

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

COVID has had a significant impact on all schools in the United States and The Academy of Alameda is no exception. While we transitioned to a distance learning only environment more successfully than most schools, we had challenges engaging many of our students who were at risk prior to the school closure. While most of our students continued to be behaviorally engaged in terms of logging into Zoom meetings, completing independent assignments and homework, etc., there is no doubt that there was learning loss as not as many standards were covered and instruction and lesson plans were not as intellectually and emotionally engaging - in large part as teachers were using a new method of delivery without have time to adequately migrate from in-person to virtual instruction. In addition, it was more challenging to assess and monitor students' learning as we did not have students take the Measures of Academic Progress assessment (MAP) in the Spring and other formative assessments due to uneven testing conditions. While students had the tools (Chromebooks and hotspots) to learn virtually, class discussions - whole and small group, oral reports, etc, were not as effective and students were clearly not as engaged - also in large part to their inexperience in learning in a distance learning only environment.

We learned a great deal from our experiences last year, including receiving input from all stakeholder groups, to help us create a very different distance learning plan for the beginning of school. In addition to whole staff professional development at the end of the year, we provided two to 3 weeks (for new teachers) of professional development to prepare for the August 24 first day of school. Over the summer, we purchased Schoology, a new assessment program (Renaissance Learning), and a variety of other online instructional programs. We have also added to our technology support efforts by contracting out with an outside organization (Beehively) to provide staff and students more at home technology support. Finally, why we believe that we have developed an effective online program, there is no doubt that it will never be as effective as onsite learning - in part because we cannot develop the deep personal relationships with our students and families that can only occur through in-person connections. We hope that our return to on-site learning is sooner rather than later.

Stakeholder Engagement

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

We submitted an LCAP survey to our Reopening Schools Parent Advisory Committee and to our English Learners Family Advisory Committee to solicit input and to provide feedback on the survey before sending it to all of our families. We have been receiving feedback from our staff as well on an ongoing basis as their input has greatly impacted the design of both our distance learning only plan as well as our blended learning program. In addition to receiving input at professional development days, several leadership teams have provided input to shape our Local Attendance and Continuity Plan (LCAP). In addition, we posted a draft of our LACP to our website so that we could receive feedback and input (and notified families where it was located and how they could provide input) and held a public hearing on September 22 focused solely on receiving input into our Local Attendance and Continuity Plan. Finally, we held a public Board meeting on September 29, so that The Academy of Alameda's Board of Directors could vote on the finished LCAP draft.

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

Because we are currently closed for onsite learning , all of our public Board meetings and hearings have been held via Zoom. In addition to informing parents of these events through ParentSquare, our main two-way communication platform with families, we post our meetings on our website that included the Zoom link and call in numbers. Public meetings are posted on our website at least 72 hours prior to them being held.

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

We surveyed our families and English Language Learner and Reopening Schools' Parent Advisory Committees regarding specific areas of our Learning and Continuity Plan. We sought specific input in the following areas: Distance Learning (Synchronous and asynchronous), Strategies to Support our Students' Mental Health and Social-Emotional Well-Being, Strategies to Address Student Learning Loss, and Strategies to Support our English Learners.

Distance Learning - Overall the data was good - significantly better than the Spring in terms of engagement and delivery of curriculum. There continues to be some technology challenges for students - especially accessing our new learning management system and continued Zoom issues although that is improving. Many parents would like to see even higher levels of engagement - especially related to asynchronous lessons which many felt were not long enough and/or challenging. Many parents also talked about how challenging it is to support their children from home while working - especially our students in the earlier grades. While many families rated our current strategies to support students' social emotional well being highly, there were a number of suggestions including having more assemblies and not making them optional, more clubs, smaller group (fun) interactions and more frequent check-ins. In general, families felt that distance learning does not provide students near the same opportunities to connect to each other and caring adults as does being on campus. To address learning loss, families would like to see more differentiation in classes, smaller group instruction, more specific support tin reading and math, and would like to be updated more frequently as to their child's academic well-being. Our EL families are generally pleased, they would like small group instruction that is specific to build English proficiency skills and more literacy instruction and support - in reading and writing.

