



# THE ACADEMY OF ALAMEDA

## The Academy of Alameda Charter School Board Board Meeting

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### Date and Time

Thursday June 25, 2020 at 6:30 PM PDT

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:30 PM</b>
Opening Items			
<b>A. Zoom Meeting Agreements and Protocol</b>		Matt Huxley	3 m
	<ul style="list-style-type: none"><li>• Please mute yourself when you enter the meeting and while someone else is talking.</li><li>• Use the "raise-hand" icon or raise your hand on video if you have a question.</li><li>• Make sure your name is spelled correctly.</li><li>• You can use the chatbox to write a question.</li><li>• Use reactions to give a "thumbs-up" or "clap."</li></ul>		
<b>B. Call the Meeting to Order</b>		David Forbes	1 m
<b>C. Record Attendance and Guests (Roll Call)</b>		David Forbes	1 m
<b>D. Public Comments</b>		David Forbes	1 m
<b>E. The Board Reviews The Academy of Alameda's Mission and Envisioned Future Statements</b>		David Forbes	1 m
	<b>Mission:</b> 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.		
	<b>Envisioned Future:</b> We envision a future where all of our students are successful, and their destinies are not determined by their demographics.		

Purpose Presenter Time

**II. Consent Agenda 6:37 PM**

**A. Approve Minutes** Approve Minutes David Forbes

Approve minutes for Board Meeting on May 28, 2020

**B. May 2020 Check Register & Credit Card Statement** FYI David Forbes

**C. AUSD/AoA Food Services Agreement (MOU)** FYI David Forbes

Both Summer and I worked collaboratively on the Food Services document with AUSD administrators. We have a good working relationship with AUSD's Food Services Department who are responsive to the needs of our students and families. We recommend approval of this annual MOU with AUSD which has updated language due to Covid-19.

**D. Sonoma SELPA Local Plan Agreement** FYI David Forbes

Every three years, the Sonoma SELPA is required to submit a Local Plan Governance and Administration Section B document to the state. Please read the Charter Local Plan letter to LEAs as it has a good explanation of the Local Plan. I was on the committee that reviewed Section B and the committee members including myself highly recommend its approval.

**E. 2020-21 Consolidated Application** FYI David Forbes

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds (Title I-V) from various federal programs to county offices, school districts, and direct-funded charter schools throughout California. The Academy of Alameda Middle and Elementary School will be applying for Title I, Title II, Title III, and Title IV funding during the 2020-21 school year.

**F. 2020-21 Consolidated Application Assurances** FYI David Forbes

As part of our continued receipt of Title funding from the federal government, we are obligated to approve our Consolidated Application Assurances, and to approve the accompanying three policies on an annual basis. They are complementary to other policies on record, and are intended to make our compliance for federal funding explicit. No changes have been made since the last annual update on the following:

- 1) Protected Prayer Certification;
- 2) Parent Involvement Policy;
- 3) Support for Education of Homeless Students

**G. 2020-21 Title III Consortium MOU** FYI David Forbes

All local educational agencies (LEAs) that generate a formula subgrant of less than \$10,000 in any school year must apply for and participate in the Title III English Learner (EL) student program as a member of a consortium. The Academy of Alameda Middle School & Elementary School do meet the minimum \$10,000 threshold to qualify for the subgrant and have developed a consortium in order to access Title III funds. AoA is projecting to have approximately 105 English Learners in the 20-21 school year, which will generate a Title III subgrant of approximately \$12,180 for the Consortium.

The Academy of Alameda will be the Consortium Lead and will administer the subgrant on behalf of both the Elementary and Middle School. The Academy of Alameda will be responsible for acting as the fiscal and program agent for the consortium and will file the required expenditure reports via the Consolidated Application and Reporting System (CARS) and

	Purpose	Presenter	Time
maintain fiscal records. This includes reporting cash balances quarterly during the Federal Cash Management Data Collection window.			

<b>H. 2020-21 Education Protection Account (EPA) Annual Spending Determination</b>	FYI	David Forbes	
Education Protect Account (EPA) funds must be board approved and designated for eligible expense purposes. The Academy of Alameda will use these funds for teacher salaries during the 2020-21 school year.			

<b>I. FEMA Grant Assurances</b>	FYI	David Forbes	
The Academy of Alameda is eligible to apply for FEMA's Coronavirus (COVID-19) Pandemic Grant to request assistance with emergency protective measures. The school has 60 days after the disaster has ended to complete the grant. COVID-19 is still considered an active disaster. FEMA's grant covers 75% of the expenses of responding to keeping the school, students, and staff physically safe and digitally connected during the pandemic. The attached documents allow key employees at AoA to work with FEMA during this process to complete the requirements of the grant.			

<b>J. Elementary Secondary School Emergency Relief Fund (ESSER) Assurances</b>	FYI	David Forbes	
The Academy of Alameda Middle School and Elementary School are eligible to receive ESSR Funds due to the COVID-19 global pandemic. The assurances attached are required as part of the application process to receive the funds. Since AoA completed the application prior to July 15, 2020, both schools will receive funding through the 1st apportionment period. AoA may use ESSER Funds for any allowable expenditure incurred on or after March 13, 2020, and have until September 30, 2022, to obligate ESSER Funds. Preliminary allocations for both schools are as follows:			
<ul style="list-style-type: none"> <li>• AoA Middle School: \$63,693</li> <li>• AoA Elementary School: \$30,417</li> </ul>			

<b>K. 2019/2020 Elementary &amp; Middle School (LCAP) Operation Reports</b>	FYI	David Forbes	
Due to Covid-19, the California Department of Education extended the LCAP deadline to December 15, 2020. In its place, the state is requiring an Operations Written Report. Below is the Executive Order that outlines the requirements for that report. Because each of our schools is a Local Education Area (LEA), we submitted one for AoA Elementary and another for AoA Middle School.			

Overview of Executive Order N-56-20 (4) Establishes a reporting requirement to provide an overview of changes to program offerings LEAs are making in response to the COVID-19 outbreak, the major impacts on students and families and how the LEA is meeting the needs of unduplicated students. The reporting will be made through an Operations Written Report and must include steps LEAs have taken to:

- Deliver high-quality distance learning opportunities
- Provide school meals in a non-congregate setting
- Arrange for the supervision of students during ordinary school hours

<b>L. 2020/21 Board Meeting Calendar</b>	FYI	David Forbes	
Please review the Board meeting/retreat dates for 2020/21. We have two scheduled retreats and the majority of Board meetings are on the 4th Thursday of each month.			

<b>M. 2020/21 AoA Elementary and Middle School Calendar</b>	FYI	David Forbes	
<b>N. Vote on Consent Agenda</b>	Vote	David Forbes	3 m

	Purpose	Presenter	Time
<b>III. Board Communications</b>			<b>6:40 PM</b>
<b>A. Board Member Reports</b>	Discuss	David Forbes	10 m
<b>B. Elementary &amp; Middle School Distance Learning Student Reports</b>	Discuss	Nora Bullock	30 m
<p>Principals, Nora Bullock and Miranda Thorman, will present the successes and challenges related to student outcomes that both schools experienced specific to distance learning in the Spring, and their plans to effectively address them beginning this summer.</p>			
<b>C. 2020-21 Reopening Schools Plan Overview</b>	Discuss	Matt Huxley	30 m
<p>Executive Director, Matt Huxley will review the framework to be used to design and implement AoA's 2020/21 Reopening Schools Plan.</p>			

**IV. Action Items** **7:50 PM**

<b>A. School Uniforms Temporary Moratorium for 2020/21</b>	Vote	Matt Huxley	15 m
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The uniform policy has been a source of contention for the past two years. The uniform "loosened" so that students could wear logos, non-AoA sweatshirts to cover their uniform shirts, students could wear different pants, including leggings, etc. As a result, enforcement became more difficult and some teachers gave up while others imposed tighter restrictions. In addition, new staff members were not here when uniforms were introduced so there was less buy-in to a degree. The Organizational Leadership Team thinks that this is the wrong year to have strong enforcement of the uniform policy - especially as it would not be appropriate to hand out school-issued "loaned" uniforms to students if they are out of uniform.

As a result, the Executive Director is proposing a one-year moratorium so that the organization can do a thorough study to determine if the vast majority of the staff, students, and families want uniforms to be reintroduced in 2021/22. This will be a Board topic at a meeting in the Fall.

<b>B. AoA Inclusion and Equity Action Committee</b>	Vote	Matt Huxley	15 m
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The Inclusion and Equity Board Committee will meet annually to determine and then monitor and support the areas of focus that AoA takes each year to change specific policies, practices, and cultural attributes that have been institutionalized that disadvantage certain racial or ethnic student groups.

Board President, David Forbes, asked three Board members, Amy Price, Regina Brown, and Ron Whittaker to serve on the committee as Board representatives.

<b>C. 2020-21 ES &amp; MS Budget Approval</b>	Vote	Stacie Ivery	30 m
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<b>D. Officer Nomination</b>	Discuss	David Forbes	5 m
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The Board of Directors nominated the following Board members to serve in the officer positions for the 2020/21 school year (at its May 28, 2020 meeting). The Board will vote on those nominations.

- President - David Forbes
- Vice President - Que Chu
- Secretary - Carole Robie
- Treasurer - Bill Schaff

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>E. Vote for New Three-year Terms for Two Board Members</b>	Discuss	David Forbes	5 m

Board members serve 3-year terms. Carole Robie (3 terms) and Que Chu (1st term) are serving the third year of their terms. They were nominated at the May 28 Board meeting to serve a new 3-year term. The Board will vote on those nominations.

**V. Closing Items**

**9:00 PM**

<b>A. Review of Key August 2 Board Retreat Agenda Topics</b>	Discuss	David Forbes	5 m
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- Reopening Schools Plan Update
- Aligning Our Program to Our Mission and Envisioned Future
- 2020/21 AoA Board Development Plan

<b>B. Adjourn Meeting</b>	Vote	David Forbes	1 m
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# Coversheet

## Approve Minutes

**Section:** II. Consent Agenda  
**Item:** A. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on May 28, 2020

APPROVED



# THE ACADEMY OF ALAMEDA

## The Academy of Alameda Charter School Board

### Minutes

#### Board Meeting

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#### Date and Time

Thursday May 28, 2020 at 6:30 PM

#### Location

Join Zoom Meeting

<https://us02web.zoom.us/j/84159396084?pwd=OFRqeGd0MUc1U1ErMldLZU9mSzZydz09>

Meeting ID: 841-5939-6084

Password: 9321

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#### 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

A. Cameron (remote), H. Spongberg (remote), M. Huxley (remote), S. Hottinger (remote), S. Ivery (remote), T. Ammar (remote)

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#### I. Opening Items

##### A. Zoom Meeting Agreements and Protocol

T. Ammar reviewed the Zoom Meeting Protocol.

##### B.

### **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 May 28, 2020 at 6:33 PM.

### **C. Record Attendance and Guests (Roll Call)**

#### **D. Public Comments**

### **E. The Board Reviews The Academy of Alameda's Mission and Envisioned Future Statements**

A. Price read The Academy of Alameda's Mission and Envisioned Future Statements.

## **II. Consent Agenda**

### **A. Approve Minutes**

A. Price made a motion to approve the minutes from Board Meeting on 05-14-20.

R. Whittaker seconded the motion.

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

### **B. April 2020 Check Register & Credit Card Statement**

### **C. Vote on Consent Agenda**

A. Price made a motion to approve the consent agenda.

R. Whittaker seconded the motion.

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

## **III. Board Communications**

### **A. Board Member Reports**

**D. Forbes** reminded board members to submit their Form 700 to Matt Huxley by next Monday, June 1.

**W. Schaff** reported that the Ad Hoc Committee Meeting was held on Tuesday, May 26.

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**A. Price** announced that on Thursday June 4, AUSD is hosting a Town Hall Meeting on social-emotional well-being of students. Additionally, A. Price will be sharing notes from a couple of relevant and useful sessions she has attended lately.

