payments by check or money order accompanied by a payment coupon and received at this payment address will be credited to your Account on the day of receipt if received by 5:00 p.m. CT on any banking day. Mailed payments that do not include the payment coupon and/or are mailed to a different address will be processed within 5 banking days of receipt and credited to your Account on the day of receipt. In addition, if you mail your payment without a payment coupon or to an incorrect address, it may result in a delayed credit to your Account, additional **INTEREST CHARGES**, fees, and possible suspension of your Account. Internet and telephone payment options are available, and crediting times vary (but generally must be made before 5:00 p.m. CT to 8 p.m. CT depending on what day and how the payment is made). If you are making an internet or telephone payment, please contact Cardmember Service for times specific to your Account and your payment option. Banking days are all calendar days except Saturday, Sunday and federal holidays. Payments due on a Saturday, Sunday or federal holiday and received on those days will be credited on the day of receipt. There is no prepayment penalty if you pay your balance at any time prior to your payment due date.

3. Credit Reporting: We may report information on your Account to Credit Bureaus. Late payments, missed payments or other defaults on your Account may be reflected in your credit report.



November 2020 Statement 10/03/2020 - 11/02/2020
 ACADEMY OF ALAMEDA (CPN 001559617)

Page 2 of 4

Cardmember Service ☎ 1-866-552-8855



Important Messages

Paying Interest: You have a 24 to 30 day interest-free period for Purchases provided you have paid your previous balance in full by the Payment Due Date shown on your monthly Account statement. In order to avoid additional INTEREST CHARGES on Purchases, you must pay your new balance in full by the Payment Due Date shown on the front of your monthly Account statement.

There is no interest-free period for transactions that post to the Account as Advances or Balance Transfers except as provided in any Offer Materials. Those transactions are subject to interest from the date they post to the Account until the date they are paid in full.

Your payment of \$10696.40 will be automatically deducted from your bank account on 11/20/2020. Please refer to your AutoPay Terms and Conditions for further information regarding this account feature.

Speed through checkout with the added security and convenience of PayPal. Go to the Mobile App or manage your account online. Link your card to PayPal today.

Annual Account Summary tool can help you review your spending and plan ahead. An updated monthly report is available at the beginning of each month, it provides a clear picture of your spending pattern for year-to-date purchases and the prior two years. Yearend summary of charges, Expense by category and print feature for tax reporting are a few of the many features available to you. For details, log in to myaccountaccess.com/AAS.

Transactions HUXLEY, MATTHEW P **Credit Limit \$27000**

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
Purchases and Other Debits					
10/05	10/02	7552	ZOOM.US 888-799-9666 CA	\$284.97	_____
10/05	10/02	8462	ADOBE *800-833-6687 800-833-6687 CA	\$104.93	_____
10/13	10/10	7464	PUNCHBOWL PUNCHBOWL.COM MA	\$83.88	_____
10/15	10/14	0764	CORWIN *LEARNING 805-410-7129 CA	\$796.00	_____
10/16	10/15	4688	MSFT * E0700CGNN0 800-642-7676 WA	\$99.00	_____
10/21	10/20	8425	ZOOM.US 888-799-9666 WWW.ZOOM.US CA	\$74.04	_____
10/22	10/21	7834	PODS #50 888-7767637 CA	\$217.43	_____
10/29	10/28	4837	NEW PEDAGOGIES CENTRAL TORON ON	\$4,000.00	_____
10/29	10/28	5320	NEW PEDAGOGIES CENTRAL TORON ON	\$3,000.00	_____
10/30	10/29	3223	BambooHR HRIS 866-3879595 UT	\$99.00	_____
11/02	11/01	0792	COVID-19 BY KYLA.COM KYLA.COM CA	\$749.25	_____
11/02	11/02	8014	COVID-19 BY KYLA.COM KYLA.COM CA	\$9.83	_____
Total for Account				\$9,518.33	

Transactions HOTTINGER, SUMMER **Credit Limit \$7500**

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
Purchases and Other Debits					
10/08	10/08	6460	Audible*MK9Y89PP0 Amzn.com/bill NJ	\$14.95	_____
10/19	10/18	6738	Microsoft*Microsoft 36 msbill.info WA	\$99.99	_____
11/02	11/01	2480	GOOGLE *SVCSaoaschools g.co/HelpPay# CA	\$12.20	_____
Total for Account				\$127.14	

Continued on Next Page



November 2020 Statement 10/03/2020 - 11/02/2020
 ACADEMY OF ALAMEDA (CPN 001559617)

Page 3 of 4

Cardmember Service ☎ 1-866-552-8855

Transactions		THORMAN, MIRANDA			Credit Limit	\$7500
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation	
Purchases and Other Debits						
10/07	10/05	4563	PAYPAL *GSUITEADDON 4029357733 SG	\$39.00	_____	
10/08	10/06	4789	BAYAREAINTE 510-673-8912 CA	\$475.00	_____	
10/13	10/09	3906	BAYAREAINTE 510-673-8912 CA	\$150.00	_____	
10/29	10/28	9389	NEW PEDAGOGIES CENTRAL TORON ON	\$98.00	_____	
Total for Account				\$762.00		

Transactions		DEARMEY, LEAH R			Credit Limit	\$5000
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation	
Purchases and Other Debits						
10/28	10/27	1733	WWW.GOVETS.COM HTTPWWW.GOVE FL	\$146.19	_____	
Total for Account				\$146.19		

Transactions		BILLING ACCOUNT ACTIVITY			Amount	Notation
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation	
Payments and Other Credits						
10/20	10/20	MTC	PAYMENT THANK YOU	\$31,577.47	CR _____	
Fees						
10/07	10/05	4563	FRGN TRANS FEE-PAYPAL *GSUITEADDON 40	\$0.78	_____	
10/29	10/28	4837	FRGN TRANS FEE-NEW PEDAGOGIES CE	\$80.00	_____	
10/29	10/28	5320	FRGN TRANS FEE-NEW PEDAGOGIES CE	\$60.00	_____	
10/29	10/28	9389	FRGN TRANS FEE-NEW PEDAGOGIES CE	\$1.96	_____	
TOTAL FEES FOR THIS PERIOD				\$142.74		
Total for Account				\$31,434.73	CR	

2020 Totals Year-to-Date	
Total Fees Charged in 2020	\$178.54
Total Interest Charged in 2020	\$0.00

Continued on Next Page



November 2020 Statement 10/03/2020 - 11/02/2020
 ACADEMY OF ALAMEDA (CPN 001559617)

Page 4 of 4

Cardmember Service ☎ 1-866-552-8855



Interest Charge Calculation

Your Annual Percentage Rate (APR) is the annual interest rate on your account.

**APR for current and future transactions.

Balance Type	Balance By Type	Balance Subject to Interest Rate	Variable	Interest Charge	Annual Percentage Rate	Expires with Statement
**BALANCE TRANSFER	\$0.00	\$0.00	YES	\$0.00	13.99%	
**PURCHASES	\$10,696.40	\$0.00	YES	\$0.00	13.99%	
**ADVANCES	\$0.00	\$0.00	YES	\$0.00	23.99%	

Contact Us



Phone
 Voice: 1-866-552-8855
 TDD: 1-888-352-6455
 Fax: 1-866-807-9053



Questions
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End of Statement

ACADEMY OF ALAMEDA



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Link your card in the Mobile App or online today.

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Cover Sheet

Elementary and Middle School Fall Data Presentation (Update on student successes and challenges)

Section: III. Board Communications
Item: C. Elementary and Middle School Fall Data Presentation (Update on student successes and challenges)
Purpose: Discuss
Submitted by:
Related Material: AoA Data Presentation 11.19.20.pdf

AoA Data Presentation

November 19, 2020

Agenda

Types of evidence presented

Systems for gathering and reviewing data

Star Data- Middle School, Elementary School

Attendance data and supports in place

Middle School grading data and policies

Teacher 'temperature' check

Types of data

Data is used to track student progress, assess needs, develop appropriate intervention groupings, inform program decisions, and to varying extents, inform lesson planning.

Quantitative Data/Evidence

- Star Data
- Attendance Data
- Grades/Report cards
- Discipline/RJ Data
- Demographics (Ethnicity/Race, IEP/504, EL status)

Qualitative Data/Evidence

- Teacher feedback (students' academic, SEL, and engagement)
- Parent/Guardian concerns
- Counseling referrals/feedback
- Discipline/RJ Data (details of incidents)
- Student reflection (building more of this over time)
- Teacher feedback (temperature checks, support they need, etc)
- Observations in classes (Example- Middle School SPED team sharing witnessed best practices)

AoA systems for gathering and reviewing data

- COST teams (Teachers, Principal, Counselor/Student Culture, Director of SPED, A Better Way counselor, School Psychologist)
 - MS
 - COST referrals/Grade level tracker
 - Attendance data
 - ES
 - Teachers attend COST for Consultancy Protocol
- Star data reviewed by Intervention Teams
 - MS
 - Strategic Literacy
 - Math Intervention
 - ES
 - Instructional Coach supports formation of small groups for Reading and Math
 - Reviewing Tier 2 reading intervention, looking to improve/increase
- Counseling Team (both ES and MS)
 - Counseling referrals
 - Support systems at AoA and outside resources

Asset-Based Language (adapted from Leadership Public Schools)

Instead of --- **consider...**

“High Fliers...” --- “Students who have met/exceeded standard”/ “Proficient”/ “Fluent”

“Low Fliers...” --- “Students who have not yet mastered standard”/ “Developing, Aspiring, Novice, Emergent”

“At risk”/ “Hard to reach” --- “at risk of...” (identify cause/effect) *(Do not use the word at-risk students; instead use students at risk of)*

“Advanced”/ “Below” --- “Exceeded” / “Nearly Met” (in relation to standards)

Interpreting Star data

Star benchmarks:

Urgent Intervention: At/Below 9 PR

Intervention: At/Below 24 PR

On Watch: At/Below 39 PR

At/Above Benchmark: At/Above 40 PR

AoA benchmarks:

Consider for intervention classes/support:
1st-30th PR

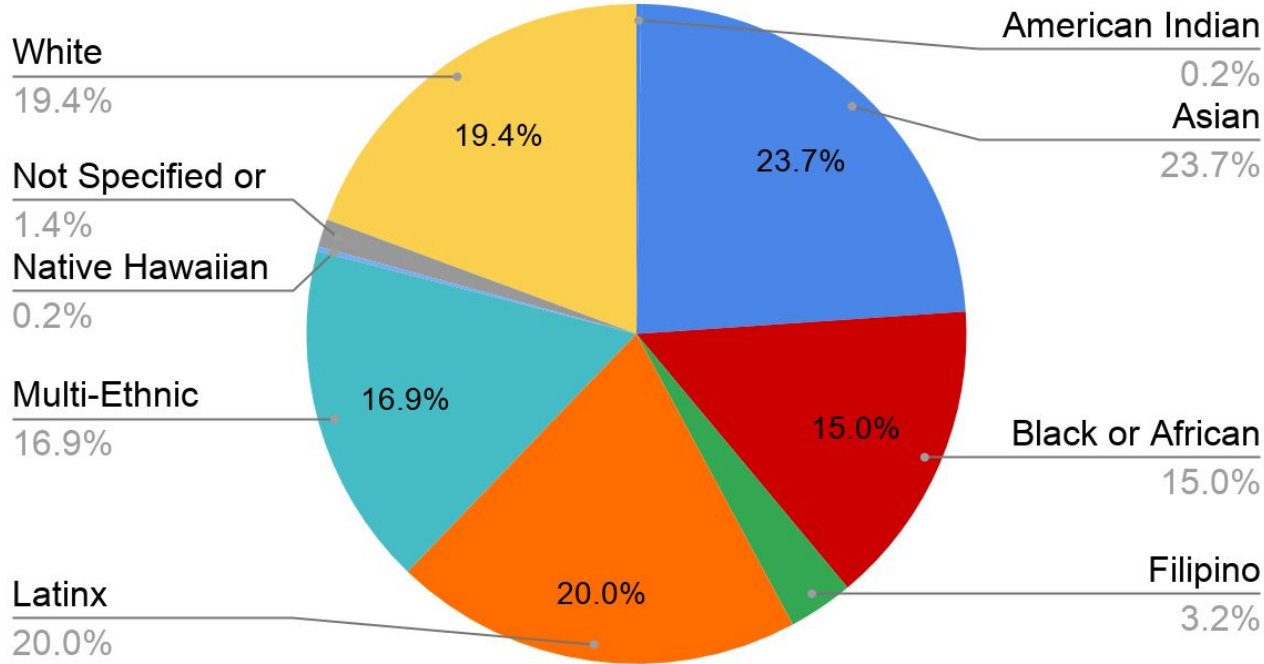
On Watch: 31st-40th PR

At or Above Grade Level: 41st PR and above

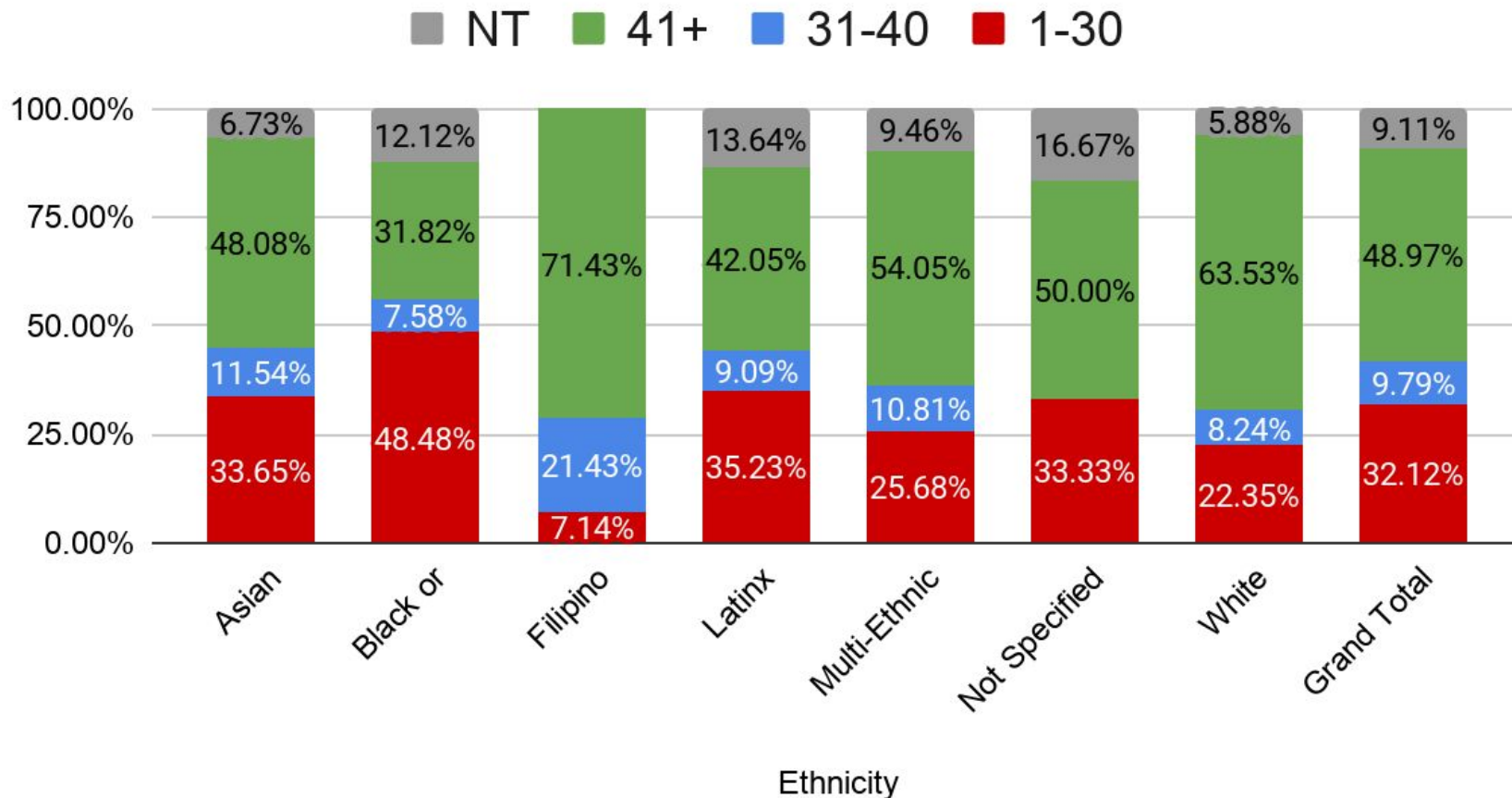
Percentile Rank (PR) is a norm-referenced score that provides a measure of a student's ability compared to other students in the same grade nationally. The percentile rank score, which ranges from 1 to 99, indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. For example, a student with a percentile rank score of 85 performed as well as or better than 85 percent of other students in the same grade.