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

While we asked families to give input in each of the sections of the LCAP, we particularly solicited input on our plan to address student learning loss, further develop our program focused on supporting the social emotional and mental health well-being of our students, and advice on strengthening our English Learner Program. We also asked for feedback on developing our distance learning only instructional plan as well as ways that we could improve our two-way communication with families - especially the families of our English Language Learners. The input that we gathered from our stakeholders impacted our LCAP in a number of key ways.

Families and students asked for additional opportunities to connect students to their peer both formally (during school) and informally during non-school time. As a result, we have added a club program and continued our elective offering and assembly. We also created a morning homeroom so that students could begin the day by building community and to set learning and other goals related to their social-emotional well being.

The middle school will also begin offering after-school enrichment courses (especially targeting students who qualify for free and reduced lunch). We initially cut this element of our program, but added it back to provide students more enrichment opportunities.

We have also connected our families to each other through our main communication platform – ParentSquare so they can set informal social hubs so that their children can connect both virtually and in person following county and state guidelines.

Our staff, Board, and families were very concerned about the level of learning loss that schools experienced last Spring. As a result, we increased our investment in a variety of resources including purchasing technology equipment for students and staff, Internet Hot Spots to ensure connectivity to all – especially for families who needed support, and a variety of online curricula to boost deeper engagement in a distance learning environment.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Academy of Alameda will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, the Alameda County Public Health Department, and the Alameda County Office of Education to plan for in-person scenarios as health conditions in Alameda County permit us to return to in-person instruction in the school year ahead. We began this process several months ago and will continue to refine our plans using the work of task groups and input from all stakeholders. If we are able to bring students back onto campus we will utilize a hybrid model to allow families to continue to choose a distance learning option.

Our students are currently grouped in the same cohort for the full school day to enable a transition back to campus that would not alter students' schedules. If we return to in-person instruction, we will split classes in half and utilize a hybrid model so that we would have only half of our student body on campus at a time. We will also keep students in the same classroom and have teachers rotate so that we can minimize contacts.

Our focus and commitment to re-opening schools safely and resuming in-person instruction are evidenced by the following:

Safety – The Academy of Alameda is committed to following the CDC and California health and safety guidelines when bringing students back to the classroom. Appropriate safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. Our classrooms have been rearranged to meet the requirements of physical distancing, and we will be implementing outdoor activities for students that meet safety guidelines.

Academic Success – We are committed to providing rigorous curriculum and instruction to ensure that learning continues in all environments. By utilizing the same teachers and curriculum in distance, hybrid, and in-person learning environments, we can provide continuity for students. We are utilizing Schoology, a Learning Management System that is adaptable to multiple environments. We are also utilizing a Multi-Tiered System for student support, and utilizing both classroom assessments and external, formative assessments including Star math and reading, a respected national assessment to assess students' achievement levels and help teachers determine appropriate instructional levels and skills that students are ready to learn.

Communication – We are continuing to utilize ParentSquare to enable frequent two-way communication with families. We have also held Town Hall meetings and conducted multiple surveys to provide families with information and to respond to questions and concerns from families.

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

Description	Total Funds	Contributing
<p>PPE Safety Supplies Cloth and disposable masks to ensure that students, staff, and family entering schools are minimizing the spread respiratory droplets while on campus. The school will also purchase shields, where necessary, for staff and students. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol will be available in every classroom and all bathrooms. In addition, hand sanitizing stations will be positioned around the school.</p>	21,000	No
<p>Increased Custodial Services AoA will have sufficient custodial staff to ensure that the campus is disinfected during the day. In addition, classrooms, bathrooms, and office spaces will be disinfected every night.</p>	30,000	No
<p>Risk Prevention Coordination & Campus Supervision AoA will work with a consultant to develop the safety protocol plans for students and staff returning to campus. The Coordinator will identify the additional campus supervision needed to ensure staff and student safety. In addition, the Coordinator will identify areas of the building (including bathrooms, office space, and classrooms) that need improvement to mitigate the risk of COVID-19 spread while on campus. The Coordinator will also identify areas that should have plexi-glass dividers to provide barriers between people while on campus.</p>	93,850	No
<p>Cleaning Supplies AoA will purchase cleaning supplies that allow for routine disinfection of high-touch surfaces on a regular basis throughout the day for every classroom and office space. In addition, AoA will purchase additional cleaning supplies to ensure that deep cleaning will occur on a regular basis.</p>	21,000	No
<p>ParentSquare - Daily Healthy Screening App & Communication</p>	2,600	No