**R. Brown** – nothing to report.



**Q. Chu** reminded board members to submit the Executive Director Evaluation Feedback Survey. The board subcommittee will then put together a draft memo/summary of the survey for closed board session on June 18.

**C. Robie** reaffirmed the above.

**Karen Zimmerman** – nothing to report.

**R. Whittaker** informed that the district is gathering after school program providers and social-emotional support providers for a Round Table Meeting next week. R. Whittaker will send a summary to M. Huxley.

## **B. Special Education Update - Serving Students During School Closure**

**A. Cameron** gave a presentation, an overview of the services that have been provided to students with IEP's – the positives and the challenges as well as plans for the fall: staffing, **IEPs and compensatory services.**

Actions taken at AoA:

1. Communication with families:
  - \* AoA is following the guidelines from **Sonoma County Charter SELPA.**
  - \* Federal guidelines on SPED have not been modified.
  - \* All triennial eligibility reviews as well as the initial eligibility assessments for entering special education, have been delayed.
2. IEP meetings have been held in cases where it was obvious that distance learning was going to present particularly significant challenges for the student.
3. Reaching out to students:
  - \* Middle School – weekly outreach by the Ed-Specialists and Instructional Aids.
  - \* Elementary School – one-on-one or small groups.
4. **The COST Team** has been tracking and following up with middle school students who have been less engaged in distance learning.
5. Verifying that the confidentiality requirements were met on Zoom while providing SPED related services such as speech therapy and counseling.
6. Documenting all contacts with families.

Fall SPED Plan:

- Holding the delayed Triennial and Initial IEP meetings in August and September (10 in Middle and 5 in Elementary).

- Online Assessment Tools are being considered.

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**IEP = Individualized Educational Plan**

**Compensatory services = educational services that are awarded to students with disabilities to make up for services that they lost, under the *Individuals with Disabilities Education Act (IDEA)*.**

**SELPA = Special Education Local Plan Area**

**COST Team = The Coordination of Services Team**

### **C. Distance Learning Student Performance Report**

AoA is still developing its assessment plan for the Fall. The goal is to assess all students in math and reading before the school year begins in the Fall.

A debriefing on what went well in our distance learning environment as well as the areas to improve will be available in June.

#### **Examples of questions that the report might include:**

How students are doing generally?

How many students are showing up?

Does Google classroom enable interactive learning?

How engaging distance learning is for students? (the quality)

### **D. 2020/21 Reopening Schools' Plan Overview**

**August 24 – First Day of School.**

#### **Learning Environments**

1. Distance Learning
2. Blended Learning
3. A small group of students on campus 100% of the time (based on their needs and/or development stage).

**Recent survey results show that 17.5% of the AoA families rate distance learning.**

as a 5 on a scale from 1 (not interested) to 5 (very interested). The survey response rate was approximately 50%.

A new poll will be sent out soon.

**By July 1st, families will be asked to select** either distance learning or blended learning,

and commit to it for at least the 1st trimester.

**Students who choose blended learning will be divided into two groups. One model being discussed is creating an A Group and a B Group:**

Group A would study on campus on Mondays and Tuesdays, and Wed–Fri online.

Group B would study on campus on Thursdays and Fridays, and Mon–Wed online.

**By August 3rd, families will be notified which group their learner is in.**

Before that, in July, a goal would be to assess all students.

**Current students will be assessed online, incoming students will be assessed in person.**

#### **E. 2020/21 Instructional Plan Principles**

1. Provide a safe and healthy environment for our students and staff.
2. Offer a challenging and engaging academic program for ALL students.
3. Provide multiple pathways to success based on students' developmental and academic needs.
4. Provide sufficient time for collaboration, professional development, and planning time so that educators can continually improve their practice to help meet student outcomes.
5. Adapt our program to respond to feedback and the evolving information from state and federal authorities.

#### **Campus Survey**

We are in the process of analyzing the capacity to serve students on campus given the health and safety guidelines provided by the county and state governments.

#### **F. 2020/21 Budget Information Update**

Stacie Ivery, Director of Finance, presented updated budget information from California's May Revise. The budget is calling for an approximate 10% reduction in revenues for the 2020/21 school year. Please refer to the budget presentation on the May 28 Board meeting agenda for more details.

### **IV. Action Items**

#### **A. Officer Nomination**

The Ad Hoc Committee recommended keeping the current board officers for the next year, in light of the COVID-19 pandemic.

- President – **David Forbes**
- Vice President – **Que Chu**
- Secretary – **Carole Robie**

- Treasurer – **Bill Schaff**

No other nominations were made. Board members will vote for officers at its June 25, 2020 meeting.

#### **B. Board member nomination/s (For 3-year term)**

Board members serve 3-year terms. **Carole Robie** (3 terms) and **Que Chu** (1st term) are serving the third year of their terms and will be nominated to serve another 3-year term. No other nominations were made. Board members will vote in the June 25, 2020 meeting.

### **V. Closing Items**

#### **A. June 25 Board Meeting - Key Agenda Topics**

Key topics include:

- ES and MS LCAP Operations Report
- AoA/AUSD Fiscal/Operational MOU
- ASES MOU
- 2020/21 Budget
- Officer Vote
- Board member 3-Year Term Vote
- 2020/21 Reopening Schools Framework
- 2020/21 Board Meeting Calendar
- Consolidated Application (ConApp)

Board meetings by Zoom at least through June.

After that possibly in the gym, the tables properly distanced.

#### **B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:50 PM.

Respectfully Submitted,  
D. Forbes

# Coversheet

## May 2020 Check Register & Credit Card Statement

**Section:** II. Consent Agenda  
**Item:** B. May 2020 Check Register & Credit Card Statement  
**Purpose:** FYI  
**Submitted by:** Stacie Ivery  
**Related Material:** 05-20 May Credit Card Register.pdf  
05-20 May Check Register.pdf

**BACKGROUND:**

The attached documents show purchases made on the credit card and checks cut during the month of May 2020.

**RECOMMENDATION:**

Approval of the May 2020 Check Register and Credit Card Statement



**June 2020 Statement**

Open Date: 05/02/2020 Closing Date: 06/01/2020



**Visa® Community Card**  
ACADEMY OF ALAMEDA (CPN 001559617)

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

<b>New Balance</b>	<b>\$3,755.51</b>
<b>Minimum Payment Due</b>	<b>\$38.00</b>
<b>Payment Due Date</b>	<b>06/28/2020</b>

<b>Activity Summary</b>		
Previous Balance	+	\$1,029.52
Payments	-	\$660.52 <sup>CR</sup>
Other Credits	-	\$369.00 <sup>CR</sup>
Purchases	+	\$3,755.51
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged		\$0.00
Interest Charged		\$0.00
<b>New Balance</b>	<b>=</b>	<b>\$3,755.51</b>
<b>Past Due</b>		<b>\$0.00</b>
<b>Minimum Payment Due</b>		<b>\$38.00</b>
Credit Line		\$50,000.00
Available Credit		\$46,244.49
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

0047985100550558300000038000003755511



**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 \$3,755.51 will be automatically deducted from your account on 06/22/20.

000030386 01 SP 000638479764847 P Y

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.



June 2020 Statement 05/02/2020 - 06/01/2020

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ACADEMY OF ALAMEDA (CPN 001559617)

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 \$3755.51 will be automatically deducted from your bank account on 06/22/2020. 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. Manage your account online and link your card to PayPal today.

**Transactions HUXLEY, MATTHEW P Credit Limit \$20000**

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Purchases and Other Debits</b>					
05/04	05/01	8186	LEARNINGALL 609-520-8056 NJ	\$99.00	_____
05/04	05/01	6330	LEARNINGALL 609-520-8056 NJ	\$99.00	_____
05/07	05/06	8017	SCHOOL SERVICES OF CAL 916-4467517 CA	\$640.00	_____
05/12	05/11	5624	ADOBE ACROPRO SUBS 408-536-6000 CA	\$14.99	_____
05/15	05/14	9032	MICROSOFT*MICROSOFT 36 MSBILL.INFO WA	\$69.99	_____
<b>Total for Account</b>				<b>\$922.98</b>	

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

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Purchases and Other Debits</b>					
05/04	05/02	4189	GOOGLE *SVCSaoaschools g.co/HelpPay# CA	\$24.18	_____
05/08	05/07	5027	ADOBE ACROPRO SUBS 408-536-6000 CA	\$14.99	_____
05/11	05/08	2644	ADOBE ACROPRO SUBS 408-536-6000 CA	\$14.99	_____
05/11	05/08	4863	ALAMEDA COUNTY INDUSTR 510-357-7282 CA	\$1,420.23	_____
05/13	05/12	9583	TECHSOUP 4156339300 CA	\$5.00	_____
05/13	05/12	4913	ADOBE ACROPRO SUBS 408-536-6000 CA	\$14.99	_____
05/20	05/18	3751	THE HOME DEPOT #1017 HAYWARD CA	\$243.65	_____
05/22	05/21	6440	YOUNG, MINNEY & CORR 9168379700 CA	\$20.00	_____
05/26	05/25	7921	ASANA.COM HTTPWWW.ASAN CA	\$337.25	_____
05/26	05/21	7501	PODS #50 PODS.COM CA	\$217.43	_____
06/01	05/29	0527	BambooHR HRIS 866-3879595 UT	\$99.00	_____
<b>Total for Account</b>				<b>\$2,411.71</b>	

Continued on Next Page





June 2020 Statement 05/02/2020 - 06/01/2020  
 ACADEMY OF ALAMEDA (CPN 001559617)

Page 3 of 4

Cardmember Service ☎ 1-866-552-8855

Transactions		BULLOCK,NORA		Credit Limit	\$7500
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Purchases and Other Debits</b>					
05/04	05/03	3973	CALICOSPANISH.COM HTTPSCALICOSP OR	\$29.00	_____
05/18	05/15	7988	Jones School Supply Co 800-845-1807 SC	\$106.83	_____
05/20	05/18	7795	BAYAREAINTE 510-673-8912 CA	\$270.00	_____
<b>Total for Account</b>				<b>\$405.83</b>	

Transactions		SOUKHAMTHATH,KANITHA		Credit Limit	\$20000
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Other Credits</b>					
05/11	05/08	9474	ASCA 7036832722 VA MERCHANDISE/SERVICE RETURN	\$369.00CR	_____
<b>Purchases and Other Debits</b>					
05/07	05/06	3210	ADOBE ACROPRO SUBS 408-536-6000 CA	\$14.99	_____
<b>Total for Account</b>				<b>\$354.01CR</b>	

Transactions		BILLING ACCOUNT ACTIVITY		Amount	Notation
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Payments and Other Credits</b>					
05/20	05/20	MTC	PAYMENT THANK YOU	\$660.52CR	_____
<b>Total for Account</b>				<b>\$660.52CR</b>	

<b>2020 Totals Year-to-Date</b>	
Total Fees Charged in 2020	\$35.80
Total Interest Charged in 2020	\$0.00

**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	\$3,755.51	\$0.00	YES	\$0.00	13.99%	
**ADVANCES	\$0.00	\$0.00	YES	\$0.00	23.99%	

Continued on Next Page



June 2020 Statement 05/02/2020 - 06/01/2020  
ACADEMY OF ALAMEDA (CPN 001559617)

Page 4 of 4

Cardmember Service ☎ 1-866-552-8855



### Contact Us



Phone

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



Questions

Cardmember Service  
P.O. Box 6353  
Fargo, ND 58125-6353



Mail payment coupon  
with a check

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St. Louis, MO 63179-0408



Online

[myaccountaccess.com](http://myaccountaccess.com)