Middle School Demographics

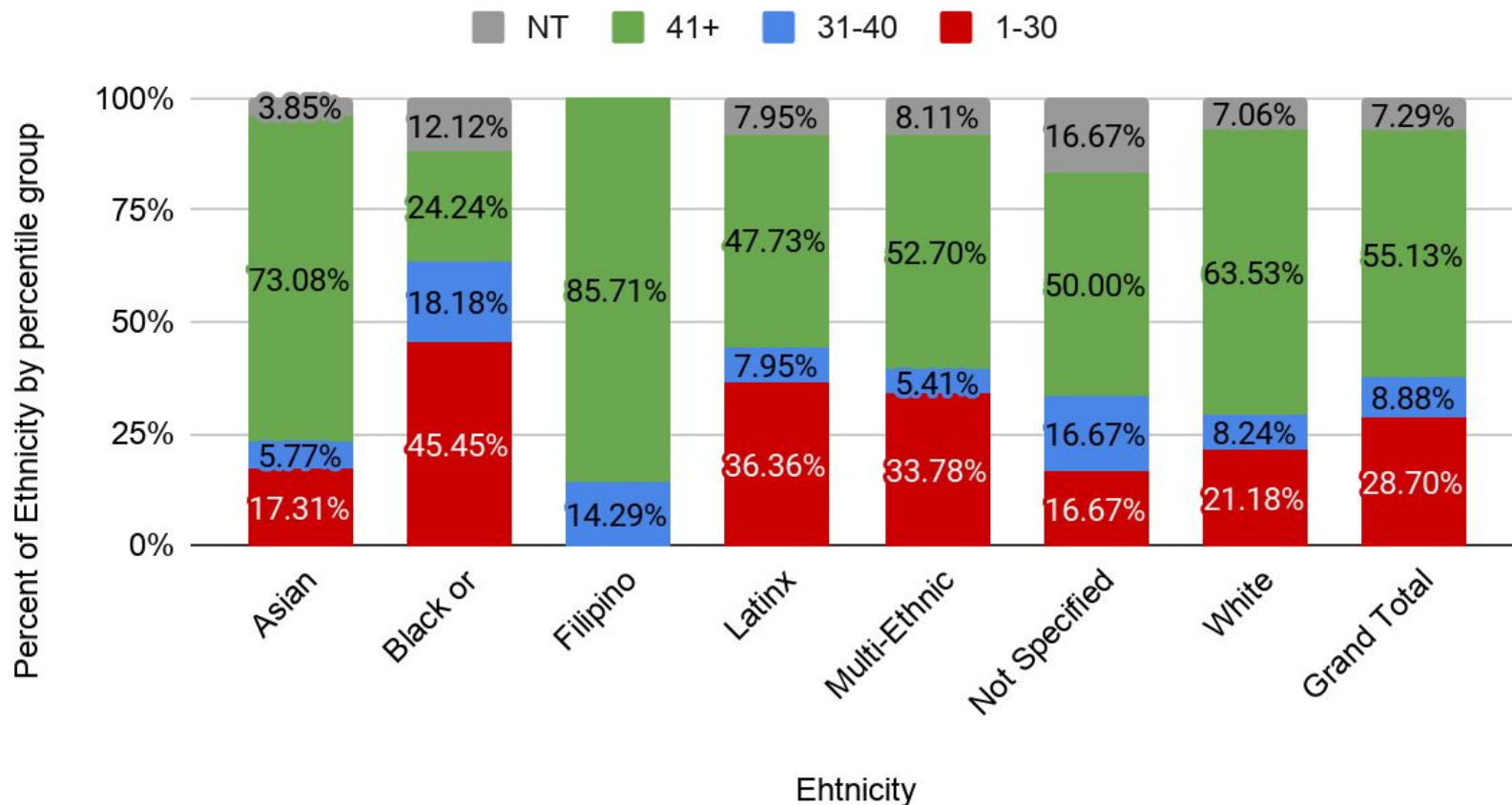
Middle School Ethnicity/Race 20-21



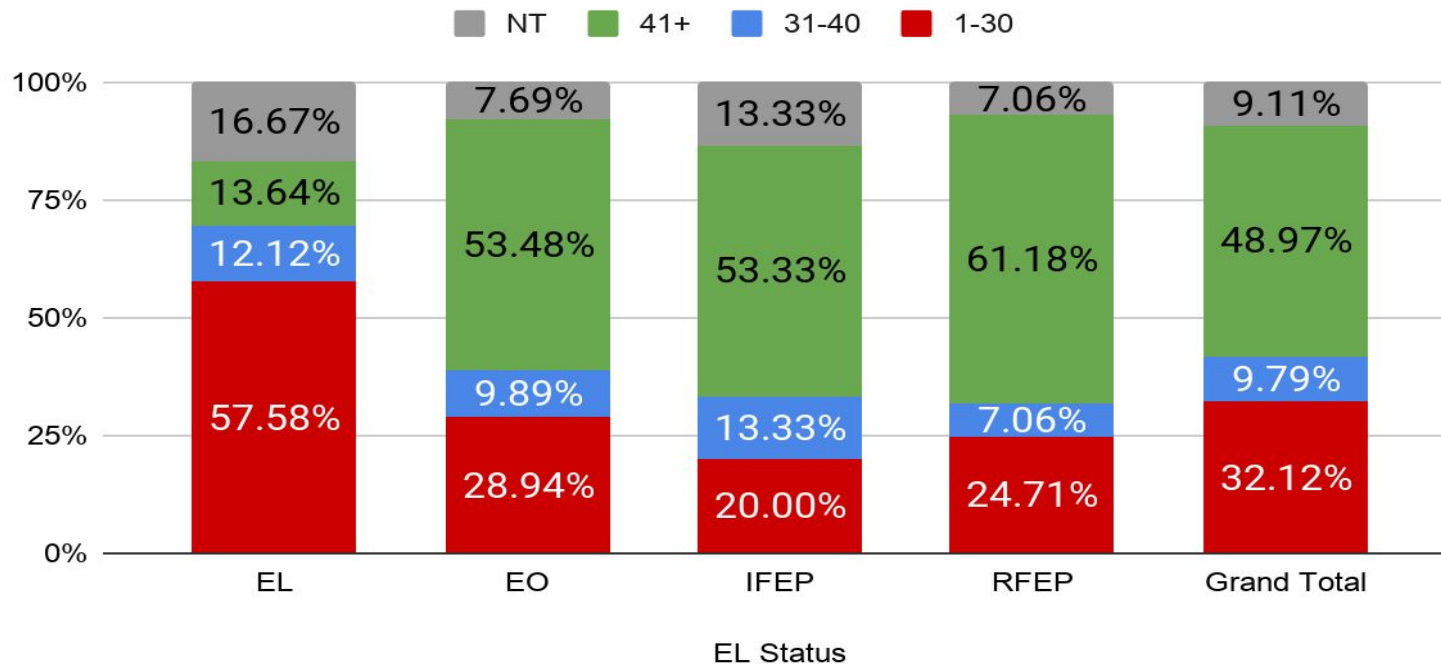
MS Star Reading Percentiles by Ethnicity, Fall 20-21



MS Star Math Percentile groups by Ethnicity, Fall 20-21

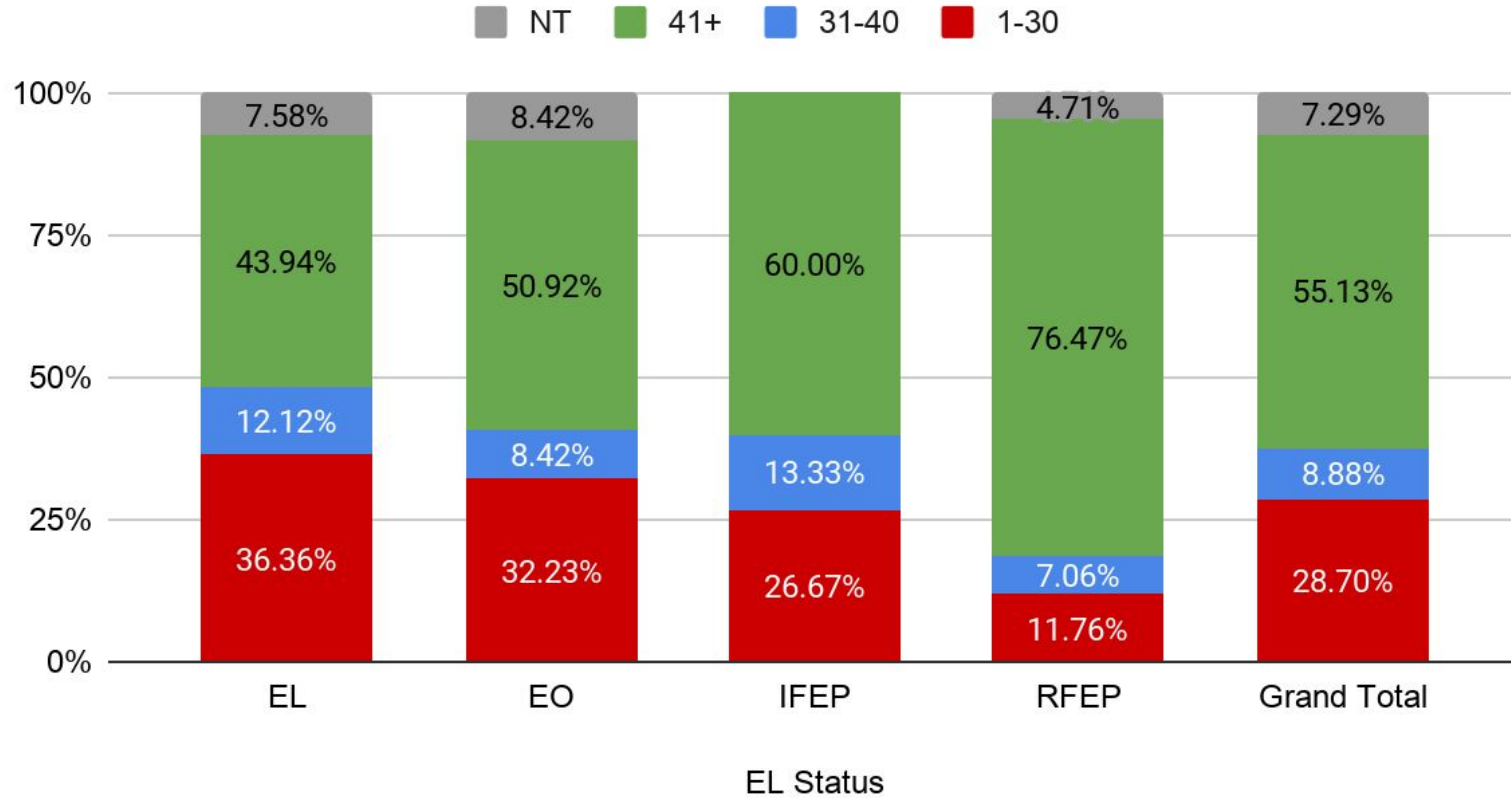


MS Star Reading Percentiles by EL Status



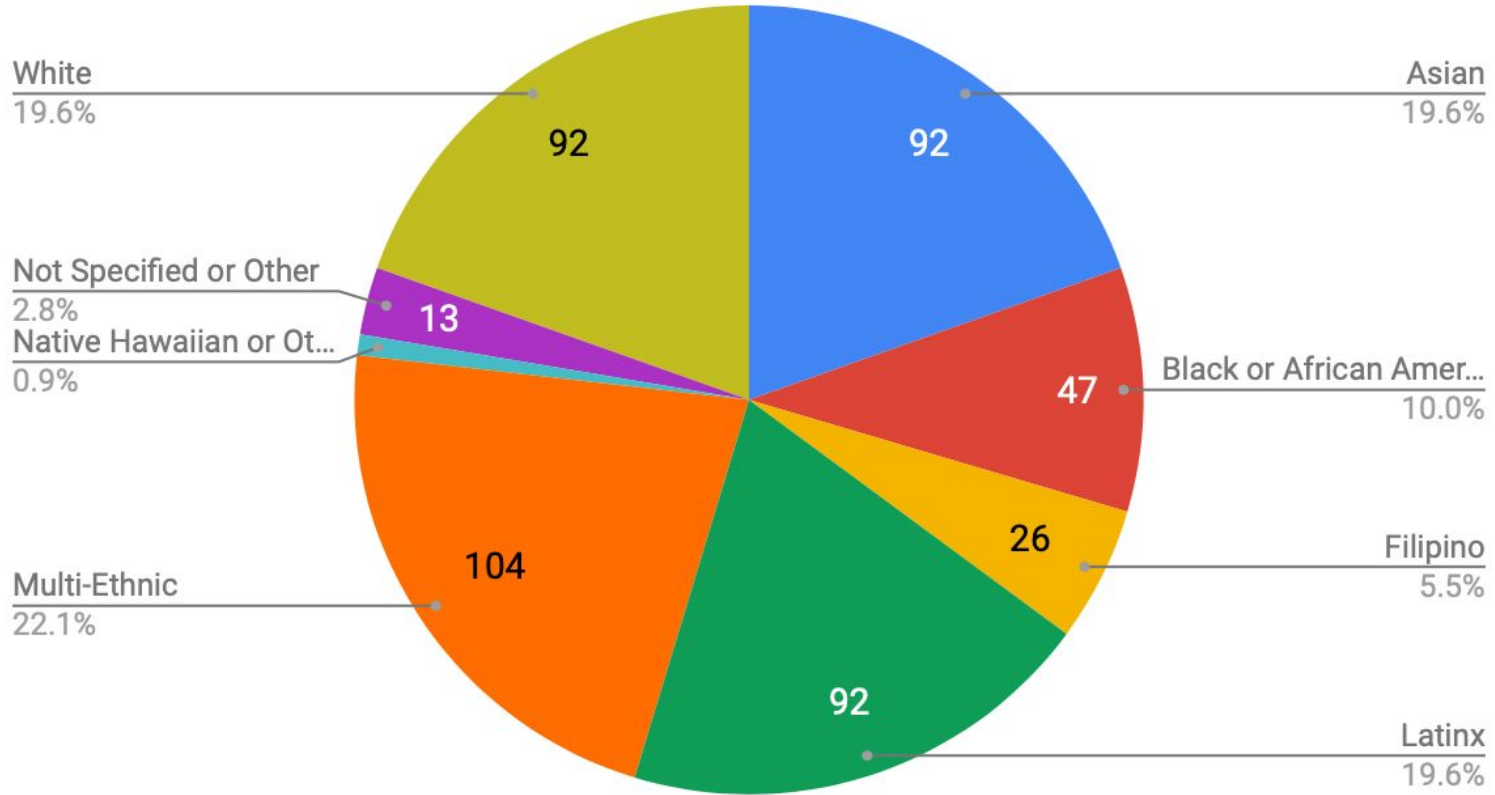
EL-English Learner, EO-English Only, IFEP- Initially Fluent English Proficient, RFEP- Redesignated FEP