Description	Total Funds	Contributing
<p>AoA will purchase a parent and staff communication application that allows for the daily health screening to be completed and monitored prior to any staff or students arriving on campus. School staff will monitor the responses and communicate with families if they report potential signs of COVID-19 to ensure the students, families, and/or staff do not come to campus with possible symptoms.</p>		
<p>Health Supplies AoA will ensure that every classroom has a thermometer to screen student temperatures and mitigate potential spread of COVID-19. In addition, AoA will designate a room on campus to safely isolate any students who develop possible signs of COVID-19 while on campus. Visual cues and materials will be placed around the school to ensure appropriate social distance and appropriate hand washing procedures.</p>	21,000	No
<p>COVID 19 Testing for staff & students When the school is able to return to on-site learning, AoA will ensure that staff will be tested in accordance with state and county regulations, at a minimum.</p>	36,000	No
<p>Air Filtration Units AoA purchased air filtration units for every classroom and office space to mitigate the spread of COVID-19. In addition, AoA will increase the frequency of filter replacements to ensure the systems are working at optimal capacity.</p>	30,000	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The Academy of Alameda Middle School is committed to providing continuity of robust instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, staff, and the Academy of Alameda Board of Directors has informed the development of a comprehensive plan which addresses the necessary components of a multi-dimensional school program.

We have designed our master schedule for consistency regardless of the mode we are using so that students will have consistency with teachers and curriculum throughout the school year. Our daily schedule for distance learning includes all core classes (Math, English, Social Science, Science) as well as Physical Education and Electives (Technology, Music, or Art). That schedule will look similar in a hybrid or in-person environment.

Our curriculum is aligned to Common Core, NGSS, and California State Standards. Our teachers and instructional coaches have been working for the past few months to identify power standards for the year and to align curriculum to those standards. We have transitioned our curriculum to the Schoology Learning Management System, making our curriculum flexible, appropriate, and accessible for distance, hybrid, or in-person learning environments. We are offering on-going supply pick-up for families for materials including novels, math manipulatives, art and music supplies, and science materials to enhance our online curricular offerings.

We have provided training for the Schoology platform to staff prior to the start of the school year and through ongoing Professional Development. Teachers have trained students on the use of the Schoology platform through synchronous and asynchronous activities during the first two weeks of the school year. Support for Schoology LMS is offered to both teachers and students to maximize the effectiveness of this resource. AoA has created a login guide, and has partnered with BeeHively to support with technical needs as they arise.

In addition to the adoption of a Learning Management System, we have invested in additional education technology to support the distance learning environment, including interactive tools such as Ed Puzzle and Padlet and curricular resources such as NewsELA and Renaissance Accelerated Reader. We have adopted a new math curriculum through Open Up Resources that includes many online tools, such as Desmos, to enable distance learning for math. We have created an education technology Professional Learning Community of teachers and coaches to pilot education technology and provide training and support to teachers as they learn to use the new tools.

The Academy of Alameda understands that in order to establish and maintain an effective distance learning program, our educators must be offered consistent support, guidance, and resources necessary to effectively engage with all students. All Teachers and Instructional Aides were provided with laptops as well as a monthly stipend for internet service. The Principal, along with the Instructional Coach, are providing weekly professional developments that support continued professional learning for our teachers.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

We have surveyed families on an ongoing basis to determine their needs for Chromebooks and Internet connectivity. We have distributed laptops to 75% of our families and have provided 50 hotspots. This is a significant investment and while we have received state funding, it has had an impact on our budget - especially in regards to providing our families with internet hotspots. Our hope is to receive additional funding for technology as we anticipate that more families will need wireless connectivity. Regardless, we will make sure that all of our students have access to the tools and services that they need to be successful at home when they are participating in distance learning.