*End of Statement*

ACADEMY OF ALAMEDA

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## The Academy of Alameda Check Register

2019-20

**May**  
**Grand Total 77,826.91**

Date	Check Number	Vendor	Description	Check Amount
5/1/2020	VV361	The Education Team	Substitute Services (Week of 03/02/20 - 03/06/20)	284.63
5/1/2020	VV359	Deluxe Business Operations Inc. dba PS Print LLC (C Corp)	Checks	125.00
5/1/2020	VV360	Soukhamthat, Kanitha (ee)	Final Check	222.30
5/4/2020		Square	Monthly Admin Fee (May 2020)	35.00
5/6/2020	BP10717	Mr. Copy (MRC Smart Technology Solutions)	Contract Overage	459.26
5/6/2020	BP10723	Office Depot Inc.	Office Supplies	245.80
5/6/2020	BP10721	JW Pepper & Son, Inc.	Music Supplies	721.19
5/6/2020	BP10720	Jessica Serrano	SPED Contractor: DHH Consulting (April)	361.50
5/6/2020	BP10724	Xerox Financial Services (CT#010-0082705-001)	CT#1: Lease payment (04/15/20 - 05/14/20)	341.84
5/6/2020	BP10722	Xerox Financial Services (CT#010-0019523-003)	CT#3: Lease payment (04/30/20 - 05/29/20)	287.26
5/6/2020	BP10719	Xerox Financial Services (CT#010-0019523-002)	CT#2: Lease payment (04/28/20 - 05/27/20)	326.14
5/6/2020	BP10725	SchoolMint	19-20 SM & Re-Enrollment Platform Fee	4,100.00
5/6/2020	BP10718	Office Depot Inc.	Office Supplies	3,797.93
5/6/2020	VV362	Giannina Vivas	Refund: Disneyland Performance	400.00
5/6/2020	VV363	Dina Hondrogen	Refund: Disneyland Performance	425.00
5/7/2020	VV382	Arturo Miramontes	Refund: Disneyland Performance	400.00
5/7/2020	VV383	Ruby Darmstadt	Refund: Disneyland Performance	400.00
5/7/2020	VV384	Joe Chang	Refund: Disneyland Performance	400.00
5/7/2020	VV385	Grace Caulfield	Refund: Disneyland Performance	500.00
5/7/2020	VV386	Pam Arneson	Refund: Disneyland Performance	400.00
5/7/2020	VV387	Melanie Shannon	Refund: Disneyland Performance	218.00
5/7/2020	VV388	VOID	VOID Check	0.00
5/7/2020	VV389	Minna Bui	Refund: Disneyland Performance	400.00
5/7/2020	VV390	Francis McIlveen	Refund: Disneyland Performance	418.00
5/7/2020	VV391	Emanuel Norrbinn	Refund: Disneyland Performance	400.00
5/7/2020	VV392	Tina Lau	Refund: Disneyland Performance	450.00
5/7/2020	VV393	Kris Velasco	Refund: Disneyland Performance	400.00
5/7/2020	VV394	Beautiful Shields	Refund: Disneyland Performance	400.00
5/7/2020	VV395	Glen Screechfield	Refund: Disneyland Performance	409.00
5/7/2020	VV396	Meredith Akers	Refund: Disneyland Performance	418.00

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

2019-20

**May**  
**Grand Total 77,826.91**

Date	Check Number	Vendor	Description	Check Amount
5/7/2020	VV397	Juliet Buenavista	Refund: Disneyland Performance	400.00
5/7/2020	VV398	Byron Ogada	Refund: Disneyland Performance	400.00
5/7/2020	VV399	Lisa Shannon	Refund: Disneyland Performance	200.00
5/7/2020	VV400	Xiao Hua Wang	Refund: Disneyland Performance	300.00
5/7/2020	BP10726	Open Up Resources	PD: Math Curriculum	1,396.00
5/21/2020		California Choice	Health Insurance Premium - June 2020	41,842.46
5/21/2020		Vision Services Plan-CA (VSP)	Vision Insurance Premium - June 2020	948.90
5/22/2020	BP10733	Janet Redondo	Bookkeeping Services	600.00
5/22/2020	BP10727	Taylor Reinke	MS School Psych Intern	2,500.00
5/22/2020	BP10729	School Specialty	Classroom Furniture	471.23
5/22/2020	BP10732	Interpreters Unlimited (1099-7) (S Corp)	Translation Services	120.00
5/22/2020	BP10731	Department of Justice	Fingerprinting: DOJ & FBI fees (March)	98.00
5/22/2020	BP10728	Butte County Office of Education	2019-20 School Psychologist Services	150.00
5/22/2020	BP10735	Worthington Direct (S Corp)	Bookcases	814.42
5/22/2020	BP10730	Starline Supply Company	Custodial Supplies	1,678.29
5/22/2020	BP10734	Telegraph Media	Student Recruitment Ad	495.00
5/22/2020		US Bank Equipment Finance	Lease payment (04/25/20 - 05/25/20)	321.80
5/26/2020		PLIC - SBD Grand Island	Dental Insurance Premium (June 20)	5,795.59
5/27/2020	BP10736	CDW Government	Robotics Materials	1,003.36
5/29/2020	BP10737	Wasp Barcode Technologies	Barcoding for tech equipment (20-21)	546.01

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.

# Coversheet

## AUSD/AoA Food Services Agreement (MOU)

**Section:** II. Consent Agenda  
**Item:** C. AUSD/AoA Food Services Agreement (MOU)  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** AoA\_AUSD\_Food\_Service\_Agreement 20-21.pdf

Alameda Unified School District  
Food Service Agreement  
2020-2021

This agreement is entered into between Alameda Unified School District hereinafter referred to as SFA (School Food Authority), and Academy of Alameda hereinafter referred to as AOA is made this \_\_\_\_\_ day of \_\_\_\_\_, 2020 for the purpose of providing student lunches and/or breakfast which meet the National School Lunch/School Breakfast Program meal requirements.

**1. Services**

SFA will prepare breakfasts and lunches, which meet the National School Lunch/Breakfast Program meal requirements. Breakfast and lunches must comply with the nutritional standards as established by the United States Department of Agriculture.

**2. Terms**

The term of this agreement will be from July 1, 2020 through June 30, 2021 unless terminated by either party on 30 days' written notice with cause.

SFA is not required to provide any breakfasts or lunches on days when SFA schools are not in session or when however, with prior notice the SFA shall make all reasonable attempts to provide meals on days when SFA schools are not in session. SFA will also adhere to all Federal, State, County or City COVID-19 restrictions or orders which may disrupt normal service. AOA is responsible to develop an alternative meal plan for these instances.

SFA will prepare breakfasts and lunches, which meet the National School Lunch/School Breakfast Program meal requirements. Lunches must comply with the nutritional standards for lunches as established by the United States Department of Agriculture.

SFA will provide the necessary utensils, straws, and napkins.

SFA will prepare breakfasts and lunches in the Academy of Alameda School Cafeteria located at 401 Pacific Avenue. This preparation site will maintain the appropriate state and local health certifications for the facility.

Parents/Guardians and Students will be able to pay for meals online by credit card at ([myschoolbucks.com](http://myschoolbucks.com)), cash or check at the point of sale or cash or check at the SFA District Office. Students cannot be denied a breakfast or lunch as per the National School Lunch/Breakfast Program Guidelines and therefore can carry a negative balance, SFA will provide weekly updates on negative balances to AOA and all reasonable attempts shall be made by AOA to remedy negative balances including weekly emails to parents/guardians of students who carry a negative balance. SFA will also send letters home to parents/guardians once a month reminding them of their student's negative balance. AOA will be responsible for all outstanding meal charges at the end of the school year.

SFA will represent AOA as the “sponsor” and include the lunch/breakfast participation as part of the National School Lunch/Breakfast Program in the process of claiming reimbursement from the California Department of Education. SFA will process meal applications, and collect and retain all reimbursement funds. AOA will provide SFA with current phone number and address of all students.

The SFA will provide AOA with sack lunches for field trips, which meet the National School Lunch/School Breakfast Program meal requirements when requested by AOA. Meals for field trips must be requested at least seven (7) working days in advance. The cost per lunch will remain the same as of the regular lunches.

### **3. Compensation**

Students served breakfasts that include an entrée, fruit and beverage and lunches that include an entrée, side dish, and milk, in portion sized by age group. Breakfasts and lunches made per Healthy, Hunger-Free Kids Act. Reduced pay breakfasts will cost \$.30 and reduced pay lunch will cost \$.40. Full pay breakfasts will cost \$2.00 each, and full pay lunches will cost \$3.50 for elementary, \$4.00 middle school, and \$4.25 for high school groups.

### **4. Audit and Compliance**

SFA Director and the account representative will provide continuous support to AOA pertaining to certification, audits and validations. SFA ensures that the schools will be well supported and documentation is accurate for a successful experience with the California Department of Education.

SFA will maintain all necessary records to support CRE and SMI reviews. Once AOA is made aware of an audit, SFA, should be notified immediately so that all documents requested can be provided in a timely manner. SFA will maintain records supported by transport and central kitchen production records for this contract or other evidence for inspection and reference to support payments and claims, (for a period of three years).

SFA utilizes Nutrikids software for menu planning and nutritional analysis as well as production, planning & records.

The SFA will comply with all rules and regulations pertaining to the National School Lunch/Breakfast Program as outlined by the state and federal authorities. SFA will be responsible for an auditing finding if SFA fails to comply with all rules and regulations pertaining to the National School Breakfast/Lunch Program. All applications and eligibility requirements will be handled by the SFA and the SFA will notify AOA as soon as possible regarding any determination of eligibility or any other information that AOA may reasonably need to know in order to ensure that AOA’s students are provided meals in accordance with the National School Lunch/Breakfast Program or in order to otherwise comply with the terms of this Food Service Agreement.

SFA and AOA will comply with all applicable Federal, State and Local statues and regulations with regard to the preparation and consumption of lunches and/or breakfasts which meet the National School Lunch/Breakfast Program meal requirements, including but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional contents of lunches and/or breakfasts,



and nondiscrimination. All records maintained by SFA and AOA will be open to inspection by proper Federal, State and Local authorities in accordance with applicable statues and regulations.

Gifts or exchange of commodities is not permitted. Until the student consumes it, the food prepared remains the property of the State and Federal governments and AOA. It may not be sold, given away, or exchanged for other goods.

AOA will not provide or sell any food or beverage on campus without permission from the SFA in accordance with the National School Lunch/Breakfast Program.

AOA understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of SFA, and are not entitled to benefits of any kind or nature normally provided employees of SFA and/or to which SFA employees are normally entitled.

## **5. Indemnification**

AOA agrees to defend, indemnify and hold harmless the SFA, its Board of Trustees, officers, agents and employees, volunteers, individually and collectively, from and against all costs, losses, claims, demands, suits, actions, payments and judgments, including legal and attorney fees, arising from personal or bodily injuries, property damage or otherwise, however caused, brought or recovered against any of the above that may arise for any negligent acts from or during or be alleged to be caused by the undersigned's officers, agents, employees and volunteers.

The SFA agrees to defend, indemnify and hold harmless AOA, its officers, agents and employees, volunteers, individually and collectively, from and against all costs, losses, claims, demands, suits, actions, payments and judgments, including legal and attorney fees, arising from personal or bodily injuries, property damage or otherwise, however caused, brought or recovered against any of the above that may arise from any negligent acts from or during or be alleged to be caused by the SFA, its Board of Trustees, officers, agents and employees, volunteers.