MS Star Math Percentiles by EL Status

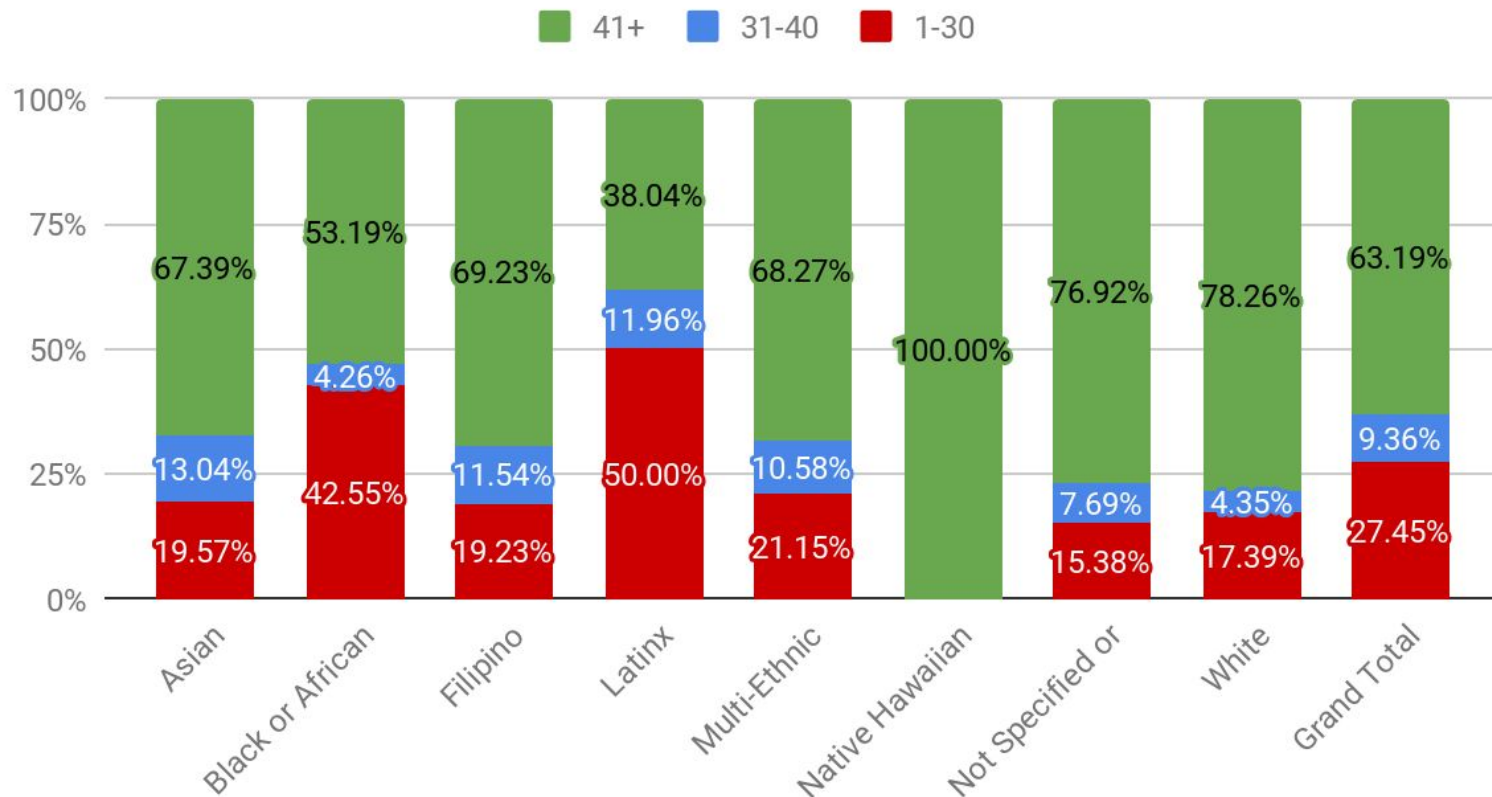


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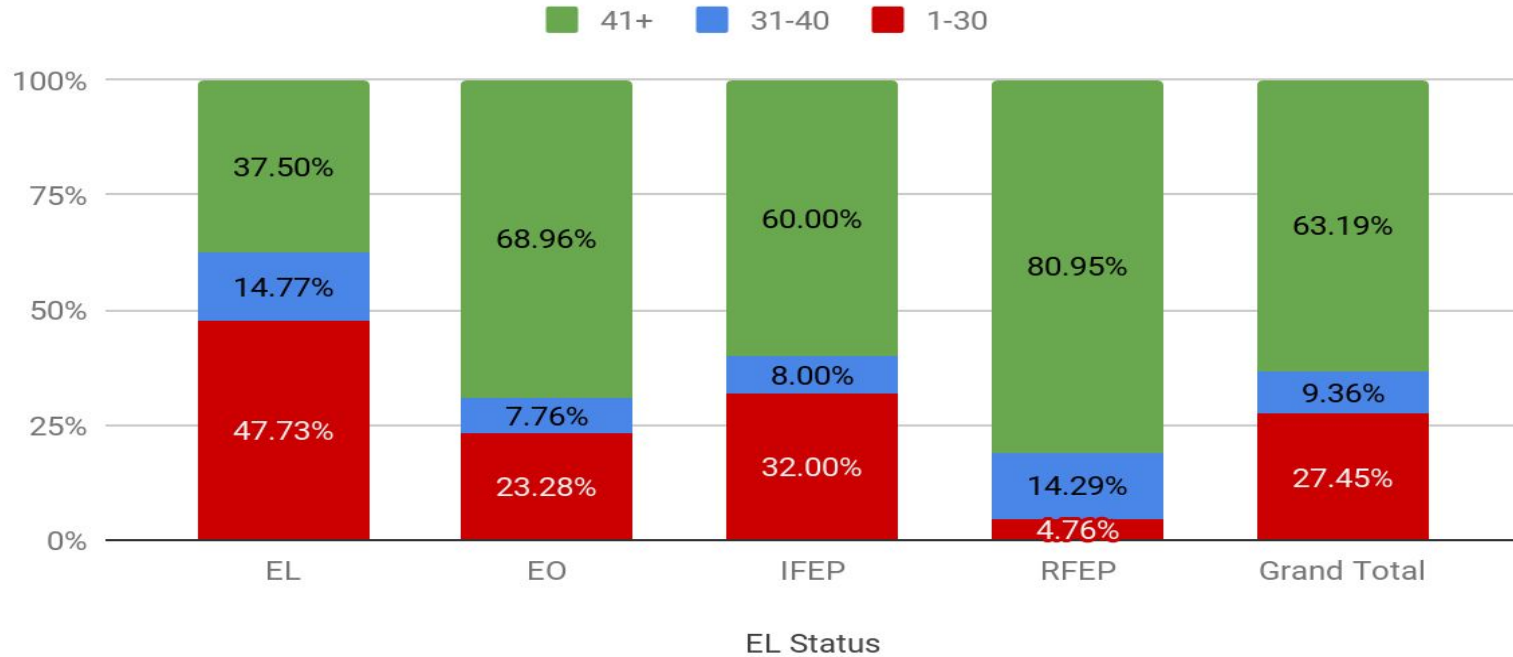
Race/Ethnicity of ES Students, Star Reading



ES Star Reading Percentiles by Ethnicity

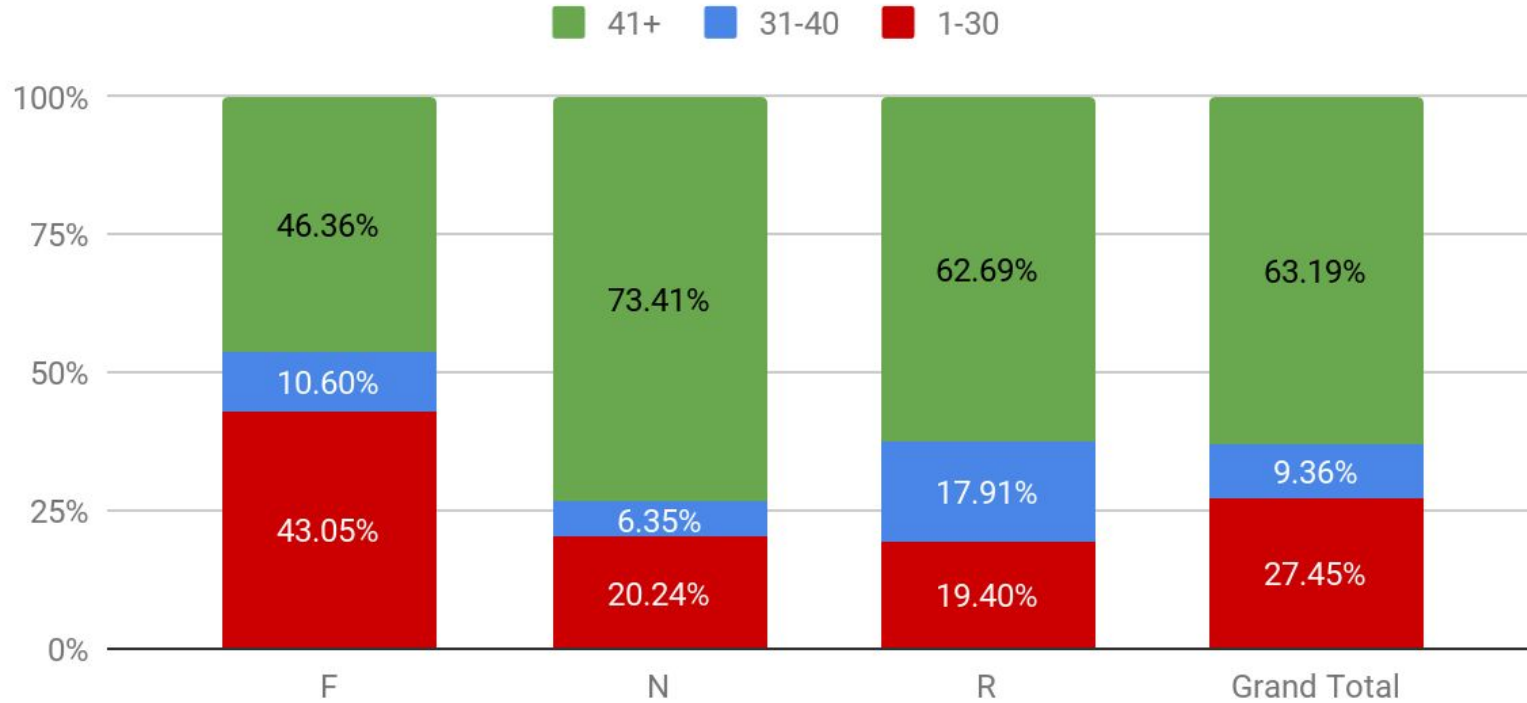


ES Star Reading Percentiles by EL Status



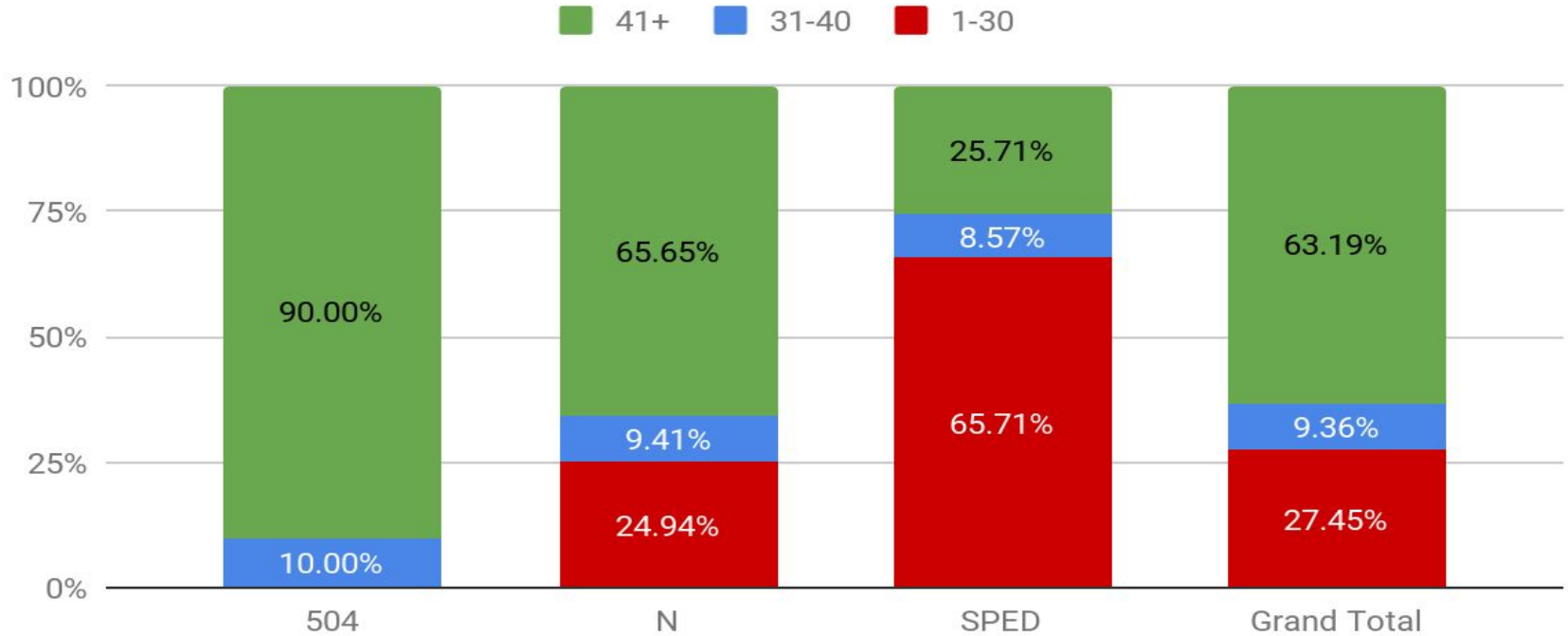
EL-English Learner, EO-English Only, IFEP- Initially Fluent English Proficient, RFEP- Redesignated FEP