Pupil Participation and Progress

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

The Academy of Alameda Middle School has developed a consistent distance learning schedule. Our schedule includes a daily live homeroom on Zoom from 8:30-9:00am which ensures daily live contact between students and certificated staff. Every homeroom has a certificated lead teacher and a support staff member who helps take attendance and is available to make phone calls to students who are not in attendance. In addition, we have a rotating synchronous/asynchronous class schedule for each weekday except Wednesday. We have 6 45-minute periods each day (from 9:00-3:30). Three classes each day are live synchronous classes taught by certificated teachers on Zoom (periods 1, 3, 5 on Mondays and Thursdays and 2, 4, 6 on Tuesdays and Fridays). Three classes each day are asynchronous classes with assignments posted on Schoology for students to complete independently. (periods 2, 4, 6 Mondays and Thursdays and 1, 3, 5 Tuesdays and Fridays). Teachers are available during asynchronous times to answer questions via Schoology messages. Teachers also use the asynchronous time to work with small groups of students for academic intervention purposes. On Wednesdays we have office hours throughout the day for each subject area and students have asynchronous work to complete for all of their core subjects.

Teachers take attendance in Aeries (our Student Information System) for homeroom and all synchronous classes. Teachers provide estimated times for all asynchronous assignments posted on Schoology so that we can ensure that students have 255 minutes of instruction daily (plus an additional 45 minutes of live synchronous Physical Education twice a week). This exceeds the updated state requirements for grades 6-8.

Our student support staff, including our Dean of Students, Counselor, and Instructional Assistants are making regular phone calls to students who miss more than 5 synchronous sessions a week to provide support to make sure students are able to access their online classes. Our COST (Coordination of Services Team) meets weekly to review attendance data, as well as to address other concerns about individual students. We provide support to individuals as needed, including weekly check-ins with staff and academic support.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The Academy of Alameda is committed to providing ongoing support, guidance and learning opportunities for teachers and staff in order to maintain a high-quality distance learning program for all students. To enhance teacher's skills on Schoology, the adopted Learning Management Program, in depth training and ongoing technical support was provided. This LMS allows teachers to assign coursework, create calendars, and deliver resources to students in a safe online environment.

We are also providing professional development and curriculum to support Social-Emotional Learning through our partnership with the non-profit organization, Facing History and Ourselves. We are utilizing their curriculum in our homeroom and humanities courses. One of their staff members conducted virtual professional development with our teachers prior to the start of school to provide tools to enhance SEL and relationship-building. We will continue to offer similar sessions during the school year. The Principal, Instructional Coaches, Counselor, Dean of Students, and Restorative Justice Coordinator will offer 1:1 coaching and whole staff professional development throughout the year to support teachers with instructional practices, SEL, restorative practices, and trauma-informed practices.

We are providing technology support through our IT coordinator and our partnership with BeeHively. Our Instructional Coaches have attended additional training to learn how to support teachers with technology tools, especially Schoology.

Staff Roles and Responsibilities

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

We are utilizing staff differently in both our distance learning only and blended learning (a hybrid of distance and on-site learning) environments in order to support high-level student outcomes. Because we are not currently offering after-school care, we are utilizing our instructional assistants and after-school staff to work with specific groups of students who need higher levels of both academic and social emotional support. Because we are only offering physical education (PE) a couple of times a week, we are also using our three PE teachers to work with specific groups of students identified by our Coordination of Services Team (COST). While most teacher and administrative roles/duties have changed only slightly as a result of COVID-19, our instructional support team has had the biggest shifts in terms of their roles and responsibilities, as they are pushing into virtual classrooms and then managing small groups of students during their asynchronous learning class periods. We have also scheduled them to participate in more professional development opportunities, as they are working closer with teachers and other instructional and support staff. We have also paired up support and administrative staff with teachers to co-host home rooms five days a week.

