

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
The Academy of Alameda Elementary School	Matt Huxley Executive Director	mhuxley@aoaschools.org (510) 748-4017	June 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, Alameda Unified School District. Prior to closure (and immediately after) we distributed hot spots and over 150 Chromebooks to students who needed them for long-distance learning. When we knew that school closure was imminent, we purchased IXL licenses - an online program for math and reading and teachers had students log into their student accounts to learn how to use the IXL program. Teachers also made learning packets for students in grades K-5. In addition, we provided teachers with additional professional development time teachers so that they could prepare to deliver their onsite curriculum online through Zoom, Zearn, and Loom - a program that allows instructors to make instructional videos for their students. During the campus closure, our distance learning program focused on math and reading, but we continued to offer other subjects including history, PE, and electives although they were not scheduled as frequently. Students were required to complete assignments each week and we reached out to students who were completing them or were having difficulty by providing small group instruction via Zoom meetings facilitated by teachers and/or support staff. Special education services were delivered through whole group assignments and by our special education teacher who held small group meetings via Zoom. Our reading intervention teacher also continued to provide "pull out" services by providing individual and small group instruction online. In addition to facilitating classes, teachers and support staff held community meetings that focused on students' social-emotional development so that students had opportunities to interact in fun, meaningful ways. We also held check-in online meetings with students who needed additional support due to mental health challenges and feelings of isolation.

Throughout the school closure, we communicated with our families by providing them updates as well as to give them weekly and daily 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.

During the school closure, online distance learning was provided with opportunities for both synchronous and asynchronous learning. Classroom teachers selected essential standards to be covered during online learning, and the standards were selected with our most vulnerable students in mind--including but not limited to our English learners and low-income students (we do not currently have any foster youth but we do have a designated foster coordinator ready to serve any foster youth, should they enroll). In addition to asynchronous whole group instruction, the classroom teachers also scheduled small group instruction to remediate skills for any student who didn't meet the standard each week. Small group instruction was targeted and the teachers prioritized EL students and low income students for small group work, and in some cases teachers were able to provide 1:1 instruction for the lowest skilled students. Additionally, each grade level had an instructional aide assigned to it, and the aide was also able to provide 1:1 support for those who needed it--which frequently was ELs and low income students. Finally, if a student was experiencing attendance challenges, the office staff (in addition to the classroom teacher) reached out to families to offer support and to locate the appropriate assistance.

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

The Academy of Alameda Elementary School provided high quality distance learning through a variety of measures. Prior to closure, a survey was sent to families asking about internet connectivity and device needs. This survey was also shared with classroom teachers so that they could include any information they knew about individual families and their needs. Chromebooks and hotspots were distributed to any family who needed either or both. Distribution continued throughout the duration of the school closure with opportunities for families to come the campus to pick up the needed technology and/or to swap for new Chromebooks if the original one was broken.

The instructional program for distance learning focused on a handful of high leverage, essential standards in both english language arts and in math. Teachers selected one standard or skill per week in ELA and in math, and posted instructional videos on Monday mornings. The instruction was asynchronous and students then logged into the online platform IXL to practice the standard or skill for the week. The classroom teachers assigned tasks in IXL that were aligned to the standards and they also posted additional, personalized recommendations for skills that individual students could work on, if they'd finished the required material. Teachers tracked student progress on IXL and assigned students to synchronous small group instruction in order to reteach the material as needed. Additionally, some students were assigned weekly, small group instruction with the classroom that was focused on remediating skill gaps with a focus on remediation of the standards of the week. Other students had weekly 1:1 check ins with an instructional aide; the focus of the check ins varied (academic, social emotional) based upon student need. Students in special education met with the learning specialist 1:1 or in small groups, as needed, in order to receive their specialized academic instruction, and the learning specialist reported that many of her students thrived with this method of delivery.

Classroom teachers also hosted three community meetings per week in order to maintain community and to encourage the students to engage with one another socially. Students could also opt-in to a variety of other learning opportunities including a science club, book clubs, art activities, and weekly lessons posted by the PE, Spanish, and Music teachers.

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. In addition, The Academy of Alameda leases its campus from the Alameda Unified School District (AUSD) and does not have full rights to use of its campus. I contacted AUSD officials early in the closure to volunteer the site if they were looking for District locations to provide childcare. We plan to resume after-school care in the Fall when we resume school operations on-site beginning August 24.