## **6. Insurance**

AOA shall maintain general liability insurance coverage with limits of One Million Dollars (\$1,000,000) per occurrence for bodily injury and property damage. The coverage shall be primary as to SFA and shall name SFA as an additional insured with endorsement. Inclusion of SFA as an additional insured shall not affect SFA's right to a claim, demand, suit or judgment made, brought or recovered against AOA.

### 7. Notices

All notices, inquiries and invoices provided for under this Agreement shall be directed as set forth below:

SFA REP  
Name: James Assia  
Title: Director of Food & Nutrition Services  
Phone: 510-337-7044  
Email: jassia@alamedaunified.org  
Address: 2060 Challenger Drive, Alameda, CA 94501

AOA REP  
Name: Matt Huxley  
Title: Executive Director  
Phone: 510-748-4017  
Email: mhuxley@aoaschools.org  
Address: 401 Pacific Avenue, Alameda, CA 94501

### REPRESENTATION OF AUTHORITY:

The undersigned hereby represent and warrant that they are authorized by the respective parties to execute this agreement.

**For Alameda Unified School District (SFA)**

**For Academy of Alameda (AOA)**

\_\_\_\_\_  
Shariq Khan, CBO

Date: \_\_\_\_\_

DocuSigned by:  
*Matt Huxley*  
\_\_\_\_\_  
877C12B29B32438...  
Matt Huxley, Executive Director

Date: 6/17/2020

# Coversheet

## Sonoma SELPA Local Plan Agreement

**Section:** II. Consent Agenda  
**Item:** D. Sonoma SELPA Local Plan Agreement  
**Purpose:** FYI  
**Submitted by:** Matt Huxley  
**Related Material:** Charter Local Plan letter to LEAs.pdf  
Sonoma SELPA Section B.pdf

**RECOMMENDATION:**

Approve Section B of Sonoma SELPA's Local Plan



www.sonomaselpa.org  
www.charter.sonomaselpa.org  
5860 Labath Avenue  
Rohnert Park, CA 94928  
Phone (707) 524-2752  
Fax (707) 524-2754  
Adam Stein, Executive Director

---

June 5, 2020

To: Sonoma County Charter SELPA Member Governing Boards  
Re: LEA Board Approval for Sonoma County Charter SELPA Local Plan Section B:  
Governance and Administration

Dear Board Members and Trustees:

The Individuals with Disabilities Education Act 20 *United States Code (20 USC)* Section 1400 et seq. and related federal regulations, require each special education Local Plan area (SELPA) to assure a continuum of program options are available to meet the needs of students with disabilities for special education and related services.

The Local Plan is the document that provides those assurances, describes how a SELPA operates, and how it supports its member LEAs. As one of those members, you are provided support for your staff, students, and families on all matters related to special education.

Submitted for your approval is the newly updated Local Plan Governance and Administration Section B. The Sonoma County Charter SELPA Local Plan was last approved in 2015. Under new regulations it must be approved every three years starting with this first revision.

Revisions to the Local Plan Governance and Administration, Section B must be adopted by each local educational agency's (LEAs) governing board prior to being submitted to the CDE for review and consideration for approval (EC Section 56195.1).

The Local Plan section before you was developed by a diverse group of LEA staff representing general education administrators and teachers and special education administrators and teachers. The Plan was reviewed and approved by the SELPA's CEO Council, its governing board.

Thank you for your support of the Sonoma County Charter SELPA.

Sincerely,

Adam Stein

**SELPA** Sonoma County Charter

**Fiscal Year** 2020-21

**LOCAL PLAN**  
**Section B: Governance and Administration**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division  
January 2020

## Section B: Governance and Administration

SELPA Fiscal Year **B. Governance and Administration**California *Education Code (EC)* sections 56195 et seq. and 56205**Participating Local Educational Agencies**

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

**Special Education Local Plan Area—Local Plan Requirements**

1. Describe the geographic service area covered by the local plan:

The Sonoma County Charter SELPA is composed of local educational agency charters (LEAs) located **primarily** outside the geographic boundaries of Sonoma County. The Sonoma County Charter SELPA has designated the **Sonoma County** Office of Education as the Responsible Local Agency (RLA) and the **Sonoma County** Superintendent of Schools as the Superintendent of the RLA.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The local education agencies of the Sonoma County Charter SELPA join together pursuant to Section 56195 of the California Education Code to adopt a plan in accordance with California Education Code 56200 to assure access to special education and services for all eligible individuals with disabilities served by these agencies, hereafter known as the Sonoma County Charter Special Education Local Plan Area (Sonoma County Charter SELPA). In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

## Section B: Governance and Administration

SELPA Fiscal Year 

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout the SELPA.

The governing body of the SELPA is the CEO Council. Members of the CEO Council are responsible to the governing boards of the local education agencies in the SELPA.

The CEO Council consists of the Chief Executive Officers of each LEA and the Sonoma County Superintendent of Schools. Organizations that operate more than one charter school may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of schools represented. This group meets regularly to direct and supervise the implementation of the Local Plan.

The CEO Council is responsible for:

- A. Approval of policy for special education programs and services which relate to the Charter SELPA .
- B. Approval of requests to the "Risk Pool" as appropriate.
- C. Addressing specific needs of individual LEA Charters as the need arises;
- D. Reviewing and approving SELPA budgets, including staffing recommendations from the SELPA Administrator and the provision of

## Section B: Governance and Administration

SELPA Fiscal Year **Professional Development.**

E. Reviewing and approving changes and amendments to the Local Plan, Annual Assurances Support Plan, Annual Service Plan, and Annual Budget Plan.

F. Organizing subcommittees as necessary to meet special needs of the Charter SELPA;

G. Receiving and reviewing input from the Community Advisory Committee (CAC).

H. Approval of admission of new LEAs.

I. Determining total number of LEAs within the SELPA.

J. Hiring, supervision, and evaluation of SELPA Administrator.

The CEO Council may choose to establish a Charter Executive Committee, which includes the SELPA Administrator, to draft policies and make recommendations to the Charter CEO Council. The Executive Committee is made up of members of the CEO Council who are selected by the CEO Council by majority vote. The Sonoma County Superintendent of Schools serves as an ex-officio member of the Executive Committee. The Charter Executive Committee is responsible for reviewing and making recommendations to the CEO Council for:

A. Policy for special education programs and services which relate to the Charter SELPA .

B. Requests to the "Risk Pool" as appropriate.

C. Addressing specific needs of individual LEA Charters as the need arises;

D. SELPA budgets, including staffing recommendations from the SELPA Administrator and the provision of Professional Development.



## Section B: Governance and Administration

SELPA Fiscal Year 

E. Changes and amendments to the Local Plan, Annual Assurances Support Plan, Annual Service Plan, and Annual Budget Plan.

F. Organizing subcommittees as necessary to meet special needs of the Charter SELPA;

G. Input from the Community Advisory Committee (CAC).

Minutes of the Executive Committee meetings are transmitted to the full membership of the Charter CEO Council. In addition, financial issues regarding special education and other issues which it felt should be considered by the CEO Council shall be placed on the agenda for discussion and/or action of the scheduled meetings.

The CEO Council shall be responsible for the following areas of Local Plan administration:

1. Selection and annual evaluation of the SELPA Administrator.
2. Designation of participants for the Charter SELPA PLC.
3. Establishment and promotion of a Community Advisory Committee.
4. Establishment of the number and type of SELPA office staff employed by the Administrative Unit for SELPA-wide services.
5. Review, approve, and monitor all budgets assigned to the SELPA.
6. Provide leadership to the SELPA regarding the development, revision, implementation and review of the Local Plan.
7. Review, approve, and monitor the allocation of special education funds to local education agencies.
8. Approval of all SELPA policies, standards and guidelines.

The CEO Council shall meet on a regular basis according to Brown Act requirements and shall receive and act upon information provided by the Community Advisory Committee and the SELPA Administrator to assist in the administration of the SELPA.

Section B: Governance and Administration

SELPA

Fiscal Year

- 4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The Sonoma County Office of Education is designated as the Administrative Unit (AU) for the Sonoma County Charter SELPA. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
2. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
3. The employment of staff to support SELPA functions.
4. The provision of support services to the SELPA office and staff in the following areas: Information Technology including internet access and support, Human Resources, Fiscal Support, and other services as part of the SELPA's Indirect Cost contribution to the Sonoma County Office of Education.

The Sonoma County Charter SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

- 5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

The Sonoma County Charter SELPA is entirely made up of charter LEAs, so all policies and procedures allow for participation of charter schools in the local plan.

- 6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

Membership in the Community Advisory Committee is by appointment

## Section B: Governance and Administration

SELPA Fiscal Year 

and action of the participating LEA governing board. Each of the Sonoma County Charter SELPA members has a board approved policy which outlines the process for nomination, selection and board approval of CAC members and alternates. A continuous effort is maintained to inform and interest parents in participating on the committee. Each CAC member will receive information that outlines the duties and responsibilities of the organization.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

For Local Plan development, general education administrators will be nominated by the CEO Council. Those general education administrators will choose the general education teachers for the Local Plan committee. Special education administrators will be selected by the CEO Council in consultation with their special education administrators. Special education teachers will be nominated by the selected special education administrators. Parents who are members of the CAC will be consulted through CAC meetings.

The Sonoma County Charter SELPA's process for consulting with special education teachers and administrators will be through the CEO Council. This committee is made up of general education CEOs and special education administrators who represent in turn their special education staff. Through quarterly meetings during the school year information will be passed from the general and special education teachers to the SELPA. Parents who are members of the CAC will be consulted with through CAC meetings.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The Sonoma County Office of Education is designated as the

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Administrative Unit (AU) for the Sonoma County Charter SELPA. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
2. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
3. The employment of staff to support SELPA functions.
4. Provision of administrative support services to the SELPA staff and office.

The Sonoma County Charter SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The SELPA Program Administrator shall develop, agree to and maintain Interagency agreements and/or memorandums of understanding necessary to support the implementation of the local plan, and as required by legal mandates. Other interagency agreements and/or memorandums of understanding will be developed as needed in support of the local plan.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

Local education agency boards shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.

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2. By approving the Local Plan, enter into an agreement with other local education agencies participating in the plan, for the purpose of delivery of regional services and programs.

3. Review and approve revisions of the Sonoma County Charter SELPA Local Plan for Special Education.

4. Participate in the governance of the Sonoma County Charter SELPA through their designated representative to the CEO Council. The governing boards provide the CEO Council with the authority to act as the board designee to approve and amend policies as necessary.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The CEOs of each participating local education agency shall be responsible for special education programs operated by the agency and for implementing all requirements of the Local Plan.

In addition, each CEO shall:

- Assure that the provisions of the local plan are implemented in the LEA in compliance with State Education Code and Federal IDEA.
- Calendar items requiring local board approval.
- Direct the activities of administrators of special education in coordinating the administration of the local plan.
- Assure that required data is submitted to the SELPA and/or administrative agency in a timely fashion.
- Assure that appropriate facilities and support services such as transportation are available to meet the needs of students with disabilities.
- Other duties as required by federal and state law.

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- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

In adopting the Local Plan, each participating local education agency and SCOE agree to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students. In addition, each LEA within the charter SELPA shall cooperate to the maximum extent possible with other LEAs to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout the SELPA.

Local education agency administrators of special education are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan. The administrators participate on the CEO Council which has the authority to implement policies and procedures.

Member LEAs may collaborate to provide services to students with disabilities.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The governing boards of each of the participating local education agencies agree to invest the CEO Council with the responsibility of designating an appropriate agency as the Administrative Unit (AU) for the administration of the Local Plan and its implementation. The boards assure that the CEO Council shall identify the need for and designate the number of positions necessary for the operation of the SELPA functions according to this policy.