While the bell schedule will alter slightly if and when students return back to school, the roles of instructional, administrative and support staff will alternate only slightly. The real difference will be how that support looks as all staff will take on different roles related to keeping themselves, the rest of the staff and students safe. While all of the adults in our schools are responsible for safety, that responsibility will be significantly increase to ensure that our campus environment and culture mitigate the possibility of adults and children being affected by the

coronavirus. We plan to add employees if and when students return to school as we will need additional staff to supervise the campus to make sure that students are meeting state and county safety guidelines (distancing, wearing masks, etc.).

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The Academy of Alameda Middle School is committed to providing additional support to students with unique needs. We have adapted our math and literacy intervention programs to the distance learning environment. Our literacy intervention program, Strategic Literacy, is a separate course that we offer to qualifying students in addition to the general education ELA courses. Students qualify for this course based on their EL status as well as performance on STAR tests and through 1:1 assessment using Running Records. We have assigned one teacher to teach this course, which students take instead of an elective. Our program combines direct instruction in phonemic awareness, with a guided reading program through Fountas and Pinnell, as well as independent work on Reading Plus. Students meet with the teacher in small groups on Zoom for synchronous instruction and work independently on Reading Plus. Our math intervention program is led by our Math Instructional Coach and takes place with small groups during asynchronous times. Students are placed in math intervention based on STAR testing to identify learning gaps and are tied to the current content of the math courses.

We are supporting our English Learners by embedding ELD strategies into our curriculum, as well as enrollment in Strategic Literacy.

We have hired additional student support staff and have changed the roles of some of our staff members, including our Physical Education teachers and Restorative Justice Coordinator, to work with a caseload of students we have identified as needing additional support. This includes our pupils in foster care and those experiencing homelessness. We have an ongoing partnership with the non-profit A Better Way, which includes the services of a mental health clinician who works with students who qualify for Medical. This clinician attends our weekly COST meetings and works with students and their families to support them with mental health concerns and helps to connect them to a range of support services.

We are in the process of planning to open Distance Learning Hubs, which will allow us to provide a place on campus for students to access Wi-Fi and have a safe and secure environment for distance learning. We will prioritize students experiencing homelessness, English Learners, and students who have exceptionally poor internet connectivity at home.

For students whose needs go beyond academics, The Academy of Alameda Middle School is in partnership with Alameda Unified School District to provide free meals to any Academy of Alameda student. This food service is available for pick up Tuesdays and Fridays on campus.

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

Description	Total Funds	Contributing
<p>SPED Instructional Assistants & Psychologists Continue with staffing that allows the school to adapt for delivery of services in distance learning and also supports IEP outcomes. AoA will also purchase online assessment programs.</p>	687,300	No
<p>Collaboration Time Provide teachers with consistent collaboration time that focuses on addressing learning loss, identifying learning gaps, and responds to the needs of AoA's most vulnerable students. Continued physical education and Spanish enrichment programs will be offered to students throughout the day to provide for additional teacher collaboration time.</p>	207,000	Yes
<p>Devices & Connectivity Provide all students with a device to access distance learning. WiFi hotspots will be provided as needed to ensure that students have adequate connectivity to access instruction. Other technology will be provided to students as needed to ensure access to the curriculum.</p>	147,500	Yes
<p>Increased Technology Support Hire a 0.4 FTE Technology Coordinator to assist with device repair and technology needs. Contract with Beehively for additional technology support for students, family, and staff to ensure maximum access and engagement to the distance learning program.</p>	54,000	Yes
<p>Coordinator of Student Culture, Counselor, & Restorative Justice Coordinator Maintain current staffing for these positions to help provide enrichment activities that will increase engagement to the school. This staff will also push into classes as needed to ensure that all students enrolled in AoA are accessing live Zoom classes and communicating needs to the teachers.</p>	282,500	Yes