ES Star Reading Percentiles by Free/Reduced lunch data



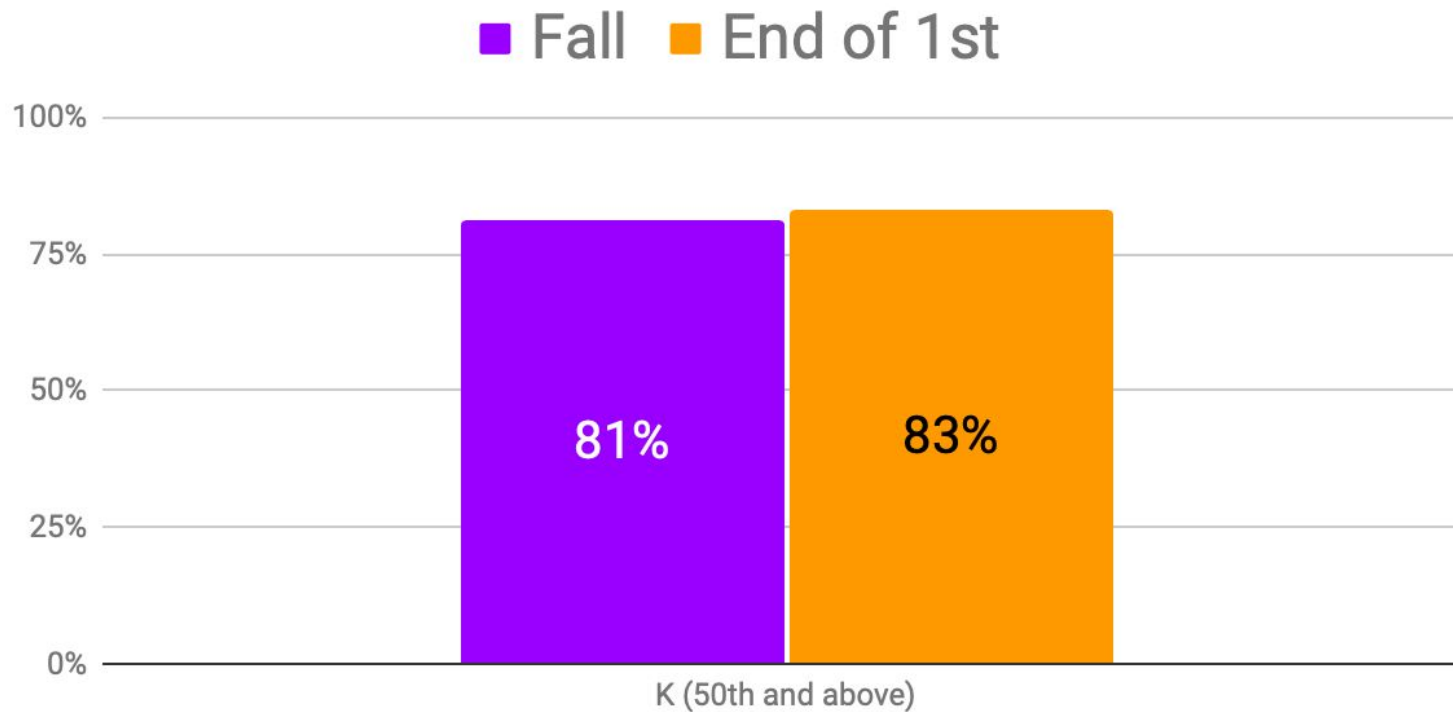
F=Free, R=Reduced, N=Not Qualified

ES Star Reading Percentiles by IEP/504 status



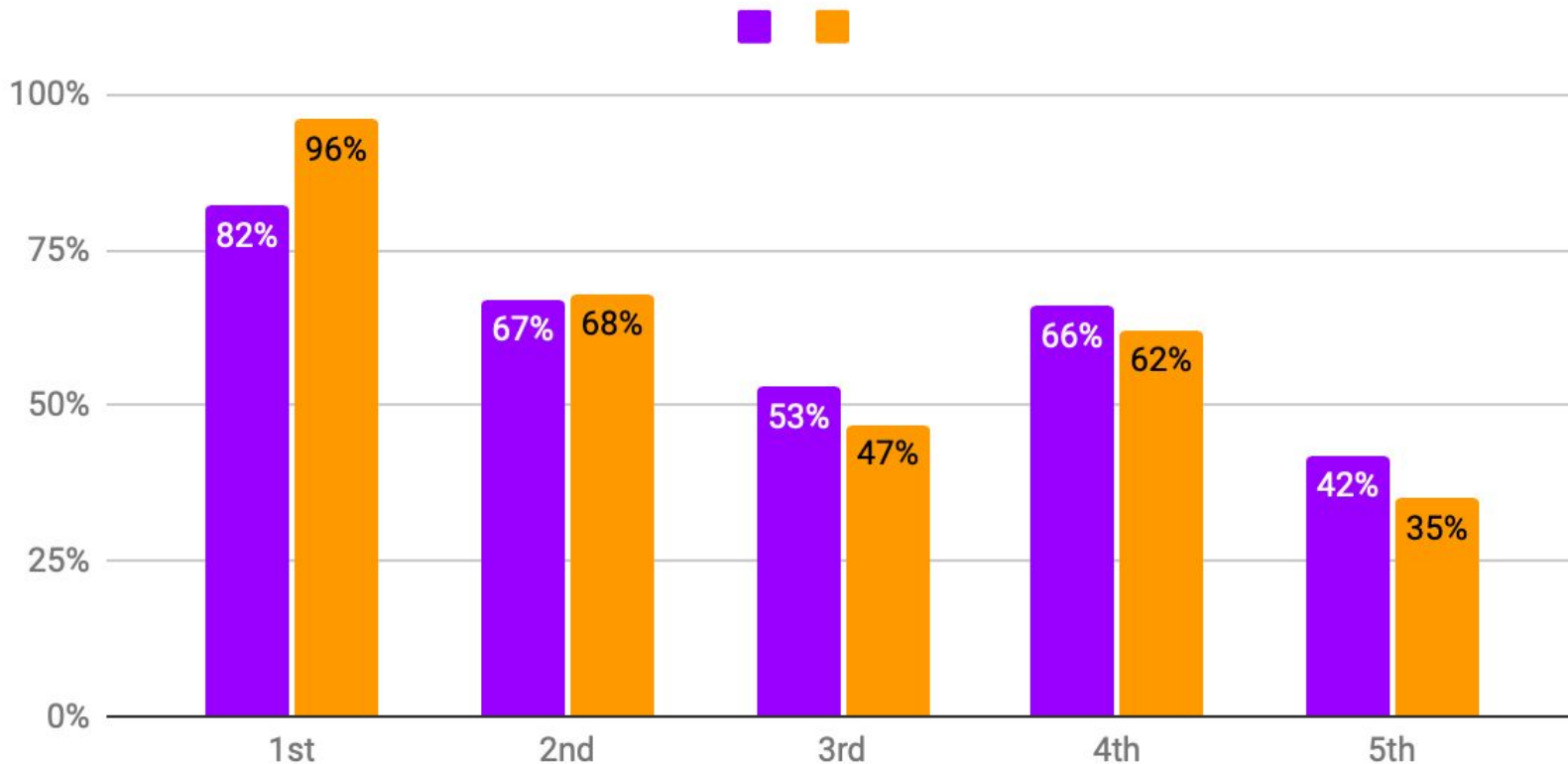
* SPED- 35 students, 504- 10 students

Early Literacy Growth



Percentage of Students in Kinder scoring in the 50th percentile or above

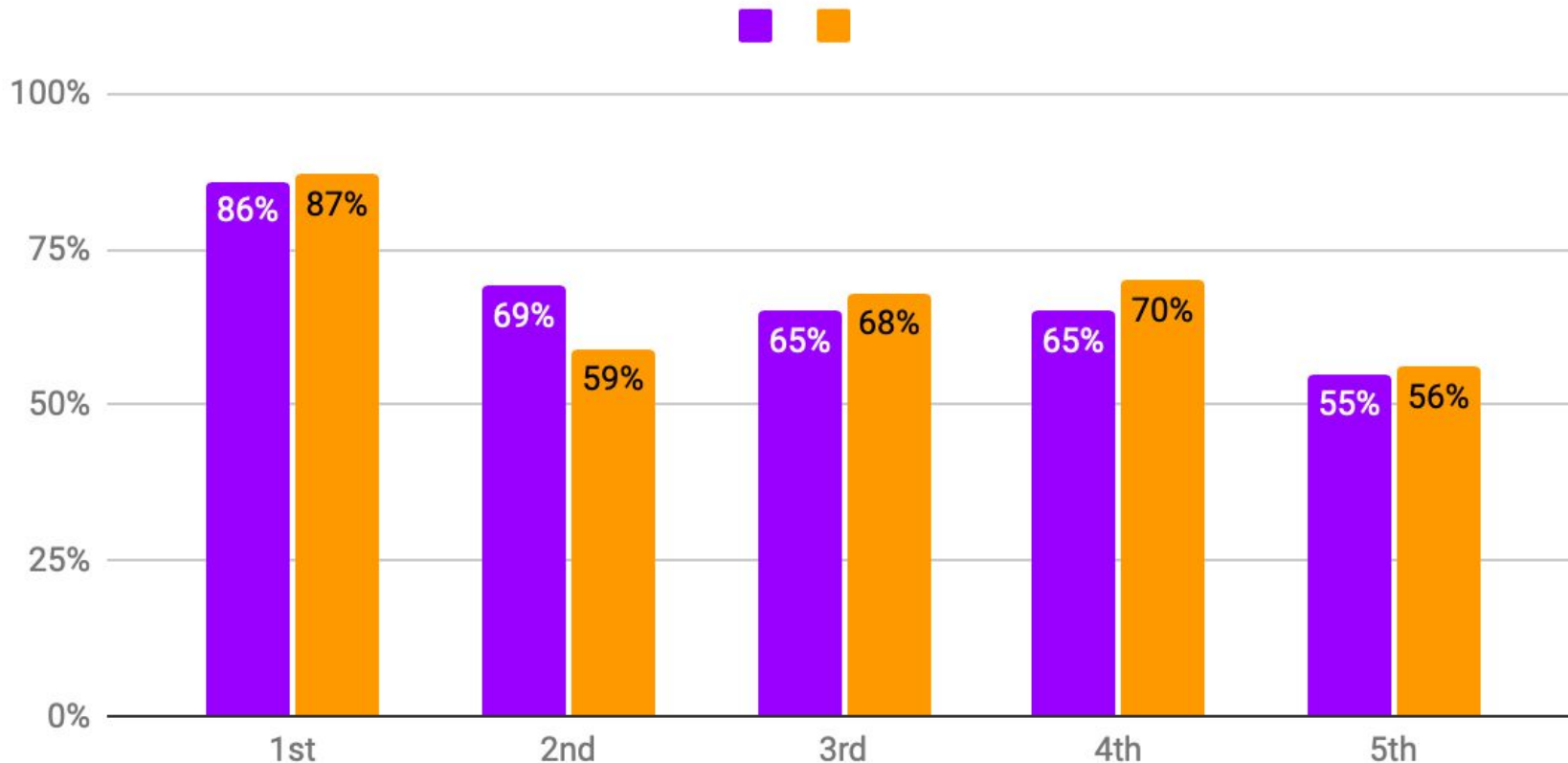
ES Star Reading: Purple- Fall, orange- End of 1st trimester



Percentage of students at or above 50th percentile

Powered by BoardOnTrack

ES Star Math: Purple- Fall, orange- End of 1st trimester



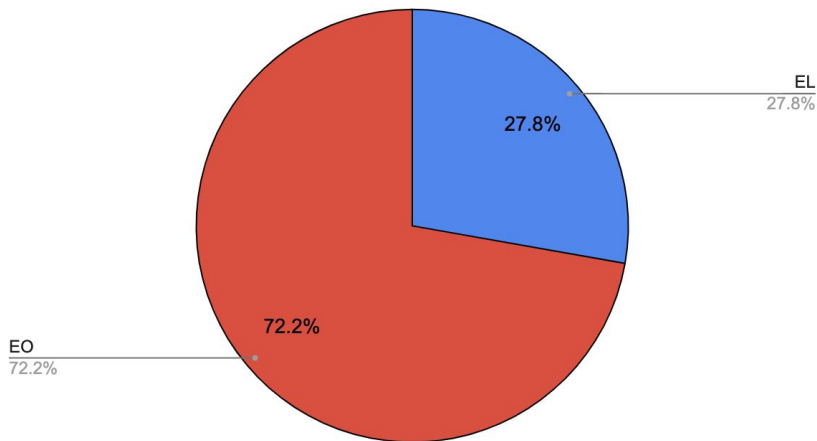
Percentage of students at or above 50th percentile

Powered by BoardOnTrack

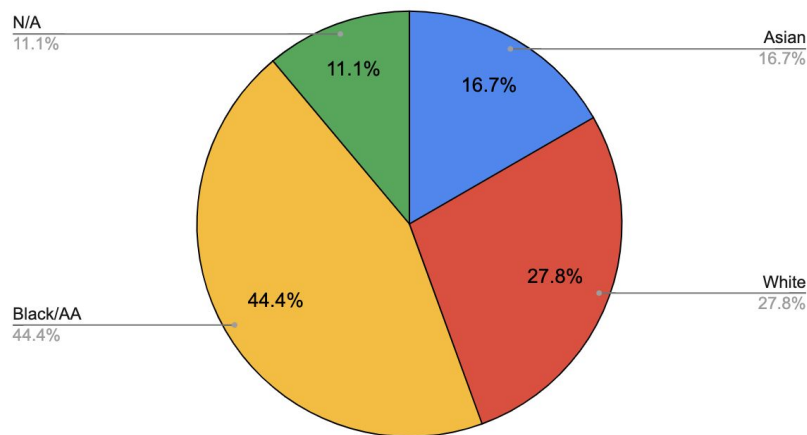
Elementary School Attendance Data

- While the majority of students continue to attend regularly, 5% of students are considered truant since the start of the school year
- Of the the students who are considered truant:

Home Language

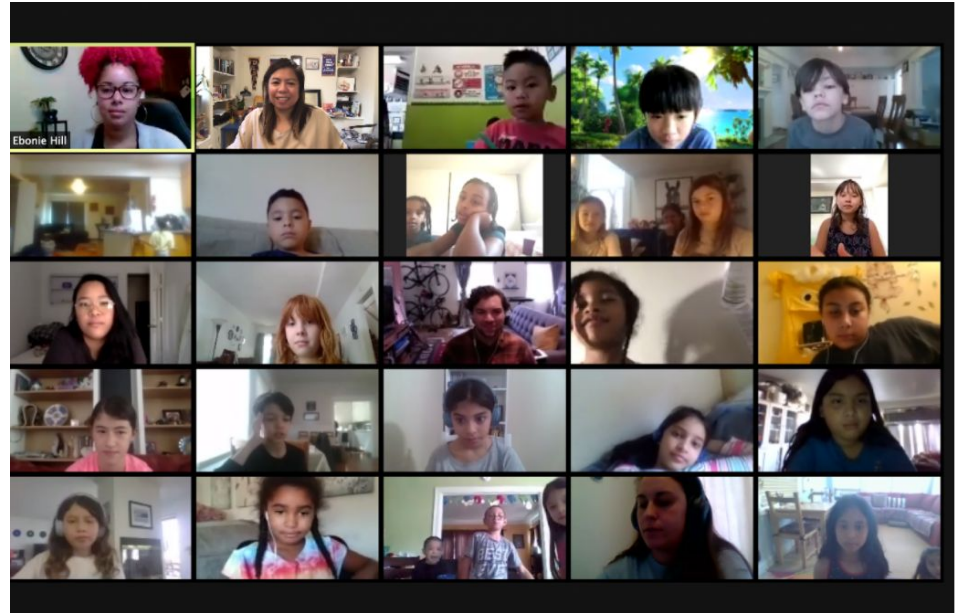


Race/Ethnicity



Response

- Continued IA “in the moment” support
- Continued home visits
- Incentive plans for students who struggle with consistent attendance
- Learning Hubs for 3-5
 - Attendance
 - Referred by Teacher and COSTeam



Middle School Attendance Data

Students continue to attend regularly

Approximately 5% of students have truancy issues

- Vast majority students of color
- Vast majority invited to hub, on waiting list, or in current hub

Continuing weekly calls to students with 5 or fewer B's per week (B=present for synchronous class)

Harder to measure engagement in classes - some students attend but do not participate

Middle School: Grading for Equity Pilot Year

Based on Grading for Equity by Joe Feldman

“If grades are here to stay, we want them and our grading practices to promote the best and most aspirational thinking of what each of our students are capable of as learners, regardless of their race, first language, their family’s income, or their previous educational experiences.”

Three Pillars - grades should be: Accurate, Bias-Resistant, Motivational

- 3 Tiers for implementation this year
- ILT reviewing data and will establish equitable grading plan to adopt for 21-22

Middle School: First Quarter Grade Data

Number students in all grades with 3, 4, or 5 Ds/Fs

9% (42) students have 3

7% (33) students have 4

1% (6) students have 5

Number students per grade with 3 or more Ds/Fs

6th Grade - 10% (13)

7th Grade - 18% (27)

8th Grade - 25% (41)

- 94% students of color
- 28% EL
- 67% Parent/Guardian some college or less
- 16% SPED/504

Middle School: Grade Data Analysis

Grade Data Analysis

- Ds/Fs largely reflective of work not submitted, especially asynchronous work
- Many students need support with executive functioning and structure for asynchronous time
- Students benefit from teachers who are utilizing long-term planning documents, clear routines for assignments, and clarity for weekly planning
- Students who need help are often not responsive to interventions
- Plus side - teachers who are implementing grading for equity strategies report shift in student mindset about grades

Middle School: Intervention and Student Support

Tier 1

- Utilize homeroom to review assignments for the day/month/week
- Student survey to collect feedback on what is working/not working academically
- PD and coaching support for teachers to implement stronger planning

Tier 2

- Planner template to send home to families of students with 3 or more Ds/Fs to support executive functioning at home and instructions about how to check Schoology gradebooks
- Exploring option for weekly academic progress report shared with parent/guardians for students with 3 or more Ds/Fs

Tier 3

- Learning Hubs
- COST referrals

ES and MS “Teacher Temperature Check” Data

Successes:

- More familiar with technology and strategies that work in the DL environment
- Support from Instructional Coaches, Principals, and other staff
- Learning Hubs
- Handing out supplies for students to do hands-on learning at home
- IA and other additional adult support in classes



ES and MS “Teacher Temperature Check” Data

Areas for Improvement

- Planning time is excessive - requests for additional pay
- Following up with disengaged students and families
- More hands-on materials (especially for younger students)
- Feeling isolated and burnt out
- More time for planning and collaborating with other teachers
- Greater urgency for technology support

Appendix

Cover Sheet

Update On Distance Learning Hubs

Section: III. Board Communications
Item: D. Update On Distance Learning Hubs
Purpose: Discuss
Submitted by:
Related Material: Hub Presentation to AoA Board - 11.19.20 (1).pdf



Distance Learning Hubs Update to AoA's Board of Directors

November 19, 2020

The Academy of Alameda
Public Schools

Middle School Learning Hub Update

- Hub 1 has 14 students
- Staff building relationships, setting group norms, supporting student work, connecting with teachers
- In process of building incentive program focused on work completion
- Increase in attendance and engagement for students in hub - teachers report positive growth

Next Steps:

- Opening second hub
 - One staff member hired, in process on second staff member
 - Currently identifying students and sending invitations
 - Hope to open week of November 30
- How can we support more students through hubs?
 - 2-week rotation hub?
 - Resources to open 3rd hub?

K-5 Program Plan For Distance Learning Hub/s

- 14 students from grade 3-5 identified via COST and Teachers
- 2 Instructional Aides supervising, reporting to Ebonie Hill
- Timeline
 - Letters to Families will be distributed week of 11/16
- In the event that we are able to reopen a blended learning model for K-2, we should look into an extended day option for families who may need the am blended hub in the morning and a distance learning hub on campus in the afternoon that functions as a childcare option for parents who need more support
- If we are unable to reopen a blended learning model, we will need to consider a K-2 learning hub.

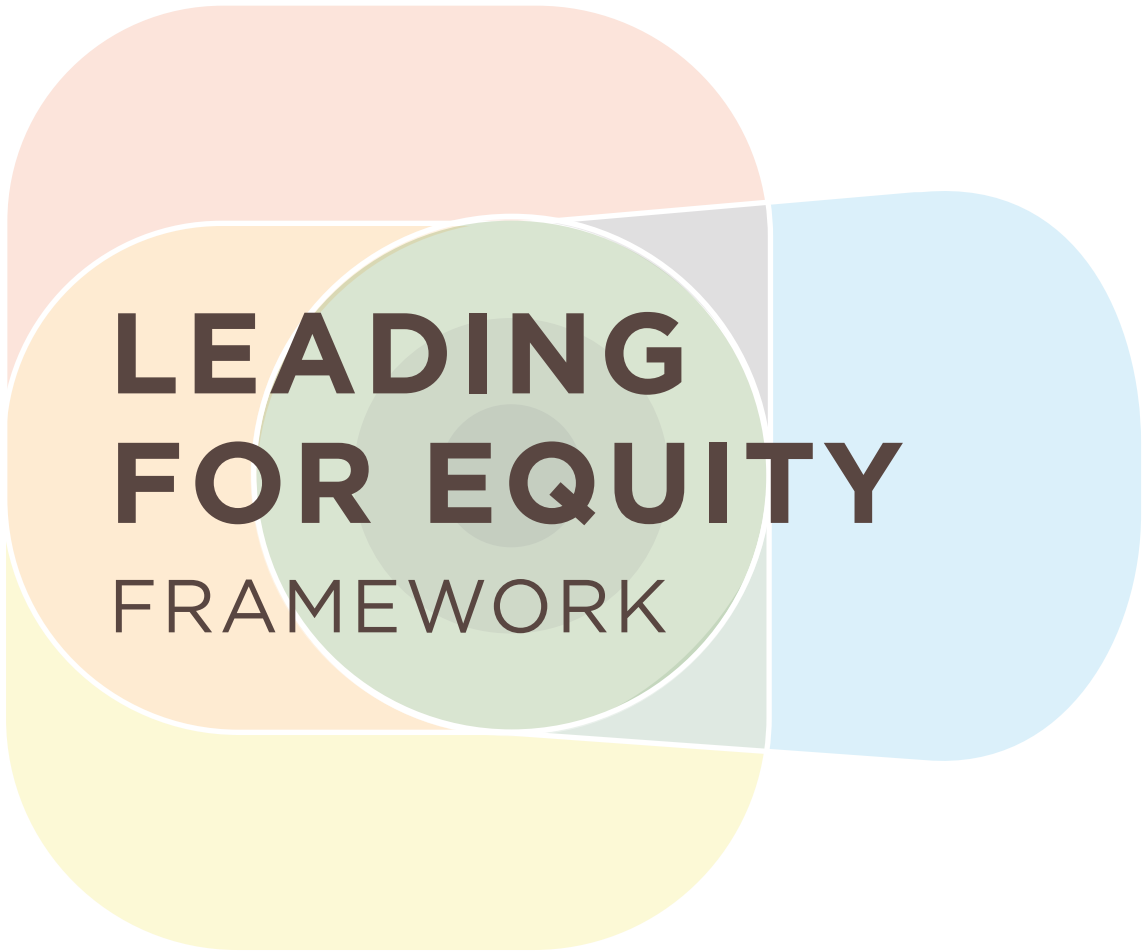
Questions



Cover Sheet

Equity and Inclusion Design Group Meeting Summary Report From Its 11/14/20 Meeting

Section: III. Board Communications
Item: E. Equity and Inclusion Design Group Meeting Summary Report From Its
11/14/20 Meeting
Purpose: FYI
Submitted by:
Related Material:
NEP LFE Framework.pdf
Summary Share Out of the Equity and Design Team's 11.14.20 Meeting (1).pdf



LEADING FOR EQUITY FRAMEWORK

National Equity Project's ***Leading for Equity Framework*** provides a frame of reference that enables leaders to navigate the complex territory of equity challenges and to develop the capacity to engage in purposeful leadership action. In its simplest form, the Framework helps build habits of mind that are continually in practice. In its more elaborated form, it provides a set of tools, frames and processes that leaders can use in their work.