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**SELPA Administrator:** The fundamental role of the SELPA Administrator is to provide leadership and facilitate the decision making process. The SELPA Administrator's role includes the provision of information, specific services identified by the CEO Council, technical assistance, leadership and arbitration. It is the SELPA Administrator's responsibility to represent the interests of the SELPA as a whole without promoting any particular local education agency's interest over the interest of any other agencies. In the event there are differences of opinions and/or positions on issues, it is the SELPA Administrator's responsibility to mediate a reasonable resolution of the issue(s). The CEO Council shall be responsible for the selection, direction, discipline and annual evaluation of the SELPA Administrator. The CEO Council shall be assisted in the hiring and selection process by the Administrative Unit. The SELPA Administrator is subject to the Administrative Unit's policies and procedures for day to day operations, but receives direction from, and is responsible to, the CEO Council.

The Superintendents' Council, with the AU Superintendent, shall conduct an annual evaluation of the SELPA Executive Director per a process that the Superintendents' Council will determine each year to address progress toward attainment of the SELPA's annual goals and performance on the other aspects of the job description. The evaluation will be completed by June 30 each year.

**SELPA Staff:** In reviewing and approving the SELPA budgets on an annual basis, the CEO Council designates the staffing for the SELPA Office upon recommendation of the SELPA Administrator.

SELPA staff shall be employed by the Administrative Unit and supervised by the SELPA Administrator according to the Administrative Unit's policy and practices.

**SELPA Program Specialists:** The program specialists are employed by the Administrative Unit for employment purposes, and serve the SELPA under the direction of the SELPA Administrator. The CEO Council designates the number and type of specialists upon recommendation of

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the SELPA Administrator after review of SELPA budgets. The governing boards of the local education agencies identify the importance of employment of program specialists to provide unique and necessary services to the agencies and to pupils in the SELPA. Program specialists shall provide the following services:

1. Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers and support staff.
2. Plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.
3. Assist with local education agency staff development, program development and innovation of special methods and approaches.
4. Provide coordination, consultation and program development in one or more specialized areas of expertise.
5. Upon request, participate in and/or facilitate IEP team meetings where technical assistance is needed.
6. Assist in Alternative Dispute Resolution procedures, mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
7. Provide ongoing support as needed to the Community Advisory Committee.
8. Provide in-service training and technical assistance for general and special education teachers, administrators, support staff and parents. Assist as a liaison to various community agencies.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The CEO Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The Administrative Unit shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The SELPA Administrator



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is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

c. The operation of special education programs: education programs:

Specific duties of the RLA/AU:

- The AU shall be responsible for receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.

Specific duties of the SELPA Program Administrator:

- Coordinate implementation of all components of the local plan
- Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
- Monitor and ensure appropriate use of federal, state, and local funds allocated for special education operations.
- Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.
- Provide technical assistance to LEAs with non-public schools and agencies, including distribution of a Master Contract template and rate negotiations.

Specific duties of the individual LEAs:

- Coordinating and conducting child find activities
- Making available a free appropriate public education to all students residing in the LEA
- Developing and providing programs and services for all eligible students enrolled in the charter LEA and for students attending regional programs.
- Identifying and serving students in medical facilities, foster care, or Licensed Children's Intuition (LCI) pursuant to federal and state law.

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- Ensuring participation in state and LEA-wide assessments.
- Operating all special education programs and services in accordance with federal and state laws and regulations and in alignment with SELPA policies/procedures

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

Specific duties of the RLA/AU:

The AU, as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to member LEAs within the SELPA through a sub-grantee process and shall annually conduct and report to the CDE the required MOE information. The AU will provide consultation and support to the SELPA related to the monitoring of the appropriate use of federal, state and local funds used for special education programs.

Specific duties of the SELPA Program Administrator:

The SELPA Program Administrator or designee shall be responsible to monitor the appropriate use of all funds allocated for special education programs and services. Final determination, monitoring and action regarding the appropriate use of special education funds shall be made through the required annual MOE reports and Annual Budget Plan submitted to the CDE.

Specific duties of the individual LEAs:

The individual LEAs, along with support from the SELPA Program Administrator, shall ensure that the funds received from parts B and C of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of students with disabilities except as provided in Federal law and regulations.

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12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

The SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law (e.g., AB 650). Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined provides the program/services where the student with a free and appropriate public education is served in the least restrictive environment.

Low Incidence funds may be used for all pupils with low incidence disabilities as defined in law (hearing impairments, visual impairments, severe orthopedic impairments or any combination thereof) where an IEP team has determined the pupil meets eligibility requirements for a low incidence disability and the specialized equipment and/or services are recommended in the student's IEP.

The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first (EC 56040.3).

### Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location

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where the policy can be found.

**1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes  No

**2. Full Educational Opportunity: 20 USC Section 1412(a)(2)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

**3. Child Find: 20 USC Section 1412(a)(3)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and

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implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes  No

#### 4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4)

Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes  No

#### 5. Least Restrictive Environment: USC Section 1412(a)(5)

Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes  No

#### 6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number: Document Title:

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"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

**7. Evaluation: 20 USC Section 1412(a)(7)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes  No

**8. Confidentiality: 20 USC Section 1412(a)(8)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

**9. Part C to Part B Transition: 20 USC Section 1412(a)(9)**Policy/Procedure Number: Document Title:

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"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes  No

**10. Private Schools: 20 USC Section 1412(a)(10)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes  No

**11. Local Compliance Assurances: 20 USC Section 1412(a)(11)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes  No

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**12. Interagency: 20 USC Section 1412(a)(12)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes  No

**13. Governance: 20 USC Section 1412(a)(13)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes  No

**14. Personnel Qualifications**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:



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SELPA Fiscal Year  Yes  No**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

 Yes  No**16. Participation in Assessments: 20 USC Section 1412(a)(16)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

 Yes  No**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

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SELPA Fiscal Year  Yes  No**18. Maintenance of Effort: 20 USC Section 1412(a)(18)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

 Yes  No**19. Public Participation: 20 USC Section 1412(a)(19)**Policy/Procedure Number: Policy/Procedure Title: Document Location: 

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

 Yes  No**20. Suspension and Expulsion: 20 USC Section 1412(a)(22)**Policy/Procedure Number: Document Title: Document Location: 

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

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SELPA Fiscal Year  Yes  No**21. Access to Instructional Materials: 20 USC Section 1412(a)(23)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

 Yes  No**22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

 Yes  No**23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

 Yes  No

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**Administration of Regionalized Operations and Services**

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number:

Document Title:

Document Location:

Description:

Direct instructional support provided by the program specialist: Program specialists do not provide direct instructional support to students.

Role of the RLA/AU: See Local Plan Section B: – role of RBL/AU in SELPA Governance

Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is implemented and will make recommendations to the CEO Council when revisions are needed. The SELPA Administrator facilitates development and approval of SELPA policies and procedures necessary to implement the local plan. This assures that all regionalized operations and services are administered. See Local Plan Section B: Governance

Role of the individual LEAs: LEAs will ensure a full continuum of services is available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through the representative to the CEO Council, will recommend approval of any policies and procedures needed to implement the local plan.

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with

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disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout Sonoma County.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: While the program specialists will not provide direct instruction to students, they will observe, consult and assist service providers in methods of child find, identification and assessment.

Role of the RLA/AU: Role of the RLA/AU: See Local Plan Section B: Governance

Role of the Administrator of the SELPA: Through coordination of the Local Plan, the SELPA Administrator will ensure each LEA conducts child find activities. The SELPA will provide technical support to LEAs and guidance to parents, as needed. The SELPA will also participate in child find activities by establishing policies and procedures for the member LEAs and ensuring appropriate interagency agreements are in place.

Role of the individual LEAs: Each LEA is responsible for identifying and assessing all students for whom they are responsible.

The governing boards of the Sonoma County Charter SELPA member LEAs assure an ongoing effort to identify all individuals with disabilities including infants, children for whom English is not a primary language, students with low incidence disabilities, students attending private schools, highly mobile children, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. Each local education agency within the SELPA has established procedures for the identification, location and evaluation of students who may require special education services. Information regarding child find activities is included in the annual notice that is distributed to parents of all children.

Parents, whose primary language is not English, shall be informed of

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the need to file a written request when a verbal request is made. They shall be informed both verbally and in writing in their primary language, unless to do so is clearly not feasible.

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Description:

Direct instructional support provided by the program specialists: The program specialists provide alternative dispute resolution with LEAs as requested by parents and LEAs. The program specialist assists parents with filing complaints with the Office of Administrative Hearings when requested. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.

Role of the RLA/AU: See Local Plan Section B: Governance

Role of the Administrator of the SELPA: The SELPA administrator assures that the SELPA staff provides alternative dispute resolution with LEAs as requested by parents and LEAs. The SELPA administrator also assures that the SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA Administrator also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.

Role of the individual LEAs: The LEAs provide procedural safeguards to parents consistent with state and federal law, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

Document Title:

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Document Location:

Description:

Instructional support provided by the program specialist: While not providing direct instructional support to students, program Specialists will provide support and training for staff and parents on skills development, program development, and innovation in instructional and professional practices, using evidence-based practices.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: On an annual basis input is collected from the Special Education Directors from member LEAs to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator will assure the provision of needed training and supports as requested, or determined appropriate, for each LEA, and to parents and guardians, to the extent practicable.

Role of the individual LEAs: LEAs will determine their staff development and parent and guardian education, based on their local needs. They may seek technical assistance or input from the SELPA.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

Document Title:

Document Location:

Instructional support provided by the program specialist: Program Specialists will not provide direct instructional support to students. To achieve goals for students in academic areas, social-emotional learning, and positive behavioral interventions and supports, the Sonoma County Charter SELPA Program Specialists provide staff development opportunities:

- (1) For special educators, general educators, and families in evidence based curriculum, instruction, and procedures that align with the core curriculum and support optimal progress for students with disabilities.
- (2) That support literacy programs in the areas of reading, writing, speaking and listening with more instructional time, precisely sequenced

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Description:

direct instruction, more coaching and practice, and careful progress monitoring  
 (2) The Sonoma County Charter SELPA will provide instruction and guidance on methods of including students with disabilities in general education classrooms effectively.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development, as requested or determined appropriate. The SELPA Administrator assures that students with disabilities have full access to the Common Core State Standards and all required core curriculum including state adopted core curriculum textbooks and supplementary textbooks as well as instructional materials and support in order for students with disabilities attain higher standards in reading.

Role of the individual LEAs: LEAs will determined their needs for curriculum development and alignment with the core curriculum, based on their local needs, and participate with the SELPA in developing appropriate professional development related to their needs.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

N/A

Document Title:

Sonoma County Charter SELPA Local Plan

Document Location:

SELPA Office and Website

Description:

Instructional support provided by the program specialist: Based on SELPA goals, and as requested, the program specialists will evaluate the effectiveness of programs for students with disabilities under the Local Plan. Program Specialists will also assist the Participating LEAs in the development and implementation of program objectives and provide for continuous expert evaluation of the identified objectives to assure that such objectives are effective and in compliance with the intent of the Local Plan.

Role of the RLA/AU: See Local Plan Section B: Governance

Role of the Administrator of the SELPA: Under the guidance of the SELPA Administrator, the Sonoma County Charter SELPA will provide



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updates to all member LEAs on the effectiveness of the Local Plan by providing updates to SELPA annual goals set by the CEO Council. The SELPA staff will conduct ongoing internal reviews of the progress on goals and the Local Plan. The SELPA Administrator will structure and maintain the CEO Council for the purpose of monitoring the program operations of the Local Plan and make recommendations to the SELPA for necessary modifications. The SELPA Administrator will provide for the regular in-service training and staff development of SELPA staff responsible for the operation and conduct of the Local Plan.

7. Coordinated system of data collection and management:

Reference Number: N/A

Document Title: Sonoma County Charter SELPA

Document Location: SELPA Office and Website

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA will approve the California Longitudinal Pupil Achievement Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA.