Description	Total Funds	Contributing
<p>Streamlined Enrollment & Attendance Process Maintain current office staff to ensure that student engagement is entered into Aeries on a daily basis and provide customer service support to families who have questions regarding the school day or school support programs. AoA will use SchoolMint, Aeries, and ParentSquare as platforms to ensure that all students who wish to enroll or are enrolled at AoA have access to the enrollment center. Office staff will also assist the Homeless Coordinator with supports needed for any of AoA's homeless families.</p>	128,750	Yes
<p>Distance Learning Professional Development AoA will provide teachers with professional development that addresses equity issues in education. In addition, staff will receive professional development on high-quality distance learning programs.</p>	48,000	Yes
<p>Remote Work Stipends for Staff All staff will be provided with a monthly stipend to assist with any increased costs for working remotely. Staff are also able to coordinate an on-site work schedule with the Principal if that is preferred.</p>	24,750	No
<p>Instructional Coach Support The Instructional Coach will lead AoA's distance learning program and ensure that skills and strategies learning in professional development are applied in the classroom. In addition, the Instructional Coach will assist teachers with embedding strong ELD instruction into the curriculum.</p>	140,000	Yes
<p>Online Curriculum & Increased Printed Materials AoA has purchased a variety of online classroom curriculum and Zoom licenses to delivery instruction. AoA has also purchased hard copies of workbooks for students upon request.</p>	114,725	Yes

Description	Total Funds	Contributing

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

All students will be assessed in Reading and Math three times during the school year using Star Reading and Star Math by Renaissance Learning. Star assessments can be administered remotely as needed. The initial assessment takes place in September 2020, with the 2nd occurring in January 2021 and the third in May 2021. Teachers administer the Star assessments in their classes. Progress monitoring meetings, which include school administrators and intervention staff, will occur following the Star assessment to review the data to assess learning loss and gains. Teachers will also access the data to alert them to student need and influence planning targeted supports for specific students. Teachers also conduct immediate, informal assessments by use of tools such as exit tickets, quizzes, or short assignments designed to measure understanding in order to gauge student learning on a frequent basis (minimum weekly) so that teachers can quickly assess their students' areas of strength and growth - including gaps in learning so that they can provide additional support an/or adjust their instruction. Students who are below grade level will be monitored to make sure that strategies to accelerate their learning are effective.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The initial step in addressing possible learning loss is to assess what exactly the loss is. For returning students, we referred to existing data from last Spring to appropriately place students in our reading intervention class, called Strategic Literacy, as needed. After using both informal and formal assessments tools this Fall, such as Star Reading and Math, a progress monitoring team will convene to review and interpret the data, looking for patterns or themes across grade levels and subject, as well examining individual student scores to determine a need for intervention support. For Math intervention, our Math Specialist is coaching math teachers to support differentiation in classes, and will also be working with small groups of students for short term, targeted support as determined by in-class assessments and Star Math results. Foster youth as well as students who are experiencing homelessness are supported by our school counselor, who coordinates services with outside agencies as needed.

Students with IEPs will be provided their services according to a similar model to our on-campus full inclusion program, which offers push-in support during synchronous lessons and one-on-one or small group support sessions during asynchronous learning times during distance learning. Our daily schedule provides increased collaboration time among Education Specialists, General Education Teachers and

Instructional Aides in order to better meet the needs of all of our students during general education classes. Students who are English Learners are supported in their classes by teachers using best practices and guidance that our staff learned from BeGlad training. Our instructional coaches reinforce these best practices during coaching sessions with teachers. Our administration also gathers feedback from our ELAC committee to continuously improve our support of students who are English Learners. Students who need Tier 2 and Tier 3 levels of academic support in reading are placed into a strategic literacy class. This includes English Learners who also receive support specific to build their English proficiency including guided reading, academic vocabulary development, structured writing development, etc.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Both informal and formal data gathered by teachers will measure learning growth to determine the effectiveness of our program. Intervention teachers in Reading and Math will gather more specific data on a monthly basis, using tools such as Running Record, Phonemic Awareness Screeners, or math inventories. Students may transition in and out of our reading support class at semester breaks if they meet specific, predetermined criteria. Our Math Intervention specialist will measure effectiveness of the intervention by reviewing students' classroom performance on quizzes, tests and homework. All students will be administered Star Reading and Star Math three times a year. The 2nd administration, which will take place in January 2021, will provide data to review to help determine the effectiveness of our support program. The Star data can be disaggregated to look at race, gender, EL status, and free/reduced lunch status to help us measure our effectiveness and improve equitable outcomes as needed.