- 1 | Leading for Equity—Core Framework**
- 2 | Expanding Our Mental Model of Leadership**
- 3 | Equity Leadership STANCES**
- 4 | Equity Leadership KEY FRAMEWORKS**
- 5 | Equity Leadership and Systems Change**



NATIONAL
EQUITY
PROJECT



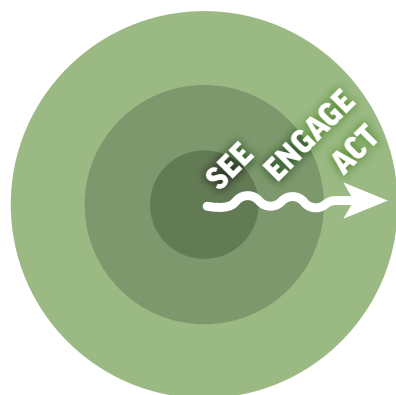
1 | Leading for Equity—Core Framework

Framing sentence here.

Leadership Stance

See, Engage & Act

Equity leadership moves from the “inside-out,” as different from traditional leadership which tends to move top-down. How we **See** informs how we **Engage**, which informs how we **Act**.



SEE

How we perceive the world (window) and practice self-awareness (mirror)

ENGAGE

How we “show up” and engage relationally; how we listen, build relationships and create strong “containers” for complex work.

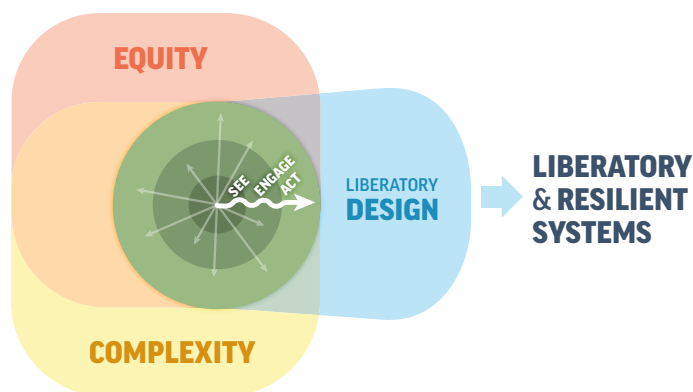
ACT

How we design, decide, implement, learn; how we influence direction, bring focus to action, engage in safe-to-fail experiments.

Three Disciplines

Equity, Complexity & Design

Each discipline contains theory, knowledge and approaches to practice. Understanding each of these, and their interrelationships, enables leaders to frame their challenges and focus their activities.



EQUITY

Developing equity consciousness (internal and external awareness of systemic oppression and its effects) and commitment (the will to take up equity challenges).

COMPLEXITY

understanding the nature of complex systems, distinguishing between complex versus simple or complicated problems, and developing corresponding leadership approaches that match the actual complexity of equity challenges.

DESIGN

approaching equity challenges through the mindset of user-centered design, which shifts traditional power dynamics related to decision-making and brings forth deeper innovation and agency amidst institutionalized norms and structures.

LIBERATORY & RESILIENT SYSTEMS

Often the goal of equity work is framed as closing achievement and/or opportunity gaps. Here we emphasize a goal of developing certain system conditions—that increase its capacity to bring about more equitable outcomes and experiences.

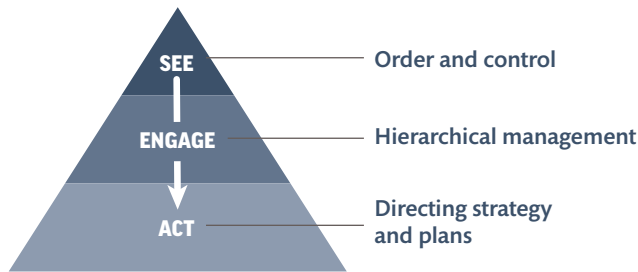


2 | Expanding Our Mental Model of Leadership

It is critical to recognize the nature of your situation and take the appropriate approach.

Traditional leadership

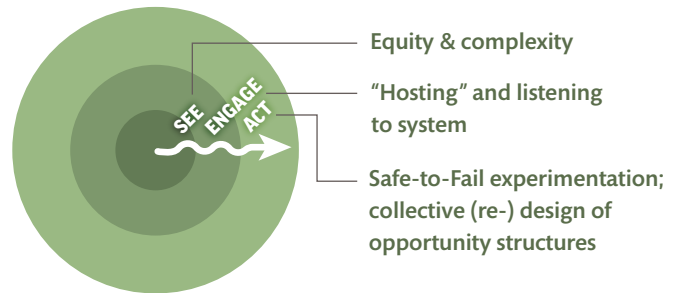
Controlled approach—top-down



This approach is appropriate when the problems are “simple” (obvious) or “complicated” (manageable and the solutions can be known). It is the dominant culture default leadership approach. **This approach emphasizes performance.**

Equity leadership

Emergent approach—inside-out



This approach is needed when problems are “complex” (messy and solutions can't be known in advance). Approaches must be developed through experimentation and learning. This approach runs counter to our deeply entrained notions of what good leadership is. **This approach emphasizes learning.**

SEE
(mindset)

- Role awareness** | our work is determined by our position and responsibilities
- Order and control** | leader’s role is to bring rational functioning to often unruly, ineffective organizational behavior
- Technical lens** | equity is about identifying proper strategies
- Decision mindset** | identify decisions to be made

- Self awareness** | recognize that our identity shapes what we see and others experience us
- Situational awareness** | leader’s role is to recognize what is currently happening in a context and the many dynamics at play
- Equity lens** | recognize how inequities are products of system oppression
- Design mindset** | recognize design opportunities

ENGAGE
(interactional stance)

- Message** | communicate what needs to happen
- Top-down** | use chain of command
- Confirm** | seek homogenous values and ideas
- Role defining** | job and task descriptions

- Listen** | pay attention to people’s experience
- Distributed leadership** | leadership across the system and team-driven leadership
- Diversify** | seek heterogenous input, especially from those impacted and those furthest from power
- Relationship building** | work with patterns of interaction

ACT
(move work forward)

- Decision-making** | find the ‘best’ choice
- Planning, forecasting** | set longer-term goals, plan specific actions & strategies, then roll out
- Staying the course** | align and maintain focus

- Sense-making** | collective interpretation, meaning-making act/learn/plan at the same time
- Direction-setting** | set a few short-term goals, develop “minimum spec”/“skinny” plans
- Noticing emergent direction** | identify emerging patterns, amplify/dampen these



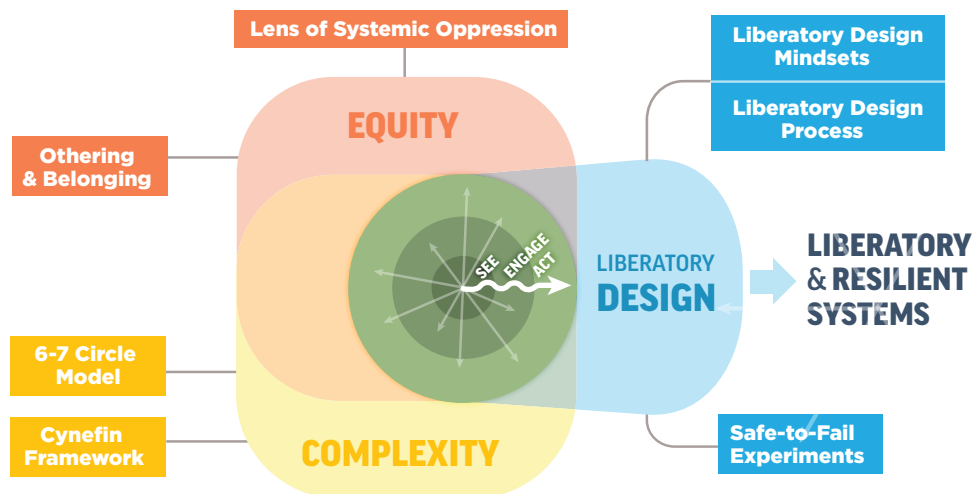
3 | Equity Leadership STANCES

While there are particular frameworks and processes that can support equity leadership (see p. 4), it is important to have some fundamental (and easy to remember) stances that can inform your action at any given time.

	EQUITY	COMPLEXITY	DESIGN
SEE	<p>Use the lens of systemic oppression to recognize causes of inequity</p> <p>How am I continuing to deepen my self-awareness (mirror) and understanding of oppression in the world (window)?</p> <p>How am I recognizing the ways that various forms of oppression are contributing to this particular inequity?</p>	<p>Make sense of messy situations of complexity, change and uncertainty</p> <p>Which pieces of this problem or situation are predictable? Which have too many moving parts to know what might happen next?</p> <p>What are the stories I am hearing from people about this issue? What am I not hearing?</p>	<p>Recognize the design causes of inequity—and opportunities for redesign or new design</p> <p>How, in the midst of facing the reality of inequities, am I recognizing design opportunities?</p> <p>To what extent are people feeling empowered to generate change or new approaches?</p>
ENGAGE	<p>Engage multiple perspectives across identity & role/power difference</p> <p>What conditions are needed to talk across difference about issues that matter to people?</p> <p>How am I creating spaces for others to make meaning, engage, heal and develop agency?</p>	<p>Create conditions for sense-making</p> <p>How am I engaging others as I/we navigate and act in this situation?</p> <p>How am I creating the conditions for people to make meaning of this issue, take action, learn, and adapt—rather than being locked into planning and deployment?</p>	<p>Listen to and engage with those most impacted</p> <p>What don't I yet understand about the realities of those impacted by this inequity?</p> <p>How might I better understand how stakeholders are experiencing decisions, processes and initiatives I am responsible for leading?</p> <p>How are we creating conditions for insight and possibility to emerge?</p>
ACT	<p>Design to interrupt the effects of oppression and to enable liberation; universal goals and targeted strategies</p> <p>What will equity, liberation look in this context?</p> <p>How might this design process transform power and relationships and our own awareness?</p> <p>How will we know we're making progress?</p>	<p>Probe, experiment to learn about the system & situation—and what to amplify and dampen</p> <p>What safe-to-fail experiments can tell us more about the challenge and contributing factors?</p> <p>How might I use the diversity of perspectives about a situation or problem to create a wider and more diverse set of possible safe-to-fail experiments?</p>	<p>Create conditions for creative, empowered approach-generation</p> <p>How will we generate liberatory possibilities (ideation) and “build to learn” (rapid prototyping)?</p> <p>How will engage users in our prototypes early with an intention to transform power?</p> <p>What do we want to learn from what we try—and how will we learn it?</p>



4 | Equity Leadership KEY FRAMEWORKS



EQUITY

Lens of Systemic Oppression

A framework to help sharpen your equity lens and recognize the deeper causes of the inequity that are related to various forms of oppression.

When to use it: Continually!

Othering & Belonging

An accessible framework that describes processes and forces that undergird group-based marginalization and inequality—and provides language by which we might more productively discuss and develop a range of inclusive responses.

When to use it: Continually!

DESIGN

Safe-to-Fail Experiments

A form of inquiry and prototyping possible solutions to a problem to which you cannot know the answer in advance.

When to use it: Use safe-to-fail experiments when dealing with complex problems (e.g. equity challenges) that often require experimentation to discover promising solutions that cannot be known in advance.

Liberatory Design Mindsets

A creative approach-finding process designed to help equity leaders take action. It is informed by design thinking, complexity, and an understanding of systemic oppression. The Mindsets help ground a design process in an equity-centered stance and provide habits of mind to continually bring to any process.

When to use it: Use the Liberatory Design Mindsets at the outset of a design process, all the way through it,

Liberatory Design Process

A creative approach-finding process designed to help equity leaders take action. It is informed by design thinking, complexity, and an understanding of systemic oppression. The “Notice” and “Reflect” moves help make the five design thinking moves more equity explicit.

When to use it: Use Liberatory Design Process when approaching complex equity challenges. A design

COMPLEXITY

Cynefin Framework

A sense-making tool for making leadership decisions that distinguishes between 3 types of systems: obvious, complex and chaotic.

When to use it: Use the Cynefin framework to discern the difference between a complex and complicated problems in order to make better decisions and use the appropriate process tools that match the situation.

6-7 Circle Model

A simplified model of a living system (organization) that includes both the relational and technical dimensions that make up work and human experience.

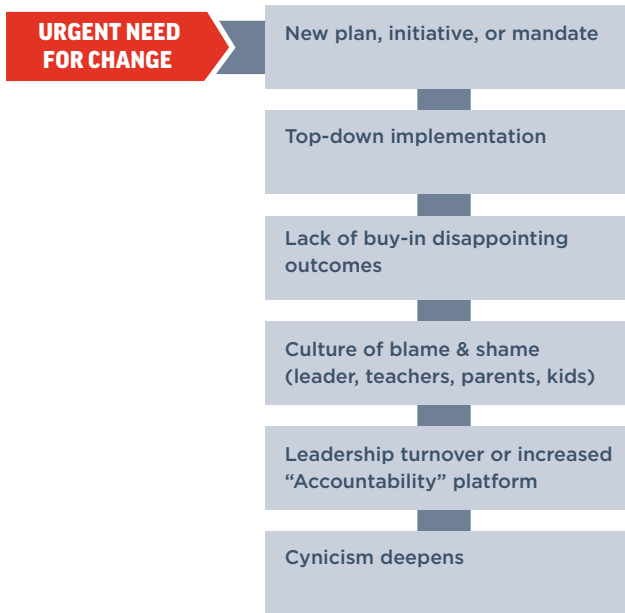
When to use it: Use the 6 circle model to explore and make meaning of your organization’s current state when it comes to your work culture and the context in which work happens.



5 | Equity Leadership and Systems Change

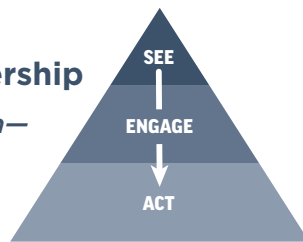
Oppressive System

How systems tend to work



Derived from Traditional leadership

Controlled approach—top-down "Hero"



Note: there is a "positive" type of pyramid leadership approach not represented here—i.e. when traditional leadership is appropriately and humanely exercised in complicated situations.

Liberatory, Resilient System

How systems transform



Derived from Equity leadership

Emergent approach—inside-out "Host"





Summary of Equity & Inclusion Team Meeting

Equity and Inclusion Team Meeting Held 11.14.20

The Academy of Alameda
Public Schools

Key Topics Covered

1. Review of the Equity & Inclusion Design Team's Charter

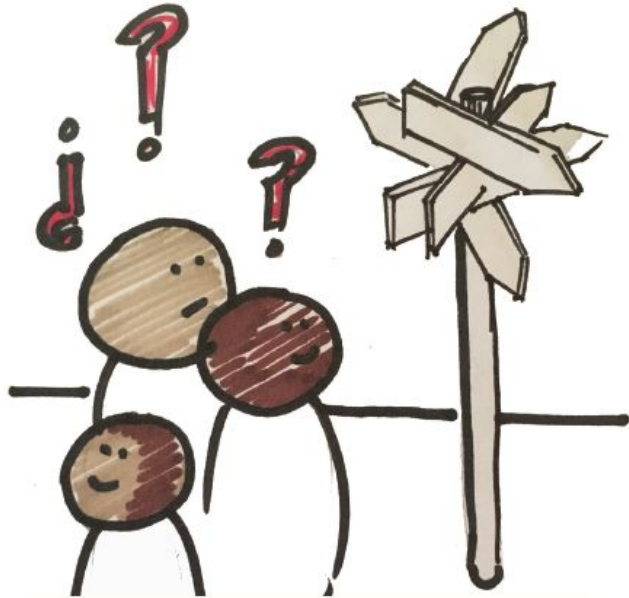
WHY DO WE EXIST AS A TEAM? WHAT ARE WE UP TO? To move the organization closer to its stated vision by ensuring that equity is considered in every aspect of the organization--leadership, staffing, outreach/recruitment, programming/curricula, discipline, budgeting, outcome measurement, etc.