Special Education Information System (SEIS) or similar system – the SELPA is responsible for effective collection and maintenance of data relevant to IEPs and IFSPs, program, placement of children, and other data required by state and federal mandates.

It shall be the policy of each LEA and the Sonoma County Charter SELPA to provide data or information to the California Department of Education that may be required by regulations.

Role of the individual LEAs: The LEAs are responsible for data entry, quality and integrity. The LEAs will approve the California Longitudinal Pupil Achievement Data System (CALPADS) submission as required by the California Department of Education.

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8. Coordination of interagency agreements:

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="Sonoma County Charter Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the RLA/AU: N/A</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed.</p> <p>It shall be the policy of this SELPA and its LEAs that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.</p> <p>Role of the individual LEAs: Through their representative to the CEO Council, the LEAs will approve review and implement interagency agreements as appropriate.</p>

9. Coordination of services to medical facilities:

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="Sonoma County Charter SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Webstie"/>
	<p>Direct Instructional support provided by the program specialist: The program specialist(s) assure(s) pupils have a full educational opportunity. SELPA staff will consult with LEAs when requested to assist in developing services to students with disabilities in local medical facilities. SELPA staff will facilitate discussions and agreements as</p>

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Description:

required with local medical facilities as needed.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA will facilitate the coordination of these services by the designated LEAs.

The SELPA Administrator shall serve on behalf of the member local education agencies and implement the Local Plan including the coordination of services to medical facilities.

Role of the individual LEAs: N/A

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:

N/A

Document Title:

Sonoma County Charter SELPA Local Plan

Document Location:

SELPA Office and Website

Description:

Direct Instructional support provided by the program specialist: The program specialist(s) assure(s) pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA will facilitate the coordination of these services with designated LEAs.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the LEA in which the child is enrolled.

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

N/A

Document Title:

Sonoma County Charter SELPA

Document Location:

SELPA Office and Website

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Description:

Direct Instructional support provided by the program specialist: Not applicable

Role of the RLA/AU:  
The Sonoma County Office of Education acts as the fiscal agent for participating LEAs as specified in the Plan and law. In this capacity, SCOE receives, compiles, and submits required reports to state and federal agencies and collects state aid funds for regionalized services per Education Code 56836.23 through 56836.25.

Role of the Administrator of the SELPA:  
The SELPA Program Administrator will ensure preparation and timely submission of required reports and provide technical assistance to LEAs in completing said reports.

Role of the individual LEAs:  
Participating LEAs in the Local Plan shall prepare and submit all necessary and required reports, including fiscal reports, reports on student enrollment, program evaluation, staffing, and program management to the SELPA.

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist-  
The program specialist(s) will provide logistical support to the CAC.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:  
The SELPA Program Administrator will provide fiscal and logistical support for CAC meetings, events, and trainings that are approved by the CEO Council when required.

Role of the individual LEAs:  
The LEA CEOs through the CEO Council will ensure that the SELPA has appropriate fiscal and logistical support for the CAC. LEA Special Education administrators shall facilitate communication between their

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13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:

Document Title:

Document Location:

Description:

14. Coordination of career and vocational education and transition services:

Reference Number:

Document Title:

Document Location:

Description:

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are in place and facilitate connection to agencies, as appropriate.

Role of Individual LEAs:  
 Individual LEAs will provide appropriate career and vocational education and transition services as required under state and federal law as appropriate. LEAs will also coordinate with local agencies (e.g., Regional Center and Department of Rehabilitation).

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist:  
 The program specialist(s) shall provide technical assistance to LEAs when requested to ensure that students have full educational opportunities regardless of district of special education accountability.

Role of the RLA/AU: NA  
 Role of the Administrator of the SELPA:  
 Through approval of the Annual Services Plan the SELPA Program Administrator will ensure that the full continuum of services is provided. The SELPA Program Administrator will assist with Inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined needed by the SELPA for LEAs and/or nonpublic schools.

Role of the individual LEAs:  
 Each LEA, through their representative to the CEO Council will determine the regional programs required to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services in collaboration with the SELPA.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

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Document Title:

Document Location:

Description:

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:

Document Title:

Document Location:

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Fiscal Year

Description:

agency procedures, special education teachers and support staff.  
 (2) Utilize evidence-based data to plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.  
 (3) Assist with local education agency staff development, program development and innovation of special methods and approaches.  
 (4) Provide coordination, consultation and program development in one or more specialized areas of expertise.  
 (5) Where possible, participate in ADR activities and/or facilitate IEP team meetings where technical assistance is needed.  
 (6) Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.  
 (7) Assist in developing training for parents and members of the Community Advisory Committee.  
 (8) Provide in-service training and technical assistance for general and special education teachers, administrators, support staff and parents  
 (9) Assist as a liaison to various community agencies.  
 (10) Coordinate the assessment of student needs for assistive technology or specialized in the least restrictive environment.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA:  
 The SELPA Program Administrator will supervise and evaluate the SELPA program specialist(s) and provide training and guidance to the program specialist(s) as need.

Role of the individual LEAs:  
 The program specialist(s) will provide direct instructional support to LEAs as requested or determined necessary.

**Special Education Local Plan Area Services**

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:	N/A
Document Title:	N/A
Document Location:	N/A



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Description: Sonoma County Charter LEAs do not provide early childhood special education from birth through five years of age.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number: N/A

Document Title: SELPA Local Plan Section B: Governance

Document Location: SELPA Office and Website

Description: 

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment will be available to the general public, including individuals with disabilities and parents of children with disabilities, which are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

The CEO Council and CAC shall meet on a regular basis according to Brown Act requirements. The CEO Council shall receive and act upon information provided by the Community Advisory Committee and the SELPA Administrator to assist in the administration of the SELPA. Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the plan, may address questions or concerns to the CAC or CEO Council at a regularly scheduled meeting.

A public meeting shall be held annually to provide the Community Advisory Committee and members of the public the opportunity to review the Annual Budget Plan and Annual Services Plan and provide input to the CEO Council. Upon approval by the CEO Council, these documents shall be submitted to the LEAs and the California Department of Education.

All business meetings of the CEO Council and CAC shall be open to the public. The only exceptions are those meetings or portions of meetings which may be held in closed session under the provisions of the Ralph M. Brown Act, such as a closed personnel session.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service

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provision, and the other governance activities specified within the local plan:

Reference Number:

Document Title:

Document Location:

Description:

In the event of a disagreement among local education agencies, local education agencies and the Administrative Unit, local education agencies and/or the Administrative Unit and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the CEO Council that issues be resolved at the lowest level possible in the governance structure outlined in the Local Plan. The CEO Council is considered to be the board of last resort. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority. If a local education agency disagrees with a decision or practice of another agency or the SELPA Office, that local education agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective CEOs or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Administrator, or his/her designee, or Chair of the CEO Council or the services of a neutral mediator from outside the SELPA. In the event the issue has not been resolved, the parties may pursue a hearing on the issues and resolution with the CEO Council. The decision of the CEO Council shall be final.

All LEA boards must approve the Local Plan for final submission to the State. If any LEA board fails to approve the Local Plan, that board shall notify all other participating agencies of the reason for not approving the plan and request that the Administrative Unit (AU) Superintendent or designee conduct a hearing on the merits of the local board's objections and negotiate a settlement. If negotiations cannot be settled, the superintendent shall convene a three-person panel as follows: (1) one person selected by the LEA objecting to the plan, (2) one person selected by one of the LEAs agreeing to the plan, and (3) one person selected by mutual agreement of the other two appointees within five days. The panel's decision shall be given to the CEO Council to make a final determination of outcome. The decision of the CEO Council will be binding for all parties involved in the dispute.

4. A description of the process being used to ensure a student is referred for special education

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instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="Local Plan Section B: Governance"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<p>A student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and where appropriate, utilized.</p> <p>The SELPA provides a full continuum of services to students identified with disabilities, including students in charter schools, alternative education, and students who are not in residence but approved to attend the LEA. Services are provided through each of the member LEAs. The referral, assessment, and Individual Education Program (IEP) process is utilized to identify the needs of each individual student with disabilities. The LEA ensures that supplemental aids and services are provided in the Least Restrictive Environment (LRE). A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and where appropriate, utilized.</p>

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="Local Plan Section B: Governance"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
	<p>Each LEA shall oversee and evaluate all placements in nonpublic, nonsectarian schools. The LEA shall follow the guidelines in EC 56366.1 (a)(4) which currently include:</p> <ul style="list-style-type: none"> <li>• Annually verify the NPS has conducted training pursuant to EC 56366.1 (a)(4)</li> <li>• Conduct one onsite visit to the NPS prior to placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement</li> <li>• Conduct one onsite monitoring visit each school year that the LEA</li> </ul>

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Description:

has a pupil attending and which it maintains a master contract. The monitoring visit shall include:

- o A review of services provided to the pupil through the individual service agreement between the LEA and NPS
- o A review of progress the pupil is making toward the goals in the IEP
- o A review of progress the pupil is making toward the goals set forth in the pupil’s behavior intervention plan, should one be included in the IEP
- o Observation of the pupil during instruction
- o Conduct a walkthrough of the facility

- The onsite monitoring visit shall be documented in a report to be submitted to the CDE within 60 calendar days of the visit
- The local education agency representative shall review the master contract, the individual services agreement and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Should either the content of EC 56366.1 (a)(4) change or the regulations and guidelines provided by CDE to support this part of the law change then these written processes in this Local Plan will change accordingly.

The IEP team shall consider the onsite monitoring visit report when evaluating whether the student is making appropriate educational progress at the NPS.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Reference Number:

N/A

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Document Title:

Document Location:

Description:

# Coversheet

## 2020-21 Consolidated Application

**Section:** II. Consent Agenda  
**Item:** E. 2020-21 Consolidated Application  
**Purpose:** FYI  
**Submitted by:** Stacie Ivery

### BACKGROUND:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds (Title I-V) from various federal programs to county offices, school districts, and direct-funded charter schools throughout California. The Academy of Alameda Middle and Elementary School will be applying for Title I, Title II, Title III, and Title IV funding during the 2020-21 school year.

### RECOMMENDATION:

Approval of the Consolidated Application requesting Title I-IV funding for the 2020-21 fiscal year.

# Coversheet

## 2020-21 Consolidated Application Assurances

**Section:** II. Consent Agenda  
**Item:** F. 2020-21 Consolidated Application Assurances  
**Purpose:** FYI  
**Submitted by:** Stacie Ivery

### BACKGROUND:

As part of our continued receipt of Title funding from the federal government, we are obligated to approve our Consolidated application, and to approve the accompanying three policies on an annual basis. They are complementary to other policies on record, and are intended to make our compliance for federal funding explicit. No changes have been made since the last annual update on the following: 1) Protected Prayer Certification; 2) Parent Involvement Policy; 3) Support for Education of Homeless Students

### RECOMMENDATION:

Approval of the 20-21 Consolidated Application Assurances.

# Coversheet

## 2020-21 Title III Consortium MOU

**Section:** II. Consent Agenda  
**Item:** G. 2020-21 Title III Consortium MOU  
**Purpose:** FYI  
**Submitted by:** Stacie Ivery  
**Related Material:** 2020-21 Title III MOU.pdf  
2020-21 Title III Consortium Application.pdf

### BACKGROUND:

All local educational agencies (LEAs) that generate a formula subgrant of less than \$10,000 in any school year must apply for and participate in the Title III English Learner (EL) student program as a member of a consortium. The Academy of Alameda Middle School & Elementary School do meet the minimum \$10,000 threshold to qualify for the subgrant and have developed a consortium in order to access Title III funds. AoA is projecting to have approximately 105 English Learners in the 20-21 school year, which will generate a Title III subgrant of approximately \$12,180 for the Consortium. The Academy of Alameda will be the Consortium Lead and will administer the subgrant on behalf of both the Elementary and Middle School. The Academy of Alameda will be responsible for acting as the fiscal and program agent for the consortium and will file the required expenditure reports via the Consolidated Application and Reporting System (CARS) and maintain fiscal records. This includes reporting cash balances quarterly during the Federal Cash Management Data Collection window.