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

Description	Total Funds	Contributing
<p>Amber or Principals and Stacie</p> <p>Hire additional Instructional Aides to support general education classes and our Special Education program, ensuring access to small group support for students.</p>		
<p>Use Star Reading and Star Math to measure student baseline performance and growth in order to more equitably distribute resources.</p>		
<p>COST team reviews attendance data and COST referrals from teachers to identify students in need of additional support.</p>		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

While we have always intentionally emphasized the mental health and social emotional well-being of the students in all aspects of our school program, we have increased services due to the COVID-19 pandemic. Going into the 2020/21 school year, we had already compiled a list of student who had little engagement and/or struggled with assignment completion - despite the layered intervention strategies that we employed. Our Restorative Coordinator contacted a targeted group of students and their families prior to school beginning so that she could build relationship and determine and mitigate factors that prevented students from being engaged in the Spring. We have a strong WEB (Where Everyone Belongs) orientation for new students, and we created a morning Home Room staffed by two teachers (or a teacher and a support staff) to build connections in and between students and staff and to the school. Our Counselor and Dean of Students are designing curriculum for Homeroom that combines circles, academic progress monitoring, games, and identity curriculum from Facing History and Ourselves. We are a Facing History and Ourselves partner school and their staff is providing ongoing Professional Development for SEL curriculum and relationship-building in the distance environment for our staff. We will offer Professional Development on trauma informed practices to our staff throughout the year during our weekly PD sessions.

Besides having a strong academic program that is focused on engaging students behaviorally, emotionally, and intellectually, we also offer students elective classes, and incorporate fun, interesting and engaging assemblies designed to incorporate social emotional learning and connection to the school (school spirit). In addition, we offer a host of clubs. These important program components will occur both in our distance and a blended learning environments (virtual and on-campus). We offer a number of small groups during non-instructional time to meet student needs. Our Counselor offers support groups designed around student need, such as anxiety and stress-reduction. Our mental health clinician from A Better Way also offers groups to students to support with grief and loss and other issues that may impact mental health. Other members of our student support team offer groups based on identity, such as a boys group, a girls group, a gender-non-conforming group, and an LGBTQ+ group.

We are supporting the well-being of staff by offering optional wellness sessions weekly led by a variety of staff members. We are making time for mindful moments at each of our regular staff meetings. Our two Instructional Coaches provide 1:1 coaching, as well as small group support on an ongoing and as needed basis. The Principal has open hours and checks in with staff on a regular basis and offers additional support as needed.

Additional Services for Employees: AoA offers and Employee Assistance Program (EAP) that is free for all of our employees. The Employee Assistance Program offers a comprehensive, interactive service that provides expert content and unique tools to assist our employees in

every aspect of their life. The types of services that the EAP provides are confidential emotional support, work-life solutions, legal guidance, financial resources, and additional online support.

Pupil and Family Engagement and Outreach

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

We have implemented an attendance and student engagement plan that includes both proactive and responsive actions. The data thus far shows that that plan is working.

Proactive actions included:

- An email sent to the middle school community promoting the importance of attendance
- Professional development focused on providing more engaging curriculum and instruction
- Our RJ Coordinator reached out to students (and their families) who did not engage last spring to help make sure that they had the resources that they need to ensure stronger attendance/engagement.
- We facilitated a WEB (transition to school) Orientation and new 7th/8th grade orientation.
- Homeroom teachers wrote letters their students and called families
- We hired additional staff to answer calls and reach out during the first week of school and to serve as non-SPED IA support providers

Responsive Actions

- Assigning case loads of students to additional staff to offer weekly check-ins.
- Will make phone calls and home visits as needed in the first weeks of school to get all students connected.
- COST (Coordination of Student Support Team) will review attendance and engagement in our meetings and plan follow-up steps for students not meeting expectations.
- Student Attendance Review Team (SART) will initiate meetings early if needed.
- Initiation of the Student Attendance Review Board (SARB) if necessary.