2. Review of the JamBoard (Equity challenges, concerns, questions)

3. Understanding and Navigating Complexity

4. Design Team broke up into three groups - Students, Staff, and System to identify an area for a "Safe to Fail (Succeed) Experiment"

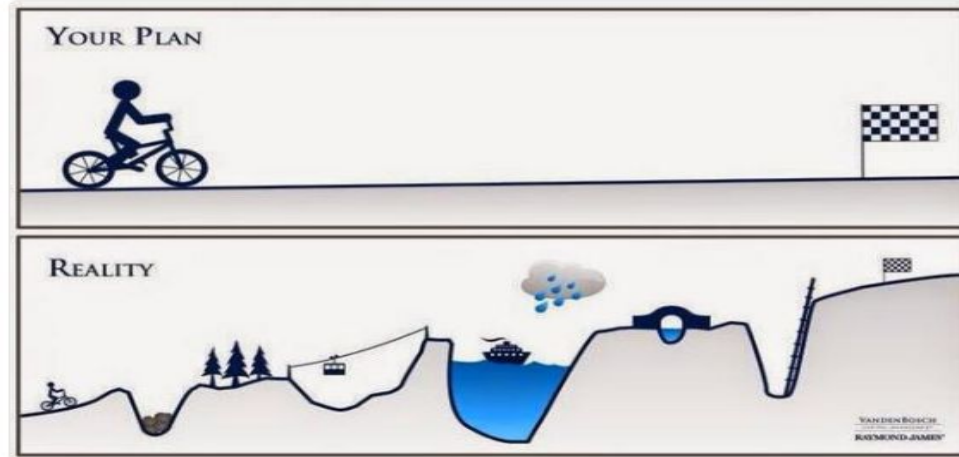
5. Next Steps



Embrace Complexity

When the going gets messy, stay open to possibility. Powerful design emerges from the mess, not from avoiding it.

COMPLEXITY LENS



It's more visible now



What's Your Move?

Knowing the **situation** you are dealing with and applying the appropriate response

Understanding Complexity: Problem Types

<i>Complicated Problems</i>	<i>Complex Problems</i>
<p>Reliable solutions to this problem are known (by experts) but are not immediately obvious to us prior to an action being taken.</p>	<p>There is no known solution or “fix” for the problem; insights about what to do can only be seen or known during or after actions have been tried.</p>

Understanding Complexity: Problem Types

Complicated Problems

Can be solved with expertise

Can be analyzed

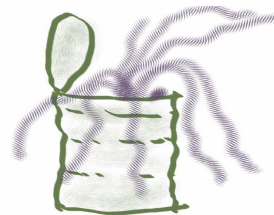


- Car breakdown
- Medical challenge
- Master schedule

Complex Problems

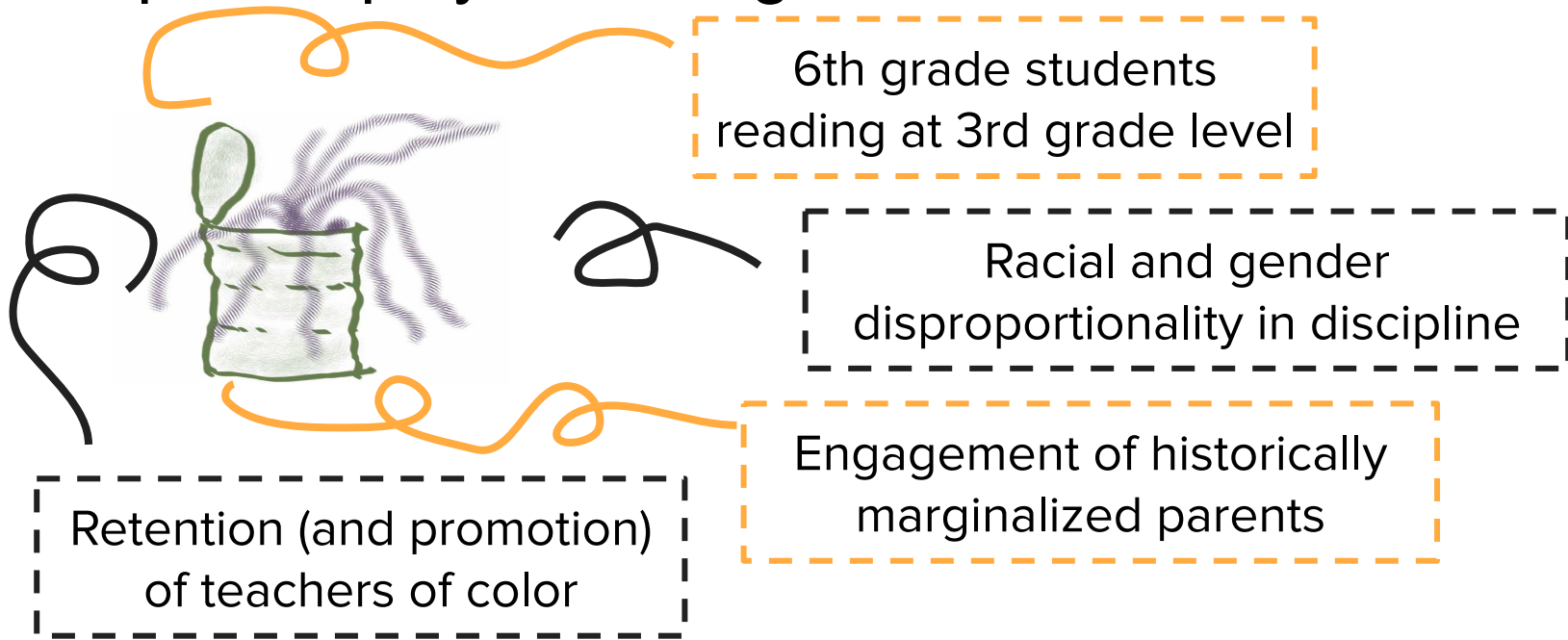
Tricky to tackle, no obvious answer

Can of worms



- Health care provision
- Raising a child
- Disproportionate discipline

Complex Equity Challenges



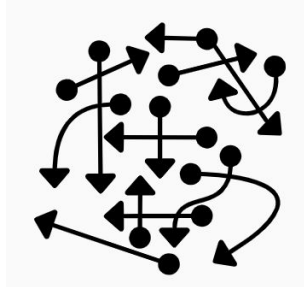
Equity challenges are generally complex even though they may have some aspects that are complicated.

MAKING COMPLEXITY VISIBLE IN PANDEMIC TIMES

Chaotic

Immediate action is required

*Closing schools and ordering
shelter in place*



Complex

*Tricky to tackle, Requires trial and
error*

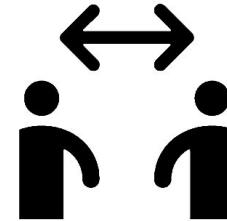
Flattening the curve of Covid-19



Complicated

Can be solved with expertise

*Establishing policies and practices
for physical (social) distancing*



From Identifying a Challenge to Design

Equity Challenge

the inequitable pattern of outcomes,
experiences you're trying to change or
inter

Design Challenge

what you imagine you'll be working
on, the potential focus of your design
effo

Cover Sheet

The Academy of Alameda's COVID-19 Health and Safety Reopening Plan

Section: IV. Action Items
Item: A. The Academy of Alameda's COVID-19 Health and Safety Reopening Plan
Purpose: Vote
Submitted by:
Related Material: AoA Health and Safety Presentation.pdf
The Academy of Alameda's Reopening Plan.pdf



Reopening Handbook

Presentation to AoA Board

November 19, 2020

The Academy of Alameda
Public Schools

Background

- As of 11/10, 82 schools and/or districts in Alameda County had reopened or had their reopening plans [on file with the county](#).
 - Virtually all (with the exception of Piedmont Unified and Pleasanton Unified) are private schools
 - Alameda, Oakland, and other nearby districts appear poised to reopen in early 2021 beginning with the youngest grades
- Virtually every study of transmission in schools--in US and abroad--suggests that schools are not super-spreaders
 - If there's COVID in the community, there will be COVID in the school
 - However, schools/children do not appear to accelerate the spread of COVID in a community (unlike virtually every other virus)
 - Thus, while health and safety protocols are very important, it's also critical to monitor local case counts and positivity rates

Reopening Handbook



Introduction

- Handbook reflects current guidance and advice from ACDPH, CDPH, and the CDC. Handbook will be updated as new information is received.
- It's important to note that if a student or staff member tests positive for COVID, the AoA COVID response team would work very closely with ACDPH to ensure that the most up-to-date protocols are followed.

Sections to be Reviewed This Evening

- Community Expectations
- Health and Safety Protocols
- Contact Tracing

Community Expectations



All Families/Students and Staff Are Expected To . . .

- Follow state, local, and federal orders related to COVID-19
- Notify school immediately if someone in your household tests positive
- Stay home if sick.
- Stay home if exposed.
- Avoid unnecessary travel. If traveling outside of the regional area or state, notify the school and you may be asked to stay home for 14 days.
- Participate in daily health screenings and temperature checks.
- Wear a face mask at all times.

******With health and safety as our top priority, we implore students, staff, and families to also minimize personal risk by avoiding high-risk activities such as attending large gatherings. Community members who do not follow this guidance and who come to the AoA campus are putting others in our community at risk.***

Health and Safety Protocols: The “Safety Lasagna”



Three Layers:

- Layer 1: Prevent cases from coming into the school
- Layer 2: If a case gets in, prevent it from spreading
- Layer 3: If a case spreads in school, prevent it from causing an out-of-school outbreak



Layer 1: Prevent Cases From Coming Into School

- Ongoing communication with families and staff about how one's personal choices affect the community
- Daily health screener in ParentSquare
- Staggered drop off times and locations
- Daily temperature checks for students and staff
- Weekly testing for all staff



Layer 2: If a case gets in, prevent it from spreading.

- Masks worn by students and staff at all times
- Social distancing, including students sitting at least six feet apart in the classroom. Plexiglass shields where needed.
- Hand washing, hand sanitizing, hand washing, hand sanitizing. On repeat.
- Keep windows open, increase ventilation through upgraded HVAC system filters (MERV-13, highest industry standard), air purifiers in rooms and offices.



Layer 3: Prevent an outbreak in the community

- Stable cohorts of no more than 15 students per group
- Comprehensive plan for communication and contact tracing



Questions



The Academy of Alameda's Health and Safety Reopening Plan Fall, 2020-21

Executive Director: Matt Huxley

Date of Reopening: 12/07/2020

Date of Submission: TBD

School Type: Charter

COVID-19 District Liaison: Summer Hottinger

COVID-19 REOPENING SCHOOLS HEALTH AND SAFETY PLAN SUMMARY	3
SCHOOL INFORMATION	3
COMMUNITY EXPECTATIONS	4
OVERVIEW OF HEALTH AND SAFETY PROTOCOLS	5
Daily Health Screening	5
Exclusion From School Based On Symptom Screening	6
Hand Washing and Hand Sanitizing	6
Personal Protective Equipment (PPE)	6
Masks and Face Shields	7
Feasibility and Adaptations	7
Small, Stable Cohorts	8
Physical Distancing	8
Restrooms	9
Signage and Markers	9
Cleaning and Disinfecting	9
Ventilation	9
DROP-OFF AND PICK-UP	10
Carpooling	10
Campus Map	10
Drop Off and Pick Up Schedule	11
COVID-19 SYMPTOMS, CONTACT, AND DIAGNOSIS MATRIX	12
Certification for Student Returning to AoA after COVID-19 Symptoms, Positive Test Result, or Exposure	16
Community Commitment	16
TRIGGERS FOR SWITCHING TO DISTANCE LEARNING	17
COMMUNICATIONS, TRAINING, AND CONTACT TRACING	17
Overview of Staff Responsibilities and Training	18
Overview of Family Information and Training	18
Contact Tracing	19
SCHOOL LEADERSHIP CONTACT INFO & COVID-19 RESPONSE TEAM	20

COVID-19 REOPENING SCHOOLS HEALTH AND SAFETY PLAN SUMMARY

The Academy of Alameda is committed to providing a safe environment where dynamic and engaging learning thrives. Health and safety, while supporting our students' academic success and social emotional well-being, is at the forefront of our efforts. The Academy of Alameda's COVID-19 Health and Safety Reopening Plan has been shaped by the following four key elements as well as by a number of key guidance documents from the county, state and federal governments (See Key Guidance Documents below). The main document that we are using is the [COVID-19 School Guidance: Alameda County Schools Reopening Plans](#) as Alameda County's plan incorporates information from a number of key resources and the state provides each county with a degree of autonomy to set guidelines and make recommendations based on local data. This document will be updated to reflect changes in county, state and federal guidelines and laws as well as changes in school operations to reflect best practices based on experience.

1. Health and Safety

- a. The health, safety, and social-emotional well being of our students, staff, and families are always our top priorities at AoA. With the introduction of COVID-19, we have made significant changes to how we approach health and safety--all of which are outlined in this document and all of which were developed in conjunction with the guidance set forth by state and local officials.

2. Student Learning

- a. We believe that students learn best when they are on campus and in class with their teacher(s). However, there are currently significant health and safety concerns that impede us from conducting school in this manner. It is therefore incumbent upon us to develop alternative methods of educating students--methods that allow for flexibility as conditions change and that allow for a variety of entry points, given that not all students need the same things. The Academy of Alameda has two main instructional plans for the 2020/21 school year.
 - i. Distance Learning Only (students learn remotely from home)
 - ii. Blended Learning Environment: Students in specific grades attend school for part of the day or week and learn remotely for the other part of the day or week. The blended learning option may be available for only some students (with the highest needs).
 - * Families can make the decision to have their child learn remotely for the entire 2020/21 school year, even if a blended program is offered.

3. Staff and Organizational Capacity

- a. Our instructional models have also been developed with attention to their impact on our staff and on our organization. We have endeavored to provide flexibility for students and families while not compromising our staff's ability to continue to support students at the highest level.

4. Family Needs

- a. We recognize that in this time of uncertainty each family is experiencing its own issues and challenges and that families' needs are variable. Because of COVID related issues, some students may be unable to physically attend school. At all times, AoA will have a learning model that allows for those students to remain at home.

SCHOOL INFORMATION

The Academy of Alameda plans to reopen one grade level at a time, with the following timelines and numbers of students and staff expected to be on campus. Please note that The Academy operates two schools--an elementary school and a middle school--with two CDS codes. While the organization plans to phase in grades K-2 initially, there currently is not a specific timeline for reopening grades 3 through 5 in the elementary school and grades 6-8 in the middle school.

Grade Level	Date of Reopening	# of Students Returning	# of Staff Returning
Kindergarten	December 7, 2020	30	19 Includes admin, teachers, office staff, support personnel, custodians, breakfast/lunch staff
1st	January 11, 2020	30	22 Includes admin, teachers, office staff, support personnel, custodians, breakfast/lunch staff
2nd	January 18, 2020	30	25 Includes admin, teachers, office staff, support personnel, custodians, breakfast/lunch staff
3rd-5th*	TBD. Possibly February.	TBD	TBD
6th-8th*	TBD.	TBD	TBD

*The Academy will open learning hubs for grades 3-8 while the school continues to assess the feasibility of opening those grade levels for on campus instruction.

COMMUNITY EXPECTATIONS

As the school reopens, your cooperation is essential to maintaining a safe learning environment. All members of the AoA community have the shared responsibility to prevent the spread of illness when they are aware or suspect that they have contracted a communicable disease.

It is crucial that all members of our school community remain committed to the safety policies and procedures listed in this and in future communications to ensure the safety of students and staff. As a member of the AoA community, you agree to abide by the following requirements:

Follow State, Local, and Federal Orders. All families are expected to adhere to the directives of local, state, and federal health departments, regarding social distancing in public and other measures to reduce the spread of COVID-19.

COVID-19 Testing and Notification. If your children or someone in your household tests positive for COVID-19, you must notify our executive director, Matt Huxley (mhuxley@aoaschools.org) and the corresponding principal (Leah Rubin, elementary school, lrubin@aoaschools.org, Miranda Thorman, middle school, mthorman@aoaschools.org) as soon as possible. Our COVID-19 District Liaison will coordinate the specific actions to be taken after consultation with the Alameda County Public Health Department.

Stay Home If Sick. If your child is sick, including, but not limited to, exhibiting any symptoms of COVID-19 (e.g., fever, chills, cough, shortness of breath, difficulty breathing, fatigue, headache, nausea, vomiting, diarrhea, etc), you are expected to keep your child from school and notify the school as noted above.

Stay Home If Exposed. If anyone in your household has been in contact with an individual infected with COVID-19, you are asked to please notify the school immediately. Based on the circumstance, in alignment with guidance from local health officers and our protocols, you may be asked to keep your child home for 14 days. During this time, your child will be able to continue classes via our distance learning plan.

Travel. Please avoid unnecessary and non-essential travel per the ACDPH Health Order. If your child has traveled outside the State, or to any regional area with high COVID-19 case rates, at any time during the school year, you are required to notify the school and you may be asked to keep your child home for 14 days--your child would have access to the virtual learning environment for the duration of their stay at home.

Temperature Checking and Screening. The school will screen and check temperatures of students and staff daily upon arrival at school. If your child presents with a temperature that is higher than 100.0 F, your child will be sent home.

Face Coverings. Per local guidance, face masks are required for all students in grades K-8. Please send your children to school with a clean face mask every day they are attending on-campus classes. Teach your children how to properly use and remove a face mask. If using fabric masks, ensure that your child's mask is cleaned regularly.

Hygiene. Practice and reinforce good hygiene practices at home. In particular, emphasize the importance of frequent hand washing for at least 20 seconds.

Water Bottles. For health and safety reasons, students must bring their own water bottles to school every day. The use of water fountains will not be permitted, in order to reduce the spread of COVID-19.

Medical Forms and Emergency Contacts. Parents/guardians must provide the school with at least THREE emergency contacts who are able to pick up their children from school within one hour of receiving a call if their child presents with a temperature or becomes ill during the school day.