### RECOMMENDATION:

Approval of the 2020-21 Title III Consortium MOU.



## Memorandum of Understanding

Elementary and Secondary Education Act, Title III, Part A,  
English Learner Student Program Subgrant Consortium

### Memorandum of Understanding, 2020-21 School Year

This Memorandum of Understanding represents the agreed-upon program, services and products to be provided to English learner (EL) students at The Academy of Alameda and The Academy of Alameda Elementary School, (Members), during the 2020-21 school year. The Academy of Alameda (AoA) will act as lead local educational agency (LEA) and member. The consortium shall be named The Academy of Alameda Consortium (the Consortium).

AoA will be responsible for acting as the fiscal agent for the Consortium and will file the required expenditure reports and maintain fiscal records. The Consortium will plan to expend all Title III funds during the 2020-21 grant year. AoA must continue to serve as the fiscal agent for the Consortium for the duration of the 27 months grant period and/or until all the funds are expended, after which time the California Department of Education (CDE) will bill AoA for any remaining balance.

According to the 2019-20 California Longitudinal Pupil Achievement Data System information submitted by the Members to the CDE, AoA enrolled 105 EL students, which results in a subgrant amount of approximately \$12,180. In its role as the lead LEA, the AoA will support a total amount of programs, services, and products as indicated below:

<b>Program/Service/Product</b>	<b>Approximate Cost</b>	<b>Delivery Date</b>	<b>Provided By</b>
Support the salary of an ELD instructional coach whose duty is to facilitate conversations amongst educators using analysis of formative and summative EL achievement data to drive instructional decisions and effective implementation of EL instructional strategies.	\$12,180	07/01/2020 thru 06/30/2021	AoA
<b>Total Consortium Grant allocation</b>	<b>\$12,180</b>		

Changes regarding the provision, the scope and/or nature of these services must be made by agreement of the Members. Funds must be used before the 27 months grant period ends.

In addition to the above services and products, AoA will coordinate regular meetings for the purpose of assessing the needs of the consortium.

Also, AoA will be responsible for completing and submitting the Annual Report and any other reports to the CDE. Signature of each LEA representative represents the indication that the consortium has met and conferred and the Member LEAs are in agreement to all stated.

**Signatures of Authorized Representatives:**

**The Academy of Alameda  
Consortium Lead**

Print Name: Stacie Ivery

Title: Director of Finance


Signature:  \_\_\_\_\_

Date: June 19, 2020

**The Academy of Alameda  
Consortium Member**

Print Name: Matthew Huxley

Title: Executive Director

Signature:  \_\_\_\_\_

Date: June 19, 2020



## Title III Consortium Application English Learner (EL) 2020–21

[Logoff](#)

### Submission

#### The Academy of Alameda

Your application has been submitted. Please print this page for your records.

#### Contact Information Submitted

First Name: Stacie  
 Last Name: Ivery  
 Title: Director of Finance  
 Address: 401 Pacific Ave  
 City: Alameda  
 State: CA  
 Zip: 94501  
 Telephone: 510-556-4017  
 Fax:  
 E-mail: [sivery@aoaschools.org](mailto:sivery@aoaschools.org)  
 Submission Date/Time: 5/15/2020 4:50:54 PM

- I certify that, to the best of my knowledge, the information contained in this application is complete and accurate.
- I certify that I have read and agree to be bound by the Title III EL Student Program Subgrant [General, Program and Consortium Assurances](#).
- I certify that I have read and comply with the [Consortium Details](#) regarding the formation and operation of a consortium.

#### Proposed Obligations Report

Estimated English Learner per pupil allocation: \$116.00  
 Estimated English Learner Student Counts for the whole Consortium: 105  
**Estimated Consortium Allocation: \$12,180**

Activities	Proposed Expenditures (\$)
Title III Professional Development Activities	0.00
Title III Programs and other Authorized Activities	0.00
English Proficiency And Academic Achievement	12,180.00
Parent, Family and Community Engagements	0.00
Direct Administration Costs (cannot exceed 2% of consortium allocation)	0.00
Indirect Costs	0.00
<b>Total:</b>	<b>12,180.00</b>

#### Consortium Members Submitted

LEA Name	CDS Number	Contact Submitted	Submission Date and Time	Number of Eligible EL Students
The Academy of Alameda Elementary	01611190131805	Yes	5/15/2020 5:01:47 PM	46

### Proposed Consortium Budget and Final Submission to be completed by the Lead LEA

All LEA members must have submitted their application information in order for the lead LEA to be able to enter the budget, the final submission and certify for the Consortium.

LEAs who participate in the Title III, English Learner (EL) program are required to update their LEA Plans annually (ESEA, Title III, Part A, Section 3116).

Funds made available under this subpart shall be used so as to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and in no case to supplant such federal, state, and local public funds (3115[g]).

LEAs seeking the Title III, Part A, EL Student Program Subgrant shall develop and maintain locally LEA Plans inclusive of all elements required by the state and ESEA, Title III, Part A, Section 3116. All LEAs shall provide on the Consolidated Application Reporting System (CARS) a proposed budget per the Title III, Part A, program requirements (ESEA, Title III, Part A, sections 3114, 3115, & 3116). The consortium lead will then be responsible for providing the Title III consortium budget on the Consortium Online Application (COA), on behalf of the entire consortium.

Funds will be released to the consortium lead LEAs after all the LEAs complete the 2020-21 Title III application process of applying in the CARS, completing the COA, and the lead LEA submitting proposed budget for the consortium.

I certify that I have developed a Memorandum of Understanding that outlines how the consortium will meet all Title III EL program requirements (see sample on Consortium Details page).

I certify and understand that this is not a pass through grant and may not allocate and/or distribute Title III funds directly to consortium members, but instead, the lead LEA must provide services and products to consortium members as outlined in the MOU.

I certify that the consortium level LEA plan has been approved by all consortium members.

**Questions: English Learner (EL) - Geoffrey Ndirangu | [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov) | 916-323-5831  
General - Language Policy and Leadership Office | 916-319-0845**

California Department of Education  
1430 N Street  
Sacramento, CA 95814

Web Policy

# Coversheet

## 2020-21 Education Protection Account (EPA) Annual Spending Determination

**Section:** II. Consent Agenda  
**Item:** H. 2020-21 Education Protection Account (EPA) Annual Spending Determination  
**Purpose:** FYI  
**Submitted by:** Stacie Ivery  
**Related Material:** 20-21 AoA EPA Resolution & Spending Plan.pdf

**BACKGROUND:**

Education Protect Account (EPA) funds must be board approved and designated for eligible expense purposes. The Academy of Alameda will use these funds for teacher salaries during the 2020-21 school year.

**RECOMMENDATION:**

Approval of the 20-21 EPA Resolution and Spending Plan.

**THE ACADEMY OF ALAMEDA**  
**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of The Academy of Alameda shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of The Academy of Alameda;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of The Academy of Alameda has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 25, 2020

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David Forbes  
Board President, The Academy of Alameda



**The Academy of Academy Middle School  
Education Protection Account (EPA) Spending Determination\***

**Estimated Expenditures July 1, 2020 - June 30, 2021**

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	<b>Object Codes</b>	<b>Amount</b>
<b>Amount Available for this Fiscal Year</b>		
Education Protection Account	8012	\$540,095.00
<b>Expenditures</b>		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$540,095.00
Administrator Salaries	1300	Not allowable
Classified Salaries	2000s	\$0.00
Employee Benefits (excluding admin)	3000s	\$0.00
Books and Supplies	4000s	\$0.00
Services and Other Operating Expenses	5000s	\$0.00
Capital Outlay	6000s	\$0.00
<b>Total Expenditures</b>		<b>\$540,095.00</b>

\*The estimated EPA spending shown above is based on 20-21 budget projections using the LCFF FCMAT calculator. The actual 20-21 entitlement will be certified at P2 in July 2021. Therefore, actual revenue and expenses may be different than stated above and will be adjusted accordingly. Per Proposition 30 and as extended by Proposition 55, EPA funds will not be used for salaries or benefits of administrators or any other administrative costs.

**The Academy of Academy Elementary School  
Education Protection Account (EPA) Spending Determination\***

**Estimated Expenditures July 1, 2020 - June 30, 2021**

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	<b>Object Codes</b>	<b>Amount</b>
<b>Amount Available for this Fiscal Year</b>		
Education Protection Account	8012	\$56,240.00
<b>Expenditures</b>		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$56,240.00
Administrator Salaries	1300	Not allowable
Classified Salaries	2000s	\$0.00
Employee Benefits (excluding admin)	3000s	\$0.00
Books and Supplies	4000s	\$0.00
Services and Other Operating Expenses	5000s	\$0.00
Capital Outlay	6000s	\$0.00
<b>Total Expenditures</b>		<b>\$56,240.00</b>

\*The estimated EPA spending shown above is based on 20-21 budget projections using the LCFF FCMAT calculator. The actual 20-21 entitlement will be certified at P2 in July 2021. Therefore, actual revenue and expenses may be different than stated above and will be adjusted accordingly. Per Proposition 30 and as extended by Proposition 55, EPA funds will not be used for salaries or benefits of administrators or any other administrative costs.

# Coversheet

## FEMA Grant Assurances

**Section:** II. Consent Agenda  
**Item:** I. FEMA Grant Assurances  
**Purpose:** FYI  
**Submitted by:** Stacie Ivery

**Related Material:**

CalOES Form 130 - Designation of Applicant's Agent Resolution for Non-State Agencies.pdf  
CalOES Form 89 - Project Assurances For Federal Assistance.pdf

**BACKGROUND:**

The Academy of Alameda is eligible to apply for FEMA's Coronavirus (COVID-19) Pandemic Grant to request assistance with emergency protective measures. The school has 60 days after the disaster has ended to complete close the grant. COVID-19 is still considered an active disaster. FEMA's grant covers 75% of the costs of responding to keeping the school, students, and staff physically safe and digitally connected during the pandemic. The attached documents allow key employees at AoA to work with FEMA during this process to complete the requirements of the grant.

**RECOMMENDATION:**

Approval of Form CalOES89 (Project Assurances for Federal Assistance) and Form CalOES130 (Designation of Applicant's Agent Resolution for Non-State Agencies).

STATE OF CALIFORNIA  
GOVERNOR'S OFFICE OF EMERGENCY SERVICES  
Cal OES 130

Cal OES ID No: \_\_\_\_\_

**DESIGNATION OF APPLICANT'S AGENT RESOLUTION  
FOR NON-STATE AGENCIES**

BE IT RESOLVED BY THE Board of Directors OF THE Academy of Alameda  
(Governing Body) (Name of Applicant)

THAT Executive Director, OR  
(Title of Authorized Agent)

Director of Finance, OR  
(Title of Authorized Agent)

\_\_\_\_\_  
(Title of Authorized Agent)

is hereby authorized to execute for and on behalf of the The Academy of Alameda, a public entity  
(Name of Applicant)  
established under the laws of the State of California, this application and to file it with the California Governor's Office of Emergency Services for the purpose of obtaining certain federal financial assistance under Public Law 93-288 as amended by the Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988, and/or state financial assistance under the California Disaster Assistance Act.

THAT the Academy of Alameda, a public entity established under the laws of the State of California,  
(Name of Applicant)  
hereby authorizes its agent(s) to provide to the Governor's Office of Emergency Services for all matters pertaining to such state disaster assistance the assurances and agreements required.

