

# COVID-19 Operations Written Report for The Academy of Alameda Middle School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
The Academy of Alameda Middle School	Matt Huxley Middle School Director	mhuxley@aoaschools.org (510)748-4017	6/25/2020

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

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

The Academy of Alameda's Board closed the school campus due to Covid-19 at its March 14, 2020 Board meeting in line with other schools and districts in the San Francisco Bay Area including its authorizing district, the Alameda Unified School District. Prior to closure (and immediately after), we distributed hot spots and over 250 Chromebooks to students who needed them for long-distance learning. Because we knew that school closure was imminent (the week prior to campus closure), we purchased IXL licenses - an online program for math and reading, teachers had students log into the accounts and learn how to use the IXL program, and we provided teachers additional time to begin migrating their onsite curriculum to Google Classroom. During the closure, our distance learning program focused on math and reading, although we continued to offer all other subjects including history, science, physical education, and electives although they were not scheduled as frequently during the week. Besides teacher-created assignments that were posted on Google Classroom, teachers utilized online curriculum including IXL, Go-Formative, Newsela, Math 180, and Accelerated Reader. Students were given assignments to complete each week and we reached out to students who were not completing them or were having difficulty through online small group instruction meetings facilitated by teachers and/or support staff. Teachers continued to assess student assignments using grades although we decided to give students "incompletes" rather than failing grades (D'S or F'S) if they did not complete assignments. Special education services were delivered to students through whole group instruction and by our special education teachers and Instructional Assistants who held small group meetings via Zoom. We also continued to provide our strategic math and reading courses online through individual and small group instruction. In addition to facilitating classes, teachers and support staff held community meetings that focused on social-emotional learning so that students had opportunities to interact in fun, meaningful ways. Teachers and counselors held check-in online meetings with students who needed additional support due to mental health challenges and/or feelings of isolation.

Throughout the school closure, we communicated with our families by providing them updates as well as to give them weekly class schedules for their children. Additionally, we provided our families with tips on how to support their children at home. Finally, we surveyed families to see what was working well and what was challenging for them and their child/ren so that we could adjust our distance learning program accordingly.

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

In order to maintain supports for EL students, foster youth, and low-income students, AoA utilized non-teaching staff, including after-school teachers and Instructional Assistants to provide additional one-to-one and small group support to students in addition to the Tier 1 program that all students received throughout school closure. We utilized our COST Team (Coordinated of Services Team) to compile and review the list of students who were not responding to communication from the school or who had been previously identified as needing additional support. We assigned staff, including our EL Coordinator to check in with those students on a regular basis to provide support. Our counselor serves as our foster youth coordinator and is prepared to offer supports to any foster youth who enroll at our school. In addition, we have provided Chromebooks and wi-fi hot spots to low-income students who need those tools to access the Distance Learning Program.

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

We have addressed three primary areas of focus to make sure we are continuing to deliver high-quality distance learning opportunities.

- \* The first area was to make sure all students had the technology and access needed to engage in distance learning. The week after we closed school we began to hand out Chromebooks to families who needed them. We also gave out wi-fi hotspots and helped families enroll in programs offering low-cost wi-fi during Shelter-in-Place. In our survey of families in April, 100% reported that they had access to a device and wi-fi. We know there are families who did not have reliable access and did not respond to the survey and we plan to purchase more Chromebooks and create a more comprehensive outreach structure for families if we return to distance learning in the fall.
- \* The second area of focus was to leverage digital tools for instruction. Prior to school closure, we had all teachers create a Google Classroom, invite all students to join the class, and teach students how to log in to Google Classroom (some teachers were already using this system). We also purchased IXL for content practice and showed students how to log in to their IXL account. In addition, we signed up for free services from GoFormative to help teachers structure interactive lessons and formative assessments. We also began using Zoom for video conferencing. After the initial 2 weeks of the emergency closure, we launched the second phase of Distance Learning, which included a schedule for students, including synchronous and asynchronous times, as well as times for office hours and one-one support for students with IEPs or others who needed additional support. We worked with teachers to help them better use digital tools for instruction during this time. In preparation for distance and/or hybrid learning next school year, we have purchased a Learning Management System, Schoology, to support some of the challenges we identified for students, teachers, and families during distance learning. These include easier access for parents/guardians to see assignments to support learning at home, calendar functions that include all classes and assignments in one central location, video conferencing and other tools built into the platform that do not require additional logging in.
- \* The third area of focus was on the curriculum. Prior to school closure, we determined a set of guiding principles to structure our curricular decisions. These included a focus on a small number of high priority skills and power standards to prepare students for the next grade, offering opportunities to practice skills taught earlier in the year, maintaining student engagement and connection to school, and continuing to provide support and stretch opportunities for students. Teachers were given time to re-design their courses based on the guiding principals in order to make sure we were teaching high priority skills and standards. For next year, teachers are working on re-designing scope and

sequence so that they can accelerate learning by filling in gaps caused by school closure. We also plan to use STAR assessments, as well as teacher-created assessments to measure where students are in the fall and to check their growth throughout the school year.

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

The Academy of Alameda contracts its food services through its authorizer, The Alameda Unified School District (AUSD), which has an on-site kitchen staffed by AUSD employees. That relationship remained solid throughout the school closure, as AUSD provided daily breakfast and lunch to The Academy's students initially on site and then at another location in Alameda once they consolidated their food service operations beginning on March 23, 2020. We promoted our breakfast and lunch service to students who qualify for free and reduced lunch throughout our campus closure by sending families ongoing emails and by promoting it on our website. AUSD staff that distributed meals used strict social distancing practices recommended by The Alameda County Health Department during meal preparation and distribution to students and families. The food service is continuing throughout the summer and will resume back on The Academy of Alameda's site in the Fall.

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

The Academy of Alameda did not provide supervision to its students due to the County of Alameda's strict Shelter in Place Order. Because The Academy of Alameda leases its campus from the Alameda Unified School District (AUSD) it does not have full rights of its facilities. I contacted AUSD officials early in the closure to volunteer the site if they were looking for District locations to provide childcare. We will resume after-school care in the Fall when we resume school operations on-site beginning August 24 using guidelines provided by the state and county.