General. With health and safety as our top priority, we implore students, staff, and families to also minimize personal risk by avoiding high-risk activities such as attending large gatherings. Community members who do not follow this guidance and who come to the AoA campus are putting others in our community at risk.

OVERVIEW OF HEALTH AND SAFETY PROTOCOLS

To reduce the risk of transmission, with health and safety as our priority, we have implemented the following health and safety measures, as directed by local, state, and federal guidance. These protocols and procedures are mandatory and will be strictly enforced. AoA reserves the right to restrict access to campus to any individual community members who do not comply with these requirements, or to send home a student if there is a lack of compliance.

Daily Health Screening

Prior to the start of school, every day, all families and employees are required to complete a COVID-19 questionnaire in ParentSquare (Kyla for employees), which will ask about confirmed COVID-19 diagnoses for each individual, along with confirmed or likely exposure. If you are unable to access the ParentSquare screener at home, your child will be asked the screening questions upon arrival at school. We will also check the temperature of each student prior to them coming on campus each day as part of the campus entry process. Students who have a temperature of over 100F will have to return home.

Please click here to access our guide to using the [ParentSquare Screener](#).

Upon arrival at school:

1. Please proceed to your designated drop off location (see Drop Off and Pick Up Procedures later in this document) and wait for your turn to complete the screening process.
2. A parent/guardian must show the screening personnel on duty that your child has completed the ParentSquare Screener. For students who are arriving to school on their own, an AoA staff member will walk them through the questions in the screener.
3. Students' temperatures will be taken by the screening personnel on duty.
4. Parents/guardians may only leave AFTER the screening process is complete.

Exclusion From School Based On Symptom Screening

Students and staff presenting with a fever of 100F or above will be excluded from the school campus. The school may exclude any individual who presents with symptoms associated with COVID-19.

Students and employees who appear to be ill, have a fever, or report symptoms associated with COVID-19 will be sent home as soon as practicable. In determining whether to exclude a student or employee based on symptoms of COVID-19, the school will consider whether the student has a history of allergies or similar health history and may require medical certification. Individuals exhibiting symptoms associated with COVID-19 will not be allowed to return to campus until one of the following occurs:

- The student or employee certifies that at least 10 days have passed since the symptoms first appeared AND the student or employee has been free from fever, without the use of fever-reducing medication for at least 24 hours AND respiratory symptoms have improved.
- The student or employee provides the school with a negative viral test result for COVID-19 (antibody tests may not show when someone has a current infection and are not acceptable).
- The student's or employee's health care provider provides the school with a note certifying that the student or employee is free from COVID-19.
- The person is otherwise safe to be around others per [CDC criteria for discontinuing home isolation](#).

The school will maintain COVID-19 test results and doctor's notes submitted pursuant to this policy as students' confidential medical records.

Hand Washing and Hand Sanitizing

In accordance with CDPH and Cal/OSHA guidance, opportunities will be made for students and staff to wash their hands frequently. In addition to the sinks in the bathrooms and in some classrooms, the school has secured 2 portable handwashing stations (each handwashing station has 2 sinks) that are located outside in common areas.

Washing hands with soap and water is the best way to get rid of germs in most situations. However, if soap and water are not readily available, an ethyl alcohol-based hand sanitizer can be an appropriate substitute. AoA has placed hand sanitizer stations inside every classroom and office, and there are outside stations strategically located throughout the campus.

Personal Protective Equipment (PPE)

1. Per the Alameda County Public Health Department (ACPHD), cloth face coverings are required (except for when eating or drinking) for students K-8 and for all staff, with the exception of students unable to wear them due to special circumstances such as a particular developmental or health diagnosis that would limit their ability to wear a face covering. More details on masks and face shields is below.
2. Students and staff should bring their own facemasks to school. The school will provide masks to all employees and students or other necessary protective equipment, as appropriate for work assignments. See the school's [Workplace Face Covering Policy](#) for staff guidance.
3. The office staff will be provided with face coverings and disposable gloves and office work stations will have plexiglass protection.
4. Classrooms will have plexiglass dividers, as developmentally appropriate when necessary, to provide additional protection for students and staff.
5. The custodial staff will be provided equipment and PPE for cleaning and disinfecting, including gloves.
 - a. All products will be kept out of children's reach and stored in a space with restricted access.
 - b. Cal/OSHA requires that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training to be provided to staff on the hazards of chemicals.

Masks and Face Shields

Mask requirements:

- Masks should fit snugly on the face while covering both the nose and mouth.
- Cloth masks are encouraged, but surgical masks are acceptable.

- Bandanas and neck gaiters are not acceptable options as masks.
- N95 masks are not recommended for general use.
- Masks with valves attached to them are not permitted, as the valve increases the number of respiratory droplets released into the air.

Face shields:

- A face shield is primarily used for eye protection for the person wearing it. At this time, it is not known what level of protection a face shield provides to people nearby from the spray of respiratory droplets from the wearer. There is currently not enough evidence to support the effectiveness of face shields for source control. Therefore, CDC does not currently recommend use of face shields as a substitute for masks.
- However, wearing a mask may not be feasible in every situation for some people for example, people who are deaf or hard of hearing—or those who care for or interact with a person who is hearing impaired. Here are some considerations for individuals who must wear a face shield instead of a mask:
 - Although evidence on face shields is limited, the available data suggest that the following face shields may provide better source control than others:
 - Face shields that wrap around the sides of the wearer’s face and extend below the chin.
 - Hooded face shields.
 - Face shield wearers should wash their hands before and after removing the face shield and avoid touching their eyes, nose and mouth when removing it.
 - Disposable face shields should only be worn for a single use and disposed of according to manufacturer instructions.
 - Reusable face shields should be cleaned and disinfected after each use according to manufacturer instructions or by following [CDC face shield cleaning instructions](#).

Feasibility and Adaptations

- Persons younger than two years old, anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering.
- A cloth or face covering or face shield should be removed for meals, snacks, or when it needs to be replaced. During these times, students and adults will be 6ft apart.
- The CDC recognizes that wearing masks may not be possible in every situation or for some people. In some situations, wearing a mask may exacerbate a physical or mental health condition, lead to a medical emergency, or introduce significant safety concerns. Adaptations and alternatives should be considered whenever possible to increase the feasibility of wearing a mask or to reduce the risk of COVID-19 spreading if it is not possible to wear one.

Small, Stable Cohorts

In order to minimize exposure and to mitigate the rate of transmission, students will remain in small, stable cohorts of no more than 16 students and will not mix with other cohorts. In the event that it is necessary, small, stable cohorts will also allow for contact tracing and for the possibility that a campus closure can be avoided.

Teachers will be able to teach different cohorts of children as long as they are practicing social distancing protocols, wearing masks and following other guidance practices. If a teacher remains solely with one cohort, physical distancing will be less crucial to adhere to at all times. For younger children, keeping a physical

distance from teachers will be difficult, which is part of the consideration of stable cohort groupings in the younger grades.

If there is a need for additional support, administrators and/or other instructional aides might provide supervision or support for the classroom teacher, as needed, while maintaining physical distancing and wearing a face covering.

Physical Distancing

In addition to the use of face coverings, small and stable cohort groups, and continuous hand washing practices:

- The school will make every effort to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of six feet of distance between individuals.
- As practicable, given classroom space and furniture configurations, student desks and tables will be placed six feet apart to minimize face-to-face contact. According to ACDPH guidelines, face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.
- The school has developed schedules and campus management to minimize movement of students, educators, and staff as much as possible.
- Face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.
- Plexiglass shields may be used as an additional protection to separate individuals when needed; however, they do not replace the use of face coverings.
- The school has prepared a training plan for students and staff, along with signage that will be posted, to direct a safe student foot traffic flow around the campus where needed.
- The school will implement staggered start and dismissal times, as practicable, in order to eliminate the mixing of cohorts and/or to decrease groups congregating in any one location.
- The school will schedule student restroom breaks and assign cohorts to specific restroom areas to avoid overcrowding. Supervision will be provided.
- Outdoor space will be used as classroom space as practicable as possible.
- Employees will be expected to enforce the school's physical distancing strategies and shall take measures to decrease students congregating in any one location.
- The school reserves the right to deny attendance to any individual who does not comply with this and all provisions of this handbook.

Restrooms

- Each cohort will be assigned staggered restroom breaks and assigned stalls per cohort. Students who need to use the restroom at unassigned times will be directed to use assigned stalls. Custodial staff will conduct regular cleanings of the restrooms throughout the day with a set schedule both during the school day and nightly, per CDC guidance.
- There will be no more than 2 students per restroom at a time.
- All students will be instructed to wash their hands before and after using the restroom.

Signage and Markers

Markers that designate intervals of six feet will be placed throughout the campus and at entrances to designated spaces where students should be when in line to maintain physical distancing. Signage and barriers will also be in place to direct students to walk through campus in hallways in a manner that promotes physical distancing. The school will also designate foot traffic patterns, such as one-way hallways, to limit the number of students passing each other or coming within six feet of each other, as they move throughout campus.

Cleaning and Disinfecting

The school has adopted these [Campus Cleaning Procedures](#) to promote a safe and healthy school and workplace by establishing cleaning, disinfection, and ventilation practices in an effort to mitigate the spread of COVID-19. Additionally:

- Staff who are required to work out of multiple rooms in any given workday will have a cart with their own materials and supplies to bring with them to each room. Every room will be stocked with wipes, Lysol, and hand sanitizer for staff to use to ensure proper disinfection of shared surfaces.
- Students will have their own supplies. Common items will be cleaned between uses.

Ventilation

- [HVAC System](#)
- Door stoppers have been provided for each classroom/office space in order to prop the doors open to increase air flow.
- Every classroom has operable windows, which will remain open, unless stated differently by health guidance, to ensure copious amounts of fresh air..
- Every classroom and other space over 900 sq. ft is equipped with an [Alen BreathSmart Classic True HEPA Air Purifier](#).
- Every office and spaces 900 sq. ft of smaller are equipped with an [Alen BreatheSmart FLEX True HEPA Air Purifier](#).
- The school also follows [CDC guidance](#) and [ACDPH guidance](#) regarding COVID-19 considerations for extreme heat and unhealthy air quality.

DROP-OFF AND PICK-UP

Drop off and pick up times will be staggered in increments of 10 minutes to minimize mixing of cohorts and to ensure physical distancing. To expedite the process, the school will offer multiple screening stations. Parents/guardians must wear a mask and remain in their vehicle at all times. Parking is not permitted. Students may only exit the vehicle, or enter the building if walking, after the daily screening has been completed.

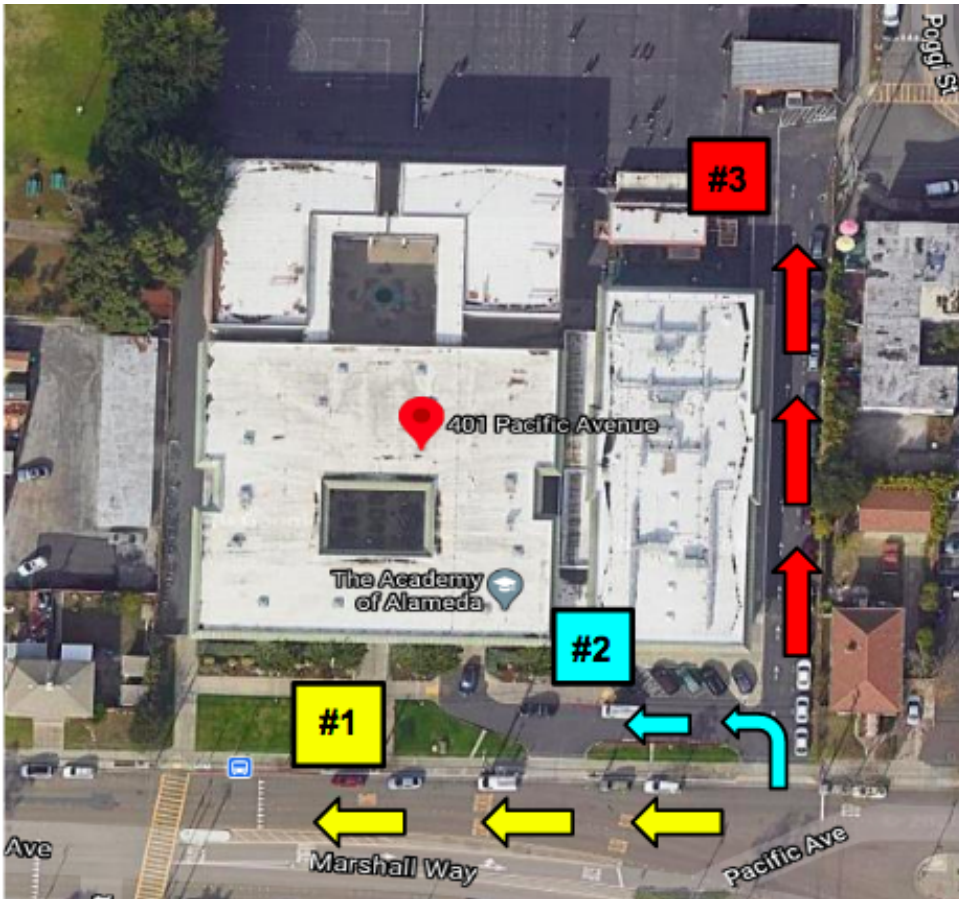
Carpooling

We encourage people to limit their exposure as much as possible. For this reason, we discourage carpooling. However, we recognize that carpooling may be necessary for some families. If that is the case, we require that 10

you maintain a carpool group that is consistent with the students assigned to your child’s stable group and that you limit the number of students in the carpool. If you have multiple children in different grade levels at AoA, we request that you please refrain from carpooling with other families.

Campus Map

There are three drop off/pick up and screening locations as marked on the diagram below.



Drop Off and Pick Up Schedule

The schedule below shows the windows for drop off and pick up. At arrival, please drive or walk to your designated screening station.

- If you miss your assigned drop off window, please park your car and walk your child to the main office for screening.
- If you have children in multiple grade levels, please contact your children’s teachers to coordinate drop off and pick up.

Grade	Drop-Off	Pick-Up	Screening Station
Kinder AM	8:20-8:30	11:10-11:20	#1
Kinder PM	11:30-11:40	2:30-2:40	#1

1st AM	8:20-8:30	11:20-11:30	#3
1st PM	11:30-11:40	2:30-2:40	#3
2nd AM	8:30-8:40	11:20-11:30	#1
2nd PM	11:40-11:50	2:40-2:50	#1
3-5 AM/PM Learning Hub	8:30-8:40	2:20-2:30	#3
6-8 AM/PM Learning Hub	8:00-8:10	3:35-3:45	#2

COVID-19 SYMPTOMS, CONTACT, AND DIAGNOSIS MATRIX

The school will follow the [guidance provided by the California Department of Public Health](#) (CDPH) and the Alameda County Public Health Department (ACPDH) when a student, teacher, or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19. The school will work in tandem with ACPDH and will communicate promptly, as needed, respecting the privacy rights of individuals, as required. However, the school reserves the right to take a stricter approach to the actions taken, based on new guidance that might become available.

The following matrix comes directly from ACPDH and provides schools with the protocols necessary for managing COVID-19 symptoms and for tracing contact, in the event of a positive test within the school community.

In the event that communication to the community is needed, a sample letter is included [here](#).

Definition of Frequently Used Terms

Medical Evaluator: A Physician, Nurse Practitioner, or Certified Physician Assistant.

Exposed Group: The exposed group includes all members of the case’s stable cohort (students and staff) and any additional individuals known to have been in close contact with the case (within six feet for more than 15 minutes) during the cases’ infectious period.

Isolation: Separates sick people with a contagious disease from people who are not sick.

Quarantine: Is used to keep someone who might have been exposed to COVID-19 away from others.