We communicate to our families in multiple languages and use translation services when needed. One of our continual goals is to connect to our English Learner families and annually developing our communication plan to Non-English fluent speakers.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Academy of Alameda has a Food Services MOU with our authorizing District, AUSD (Alameda Unified School District). The AUSD breakfast and lunch staff provides breakfast and lunch onsite (in a "grab and go" format twice a week) for all of our our students - including those who qualify for free and reduced lunch. Our lunch service occurs when students are in a distance learning only environment and when students return to onsite learning in a blended environment (combination of onsite and distance learning). That information is posted on our website and we send frequent communication to our families as reminders.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.50%	381,008

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Because the Academy of Alameda has a strong social justice focus aligned to its mission, it allocated resources based on students' needs so that students who are underreported and/or behind their peers academically receive the support they need to accelerate their academic growth. Thus, why we create programs for all students and believe in "stretching" all students by providing enrichment opportunities and advanced classes, we build our master schedule around the need to provide tier II interventional classes and groups. In addition to creating strategic math and English classes, and providing tutorial support after school, we have built a strong counseling and special education program in part by adding substantial staffing. We also have a Alameda County Program Social Worker from A Better Way to support students (and their families) who qualify for Medi-Cal. We know that we serve all three subgroups - English Learner students, Foster Youth, students from Low-Income families because we uses disaggregated data to both place students into support classes as well as to continually monitor how those supports are impacting their academic, social-emotional, and behavioral well being. For the past two years, we increased our efforts (especially) to even better serve our English Learners. This year, we are bringing in a consultant to help us build a stronger English Learner program including the possibility of having a full-time literacy English Learner coach to provide more effective direct support to students and build teachers' capacity to delivers targeted literacy strategies to build students' English proficiency. The increased services have been influenced by data and evidence gathered last Spring and and surveys to families this Fall, in addition to research on best practices.

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

Services for Students from Low-Income Families
 We have distributed over Chromebooks to over 75% of our families - any student who wants one and prioritized Internet Hot Spots (approximately 70 have been distributed) for students who qualify for free or reduced lunch. In addition, we have hired an IT Services company to provide students with technology support at home.

We have created small group support classes for students (many who qualify for free and reduced lunch) to provide them additional support while they learn in a distance learning environment. In addition to providing academic support, our PE teachers and instructional assistants who are facilitating out targeted small groups contact any student (as well as their families) who is not engaging fully in their classes. Counselors and other

support staff are also reaching out.

We purchased a new academic assessment program so that we can more frequently assess and monitor students academic well-being. We have a Director of Special Education and Student Support who monitors how students are performing disaggregated by their demographics including English Learners and low-income students so that can provide direct services.

We are increasing our tutorial services for targeted groups of students in math.

Services for English Learners

In addition to those services that we provide for students from Low-Income families (see service above), many of which also positively impact English Learners, we have invested in more targeted support services including:

More frequent assessments and progress monitoring - especially in English and math.

Targeted professional development (GLAD training) to build teachers' capacity to deliver effective instructional strategies and curriculum
We are hiring a consultant to review our current EL program to support our efforts to build a strategic 3-year English Learner plan.

Services for Foster Youth

We have a very small number of Foster Youth (under 5) but we have increased our counseling services this year which will provide them with even a higher degree of support.

We monitor the academic and social emotional well being of Foster Youth and provide direct services to them.

We increased staffing to support small groups of students identified by our Coordinated Support Services Team (COST). We also increased the number of teachers who serve on the COST Team (providing stipends) to give teacher perspective on support services that are allocated.