	Scenario	Action	Communication

<i>Has Symptoms</i>			
#1	A student or staff member either exhibits COVID-19 symptoms (e.g. fever, cough, loss of taste or smell, difficulty breathing, etc), answers yes to a health screening question, or has a temp of 100 or above.	<ul style="list-style-type: none"> ● Send student or staff member home ● Isolate student or staff member in a separate room or designated area, away from other students and staff, pending pick up at the facility ● Advise student or staff member to contact their healthcare provider and consider COVID-19 testing ● Advise student or staff member to share the test results with the school administrator as soon as possible <ul style="list-style-type: none"> ○ If positive, follow Actions in Scenario 3 ○ If negative, follow Actions in Scenario 4 ● Advise symptomatic staff or parent of symptomatic student to follow isolation instructions unless COVID-19 is ruled out by a health care provider ● Refer symptomatic individuals to find community testing resources here ● Cohort/school remains OPEN 	No action needed.
<i>Close contact tests positive</i>			
#2	A household member or someone in close contact with a student or staff member tests positive for COVID-19	<ul style="list-style-type: none"> ● Send student or staff member home ● Advise student or staff member to follow quarantine instructions for a minimum of 14 days ● Advise student or staff member to contact their healthcare provider and get COVID-19 testing ● Advise staff or parent of student to follow quarantine instructions ● Refer individuals to find community testing resources here. ● Student or staff member to share the test results with the school administrator as soon as possible: <ul style="list-style-type: none"> ○ If positive, follow actions in 	Consider school community notification of a known contact

		<p style="text-align: center;">Scenario 3</p> <ul style="list-style-type: none"> ○ If negative, follow actions in Scenario 4 ● If no COVID-19 testing is done, follow actions in Scenario 5. ● Cohort/school remains OPEN 	
<i>Tests positive</i>			
#3	A student or staff member tests positive for COVID-19	<ul style="list-style-type: none"> ● Contact ACPDH ● Isolate case and exclude from school for 10 days from symptom onset or test date. ● Identify contacts, quarantine and exclude contacts and cohort for 14 days after the last date the case was present at school while infectious. ● Advise cohort members and/or close contacts of the COVID-19 positive student or staff member to follow quarantine instructions, contact their healthcare provider, and consider testing. ● Find community testing resources here. ● Clean and disinfect classroom and primary spaces where the COVID-19 positive student or staff member spent significant time (more than 15 minutes) ● Cohort and close contacts QUARANTINED for 14 days from last exposure ● May return to school if: <ul style="list-style-type: none"> ○ At least 10 days have passed since symptoms first appeared AND ○ At least 24 hours with no fever without taking medications (Tylenol, ibuprofen, etc) AND ○ Respiratory symptoms (cough, shortness of breath), if present, have been improving for at least three consecutive days AND 	<p>Communication:</p> <ul style="list-style-type: none"> ● Send exposure letter to cohort and close contacts ● School wide notification of known case

		<ul style="list-style-type: none"> ○ The student certification form or employee certification form is completed. ● School remains open 	
<i>Currently isolated and tests negative before 10 days</i>			
#4	While a student or staff member has been isolated because of symptoms, they receive a negative test result for COVID-19 and want to return to school before 10 days have passed	<ul style="list-style-type: none"> ● Follow isolation instructions ● If COVID-19 test is negative, the staff member or student can return after: <ul style="list-style-type: none"> ○ They are feeling better (the symptoms do not have to be completely resolved) ○ There have been at least 24 hours with no fever, without taking medicines to lower a fever like Tylenol, Advil, or Motrin ○ Must show a medical evaluator note to verify that the symptoms are not due to COVID-19 and the test for COVID-19 is negative 	<p>Cohort/School remains OPEN</p> <p>Communication: No action needed</p>
<i>Currently isolated and wants to return before 10 days</i>			
#5	Student or staff member has been isolated because of symptoms and wants to return to school before 10 days have passed without a COVID-19 test.	<ul style="list-style-type: none"> ● If no COVID-19 test, the staff member or student can return after: <ul style="list-style-type: none"> ○ They are feeling better (the symptoms do not have to be completely resolved) AND ○ There have been at least 24 hours with no fever, without taking medicines to lower a fever like Tylenol, Advil, or Motrin AND ○ Must show a medical evaluator note to verify that an alternative diagnosis has been made and the symptoms are not due to COVID-19. The 	<p>Cohort/school remains OPEN</p> <p>Communication: No action needed</p>

		<p>student certification form or employee certification form is completed.</p>	
<p><i>Currently quarantined and tests negative</i></p>			
<p>#6</p>	<p>While a student or staff member is placed in quarantine following exposure to a case, they receive a negative test result for COVID-19.</p>	<ul style="list-style-type: none"> ● Follow quarantine instructions ● If the staff member or student has never had symptoms, gets tested, and the the COVID-19 test is negative: <ul style="list-style-type: none"> ○ They must still remain in quarantine for 14 days, because they may develop symptoms and/or become infectious to others at any time during the 14 days. Quarantine infographic. <p><i>Note:</i> For those who do not develop symptoms:</p> <ul style="list-style-type: none"> ● For students: <ul style="list-style-type: none"> ○ Testing is required, unless advised differently by a healthcare provider. ● For teachers and staff: <ul style="list-style-type: none"> ○ ACPHD recommends testing 4-10 days after the last exposure to the COVID-19 case. 	<p>Cohort/school remain OPEN</p>

Returning Back to Campus After COVID-19 Symptoms, Positive Test Result, or Exposure

The Academy of Alameda will follow Alameda County Guidelines in respect to when students or staff can return back to the campus after having a COVID-19 symptom, having been exposed to a person who tested positive for COVID-19, or if the staff member or student tested positive for COVID-19. The person must contact Myleka Johnson (School Site Liaison) prior to returning through email mjohnson@aoaschools.org or call her at (510) 748-4017.

Community Commitment

For the health and safety of our entire community, all families and staff commit to:

- Before the start of in-person instruction on campus, my household will self-quarantine for 14 days. As part of this quarantine, our family will avoid travel, avoid crowded spaces (including gatherings of extended family or friends), and will remain at home with only household members, as much as is reasonably possible.

- In the event that my family opts to engage in travel outside of California during any of the scheduled school breaks (Thanksgiving, December, Winter, or Spring Break), we will self-quarantine for the 14 days after returning home, before my child returns to campus.
- If I have any questions or concerns as to potential health risks associated with travel outside of my home region, attending events, or any risk beyond normal daily activity, my household will self-quarantine for 14 days.

TRIGGERS FOR SWITCHING TO DISTANCE LEARNING

The California Department of Public Health (CDPH) has established the following metrics for closing in-person instruction due to COVID-19:

- If 5% of students and teachers in a classroom test positive for the virus, the classroom would be closed, followed by 14 days of quarantine.
- If a school experienced a 5% positive testing rate of both students and teachers, the entire school would have to close, with everyone subject to 14 days of quarantine.

ACDPH may also determine school campus closure is warranted for other reasons, including results from public health investigation or other local epidemiological data. *Additionally, AoA reserves the right to close campus if it is in the best safety and health interest of the school's students and staff.*

Closure decisions, if needed, would be made in consultation with ACDPH. After 14 days of closure, AoA may return to on-campus instruction, when the following have occurred:

- Deep cleaning and disinfection
- ACDPH investigation
- ACDPH approval

COMMUNICATIONS, TRAINING, AND CONTACT TRACING

The Executive Director and the organizational leadership team will meet regularly and will communicate with families, staff, students, and the larger community, as needed. Regular communication will be sent regarding COVID-19 related protocols. These include:

- The proper use of PPE
- Cleanliness and disinfection
- Transmission prevention
- Guidelines for families about when to keep students home from school
- Systems for self-reporting symptoms
- Criteria and plans for close in-person schooling
- Necessary communication for vulnerable members of the school community.

Additionally, the school will:

- Have a communication plan in place if a member of the school community reports a positive COVID-19 test.
- Address its role in documenting, reporting, tracking, and tracing infections in coordination with public health officials.
- Notify staff and families immediately of any possible cases of COVID-19.
- Comply with all legal responsibilities and privacy rights for communicating about cases of the virus.
- Provide guidance to families, teachers, and staff reminding them of the importance of community physical distancing measures if the school is closed, including discouraging students or staff from gathering elsewhere.
- Provide information to staff regarding labor laws, disability insurance, paid family leave, and unemployment insurance.
- Advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation.
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop.

Overview of Staff Responsibilities and Training

- All employees of the school will review and train on the reopening guidelines as well as the health and safety protocols to safely return to campus.
- Appropriate staffing levels will be sufficient to meet unique facility cleanliness, physical distancing, student learning, and health and safety needs to address COVID-19.
- The school will provide staff training and/or information on the following:
 - Disinfecting frequency, tools and chemicals used in accordance with the Healthy Schools Act, CDPR guidances, and CAL/OSHA regulations.
 - Physical distancing of staff and students.
 - Symptom screening, including temperature check.
 - State and local health standards and recommendations, including but not limited to, the following:
 - Proper use of protective equipment, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer.
 - Face coverings do not replace the need for physical distancing and frequent hand washing.
 - Cloth face coverings are most essential when physical distancing is not possible.
 - Removal and washing of face coverings.
 - Cough and sneeze etiquette and keeping one's hands away from one's face.
 - Frequent hand washing and proper technique.
 - Confidentiality around health recording and reporting.
 - Training on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions.
 - Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them.

Overview of Family Information and Training

All families will receive training and/or information on the following safety actions:

- Enhanced sanitation practices

- Physical distancing guidelines and their importance
- Proper use, removal, and washing of face coverings
- Screening practices
- How COVID-19 is spread
- COVID-19 specific symptom identification
- Preventing the spread of COVID-19 if you are sick, including the importance of not coming to school if students or family members have symptoms, or if they or someone they live with has been diagnosed with COVID-19
- All health and safety protocols

All training sessions will be conducted virtually either in synchronous or asynchronous formats to reduce the spread of COVID-19.

Contact Tracing

AoA is ready to assist ACDPH with the tracing of contacts. Within the team list below, there are trained contact tracers and ACDPH liaisons as follows:

- Our School Liaison for both of our schools is Myleka Johnson: mjohnson@aoaschools.org
- Our District Liaison is Summer Hottinger: shottinger@aoaschools.org

The school will work closely with ACDPH when there is a confirmed case of COVID-19 in the community, following the steps mentioned in the matrix above (as provided by ACDPH's Confirmed Positive COVID-19 Process for Schools, Childcare Programs, and Extracurricular Programs).

After a case is confirmed with documentation, the following steps will be taken:

1. Internal notification

- School, childcare program, extracurricular program and partner organization staff immediately notify COVID-19 Liaisons
 - Advise school staff, childcare program staff, extracurricular program staff and partner organizations, to immediately report positive COVID-19 cases to the COVID Liaisons
- COVID Liaisons notify the pertinent childcare program, extracurricular program, school, and district staff
 - The School Superintendent should also be notified

2. Notification to ACPHD

- COVID Liaisons notify ACPHD (email, phone) Monday-Friday 8:30-5:00
 - Advise COVID Liaisons, to contact safelearning@acgov.org; (510) 268-2101 if the district, school, childcare program or extracurricular program is made aware of a confirmed COVID-19 case.
 - ACPHD will provide guidance and will answer any questions you may have about the ACPHD COVID-19 contact investigation process.
 - Please use this form to report a confirmed or suspected COVID-19 case in a children and youth setting (school, childcare, organization, etc.), and any associated contacts <https://veoci.com/veoci/p/form/matpj7dvdzvs#tab=entryForm>
 - Please complete a separate form for each confirmed or suspected COVID-19 case. Before completing this form be sure to have a list of the COVID-19 case close contacts ready to either input into the form or to upload. In accordance with HIPAA Privacy and Security Rules, all information you provide in this form will remain confidential; the information you provide will not impact immigration status.

3. *Identify exposed cohort and group(s) that must receive contact notification.*

- Refer to the Protocols for the Onset of Symptoms, Close Contact with an Individual Testing Positive for COVID-19 in a School, Childcare Setting or Extracurricular Setting (included above as the Diagnosis Matrix)
- Identify the dates that the case was at school, program facility while infectious. Cases are infectious from 2 days before through 10 days after the date that symptoms began. If a case did not have any symptoms, they are infectious from 2 days before through 10 days after the date that they had a specimen collected (usually a swab) for COVID testing.
- Determine when the quarantine period begins for contacts.
 - It begins the day after the last exposure to the case while the case was infectious.

4. *Send an exposure letter to parents/guardians and staff.*

- Provide the date that the quarantine period begins.

SCHOOL LEADERSHIP CONTACT INFO & COVID-19 RESPONSE TEAM

District Liaison

Summer Hottinger, Director of Human Resources. shottinger@aoaschools.org

School Liaison

Myleka Johnson, K-8 Schools Office Manager. mjohnson@aoaschools.org

School Leadership

Matt Huxley, Executive Director. mhuxley@aoaschools.org

Leah Rubin, K-5 Principal. lrubin@aoaschools.org

Miranda Thorman, 6-8 Principal. mthorman@aoaschools.org

Amber Cameron, Director of Special Education. acameron@aoaschools.org

COVID-19 Response Planning Team

Matt Huxley, Executive Director.

Leah Rubin, K-5 Principal.

Miranda Thorman, 6-8 Principal.

Amber Cameron, Director of Special Education. acameron@aoaschools.org

Stacie Ivery, Director of Finance. sivery@aoaschools.org

Summer Hottinger, Director of Human Resources

Myleka Johnson, K-8 Schools Office Manager

Cover Sheet

Executive Director's Updated Recommendation Regarding AoA's Reopening Plan Timeline

Section: IV. Action Items
Item: B. Executive Director's Updated Recommendation Regarding AoA's
Reopening Plan Timeline
Purpose: Vote
Submitted by:
Related Material: Alameda County Press Release-2020.11.12.pdf
Reopening Phase-in Proposal to AoA Board 11-19-20.pdf



ALAMEDA COUNTY COVID-19 HEALTH EMERGENCY PRESS RELEASE

COUNTY OF ALAMEDA ★ CALIFORNIA

Office of Emergency Services
4985 Broder Blvd, Dublin, CA 94568

Alameda County Health Care Services Agency

FOR IMMEDIATE RELEASE
November 12, 2020

Neetu Balram
Public Information Manager
Alameda County Public Health Department
eoc-pio@acgov.org

Statement from the Alameda County Health Care Services Agency: Alameda County Pauses Further Openings of Activities

ALAMEDA COUNTY, CA – Given recent increases in the COVID-19 case rate in Alameda County, and the rise in cases across the Bay Area and the state, we have temporarily paused plans to open additional activities. Alameda County is currently in the Orange Tier per the State’s [Blueprint for a Safer Economy](#), but we anticipate moving into a more restrictive tier soon. For this reason, we will not open additional activities and will likely need to close higher risk activities shortly. Earlier action will help us flatten the curve.

Throughout the pandemic Alameda County has taken a cautious approach, moving more slowly than other counties across the State. This measured pace and the continued efforts of residents and businesses permitted us to move quickly through the State’s framework and avoid reclosing activities. However, in recent weeks we have seen day-over-day increases in the number of new cases reported, along with steady increases in COVID-19 hospitalizations. The County’s daily new COVID-19 cases per 100,000 people as calculated by the State has risen from a low of 3.4 to 4.9. We expect to move back into the Red Tier soon and, if current trends continue, Alameda County will move all the way back into the Purple Tier.

We are also concerned by the alarming increase in cases we see in states across the country at a time when families may want to travel and gather. The next several weeks could place us at high risk for even more COVID-19 transmission with the upcoming holidays and more people gathering indoors as the weather changes. In addition, flu season is imminent and flu cases will be a greater burden on our healthcare system this year given the similarities in symptoms between flu and COVID-19.

“We must exercise caution and prepare to move quickly to protect our residents and hospitals from rising cases of COVID-19,” said Dr. Nicholas Moss, Alameda County Health Officer. “We continue to closely monitor the situation. If necessary, we will restrict activities that are higher risk for spreading COVID, including those in which people gather indoors without masks.”

We remain grateful for the sacrifices made by residents and local businesses since the pandemic began, but now is not the time to let down our guard. To protect our families, friends and communities, especially those loved ones who may be at high risk for severe illness and death, please wear face coverings whenever you leave home and stay at least six feet away from people you don’t live with. Stay home when ill and wash your hands frequently. Get your flu shot and follow [Bay Area health officials’ guidance on holiday gathering and travel](#).

MEDIA
EOC-PIO@acgov.org

PUBLIC
Covid19compliance@acgov.org

PHONE
925.803.7890



Alameda County
Health Care Services Agency





School Reopening Phase-in Proposal Update

Board Meeting 11/19/20

The Academy of Alameda
Public Schools

Criteria for Reopening

1. Student and Staff Safety
 - a. Health and Safety Reopening Plan
 - b. County transmission rates remain low for a period of time
2. Quality of the Hybrid Instructional Plan
 - a. Effectively serve students in a blended environment
 - b. Effectively serve students who remain in a distance only environment
3. Staff Capacity/Sustainability of the Plan

Phase-in Plan Approach - Steps and Rationale

1. Phase in youngest students 1st
2. Phase in process should be slow and deliberate
3. Prior to phasing in grades meet with staff and families
4. Prior to phasing in grades, send out a survey to receive family input and feedback.

Rationale for New Reopening Phase-in Dates for Grades K-2

- Alameda County moved into the Orange Tier (Monderate) on October 13.
- For the past two weeks, numbers have been increasing steadily in the Bay Area including Alameda County (although much lower than most counties in CA).
- On November 12, the Health Officer from the Alameda County Office of Public Health issued a press release stating that:
 - There was day-over-day increases in the number of new cases reported
 - The daily COVID-19 case rate rose from 3.4 to 4.9
 - Due to the increases, the Alameda County Health Officer expects Alameda County to move to the Red Tier (Substantial) and possibly to the Purple Tier if the trend continues.
 - They were concerned that numbers would continue to increase as a result of holiday travel and more indoor gatherings
- **As a result, I recommend to AoA's Board of Directors that we delay our phase-in to onsite learning for Grades K-2.**

Recommended Learning Environments Grades K-8

The Executive Director recommends to AoA's Board of Directors that:

We begin to phase in onsite learning (blended learning environment) for the following grades:

- Kindergarten to resume onsite learning in a blended environment on Monday, January 25.
- 1st grade grade to resume onsite learning in a blended learning environment on February 1
- 2nd grade grade to resume onsite learning in a blended learning environment on February 8

We continue in a distance learning environment for the following grades:

- Grade 3-5 to continue in distance learning only environment through at least February 19. A recommendation will be made to the Board for grades 3-5 at the January 14 Board meeting regarding possible reopening plans after February 19..
- Middle school students would continue in distance learning only environment through at least February 19. A recommendation will be made to the Board for grades 6-8 at the January 14 Board meeting regarding possible reopening plans after February 19.