**Please check the appropriate box below:**

- This is a universal resolution and is effective for all open and future disasters up to three (3) years following the date of approval below.
- This is a disaster specific resolution and is effective for only disaster number(s) \_\_\_\_\_

Passed and approved this 25th day of June, 2020

David Forbes, Board President  
(Name and Title of Governing Body Representative)

Que Che, Board Vice-President  
(Name and Title of Governing Body Representative)

William Schaff, Board Treasurer  
(Name and Title of Governing Body Representative)

**CERTIFICATION**

I, Carole Robie, duly appointed and Board Secretary of  
(Name) (Title)

The Academy of Alameda, do hereby certify that the above is a true and correct copy of a  
(Name of Applicant)

Resolution passed and approved by the Board of Directors of the Academy of Alameda  
(Governing Body) (Name of Applicant)

on the 25th day of June, 2020.

\_\_\_\_\_  
(Signature)

Board Secretary  
(Title)

STATE OF CALIFORNIA  
GOVERNOR'S OFFICE OF EMERGENCY SERVICES  
**Cal OES 130 - Instructions**

**Cal OES Form 130 Instructions**

**A Designation of Applicant's Agent Resolution for Non-State Agencies is required of all Applicants to be eligible to receive funding. A new resolution must be submitted if a previously submitted Resolution is older than three (3) years from the last date of approval, is invalid or has not been submitted.**

When completing the Cal OES Form 130, Applicants should fill in the blanks on page 1. The blanks are to be filled in as follows:

**Resolution Section:**

**Governing Body:** This is the group responsible for appointing and approving the Authorized Agents.

Examples include: Board of Directors, City Council, Board of Supervisors, Board of Education, etc.

**Name of Applicant:** The public entity established under the laws of the State of California. Examples include: School District, Office of Education, City, County or Non-profit agency that has applied for the grant, such as: City of San Diego, Sacramento County, Burbank Unified School District, Napa County Office of Education, University Southern California.

**Authorized Agent:** These are the individuals that are authorized by the Governing Body to engage with the Federal Emergency Management Agency and the Governor's Office of Emergency Services regarding grants applied for by the Applicant. There are two ways of completing this section:

1. **Titles Only:** If the Governing Body so chooses, the titles of the Authorized Agents would be entered here, not their names. This allows the document to remain valid (for 3 years) if an Authorized Agent leaves the position and is replaced by another individual in the same title. If "Titles Only" is the chosen method, this document must be accompanied by a cover letter naming the Authorized Agents by name and title. This cover letter can be completed by any authorized person within the agency and does not require the Governing Body's signature.
2. **Names and Titles:** If the Governing Body so chooses, the names **and** titles of the Authorized Agents would be listed. A new Cal OES Form 130 will be required if any of the Authorized Agents are replaced, leave the position listed on the document or their title changes.

**Governing Body Representative:** These are the names and titles of the approving Board Members.

Examples include: Chairman of the Board, Director, Superintendent, etc. The names and titles **cannot** be one of the designated Authorized Agents, and a minimum of two or more approving board members need to be listed.

**Certification Section:**

**Name and Title:** This is the individual that was in attendance and recorded the Resolution creation and approval.

Examples include: City Clerk, Secretary to the Board of Directors, County Clerk, etc. This person **cannot** be one of the designated Authorized Agents or Approving Board Member (if a person holds two positions such as City Manager and Secretary to the Board and the City Manager is to be listed as an Authorized Agent, then the same person holding the Secretary position would sign the document as Secretary to the Board (not City Manager) to eliminate "Self Certification.")

STATE OF CALIFORNIA  
GOVERNOR'S OFFICE OF EMERGENCY SERVICES  
Cal OES 89

Disaster No: 4482DR

Cal OES ID No: 001-UQ30E-00

DUNS No: 078353057

**PROJECT ASSURANCES FOR FEDERAL ASSISTANCE**

SUBRECIPIENT'S NAME: The Academy of Alameda  
(Name of Organization)

ADDRESS: 401 Pacific Avenue

CITY: Alameda STATE: CA ZIP CODE: 94501

TELEPHONE: (510) 556-4017 FAX NUMBER: (510) 523-5304

AUTHORIZED AGENT: Stacie Ivery TITLE: Director of Finance

EMAIL ADDRESS: sivery@aoaschools.org

**ASSURANCES – CONSTRUCTION PROGRAMS**

Note: Certain of these assurances may not be applicable to all of your projects. If you have questions, please contact the California Governor's Office of Emergency Services. Further, certain federal assistance awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the subrecipient named above:

1. Has the legal authority to apply for federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-federal share of project costs) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, Federal Office of Inspector General 2 CFR 200.336, and if appropriate, the state, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the assistance; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will not dispose of, modify the use of, or change the terms of the real property title, or other interest in the site and facilities without permission and instructions from the awarding agency. Will record the federal interest in the title of real property in accordance with awarding agency directives and will include a covenant in the title of real property acquired in whole or in part with federal assistance funds to assure nondiscrimination during the useful life of the project.
4. Will comply with the requirements of the assistance-awarding agency with regard to the drafting, review and approval of construction plans and specifications.
5. Will provide and maintain competent and adequate engineering supervision at the construction site to ensure that the complete work conforms with the approved plans and specifications and will furnish progress reports and such other information as may be required by the assistance awarding agency or state.
6. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
7. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gains.
8. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.), which prohibits the use of lead based paint in construction or rehabilitation of residence structures.

9. Will comply with all federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C §§ 1681-1683 and 1685-1686) which prohibits discrimination on the basis of sex; (c) Section 504 of the rehabilitation Act of 1973, as amended (29 U.S.C. § 794) which prohibit discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107) which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 93-255) as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616) as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3) as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental, or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) which may apply to the application.
10. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal and federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.
11. Will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$5,000 or more.
12. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.O. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved state management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§ 1451 et seq.); (f) conformity of federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.O. 93-205).
13. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§ 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
14. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and preservation of historic properties), and the Archeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
15. Will comply with Standardized Emergency Management (SEMS) requirements as stated in the California Emergency Services Act, Government Code, Chapter 7 of Division 1 of Title 2, Section 8607.1(e) and CCR Title 19, Sections 2445, 2446, 2447, and 2448.
16. Subrecipients expending \$750,000 or more in federal grant funds annually are required to secure an audit pursuant to OMB Uniform Guidance 2 CFR Part 200, Subpart F. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984 and the Single Audit Act Amendments of 1996.
17. Will disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with §200.112.
18. Will comply with all applicable requirements of all other federal laws, Executive Orders, regulations and policies governing this program.
19. Has requested through the State of California, federal financial assistance to be used to perform eligible work approved in the subrecipient application for federal assistance. Will, after the receipt of federal financial assistance, through the State of California, agree to the following:
  - a. The state warrant covering federal financial assistance will be deposited in a special and separate account, and will be used to pay only eligible costs for projects described above;
  - b. To return to the State of California such part of the funds so reimbursed pursuant to the above numbered application, which are excess to the approved actual expenditures as accepted by final audit of the federal or state government.
  - c. In the event the approved amount of the above numbered project application is reduced, the reimbursement applicable to the amount of the reduction will be promptly refunded to the State of California.

20. The non-Federal entity for a Federal award must disclose, in a timely manner, in writing to the Federal awarding agency or pass-through entity all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award §200.113. Failure to make required disclosures can result in any of the remedies described in §200.338 Remedies for noncompliance, including suspension or debarment.
  
21. Will not make any award or permit any award (subaward or contract) to any party which is debarred or suspended or is otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549 and 12689, “Debarment and Suspension.”

“I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized by the above named subrecipient to enter into this agreement for and on behalf of the said subrecipient, and by my signature do bind the subrecipient to the terms thereof.”

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PRINTED NAME

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SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

---

TITLE

---

DATE



## Coversheet

### Elementary Secondary School Emergency Relief Fund (ESSER) Assurances

**Section:** II. Consent Agenda  
**Item:** J. Elementary Secondary School Emergency Relief Fund (ESSER)  
Assurances  
**Purpose:** FYI  
**Submitted by:** Stacie Ivery  
**Related Material:** 2020 ESSERF Assurances (MS) - Board.pdf  
2020 ESSERF Assurances (ES) - Board.pdf

#### BACKGROUND:

The Academy of Alameda Middle School and Elementary School are eligible to receive ESSR Funds due to the COVID-19 global pandemic. The assurances attached are required as part of the application process to receive the funds. Since AoA completed the application prior to July 15, 2020 both schools will receive funding through the 1st apportionment period. AoA may use ESSER Funds for any allowable expenditure incurred on or after March 13, 2020 and have until September 30, 2022 to obligate ESSER Funds. Preliminary allocations for both schools are as follows: • AoA Middle School: \$63,693 • AoA Elementary School: \$30,417

#### RECOMMENDATION:

Approval of the ESSER Fund Assurances

## ESSERF Assurances



ESSERF is the Elementary and Secondary School Emergency Relief Fund, a part of the Education Stabilization Fund Program.

## Submission Confirmation

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**The Academy of Alameda** (CDS Code **01611190122085**) successfully completed submission for ESSER funds on **6/19/2020 4:01:40 PM**.

You may print a copy of this confirmation for your records.

[ESSERF Home](#)

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## The Academy of Alameda

### Contact Information

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**LEA:**

The Academy of Alameda

**DUNS Number:**

078353057

**First Name:**

Stacie

**Last Name:**

Ivery

**Job Title:**

Director of Finance

**E-mail:**

sivery@aoaschools.org

## Certification

---

The checkbox was selected, certifying that I have read the applicable certifications, assurances, terms, and conditions identified on this grant application and I agree to comply with all requirements as a condition of funding.

On behalf of The Academy of Alameda, I hereby apply to the California Department of Education for ESSER funds and agree to all of the following assurances:

### **PART I: General Assurances for Local Educational Agencies (LEAs)**

The Academy of Alameda will comply with the requirements in Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e):

- (1) The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) The control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each program;
- (4) The LEA will make reports to the State agency or board and to the U.S. Secretary of Education, as requested, as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under Section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
- (5) The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) In the case of any project involving construction, the LEA will provide reasonable assurances that—
  - (a) the project is not inconsistent with overall State plans for the construction of school facilities, and
  - (b) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects;

- (9) None of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization. (20 U.S.C. 1232e)

## **PART II: ESSER Usage of Funds Assurances**

The Academy of Alameda assures that funds will be used in accordance with section 18003(d) of Division B of the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Under that Act, LEAs receiving ESSER fund under this title may use the funds for any of the following:

- (1) Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (8) Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- (10) Providing mental health services and supports.

- (11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (12) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

The U.S. Department of Education generally does not consider the following to be an allowable use of ESSER funds, under any part of 18003: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the state educational agency (SEA) or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.

### **PART III: Programmatic, Fiscal, and Reporting Assurances**

The Academy of Alameda will comply with all of the accountability, transparency, and reporting requirements that apply to the program, which the Governor has already assured.

- (1) LEAs receiving ESSER funds will provide equitable services to students and teachers in non-public schools as required under 18005 of Division B of the CARES Act.
  - (a) A LEA receiving funds under sections 18002 or 18003 of this title shall provide equitable services in the same manner as provided under section 1117 of the ESEA of 1965 to students and teachers in non-public schools, as determined in consultation with representatives of non-public schools.
  - (b) The control of funds for the services and assistance provided to a non-public school under subsection (a), and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property and shall provide such services (or may contract for the provision of such services with a public or private entity).
- (2) The LEA and any other entity that receives ESSER funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
- (3) The LEA receiving ESSER funds will comply with all reporting requirements, including those under Section 15011(b)(2) of Division B of the CARES Act. The SEA may require additional reporting in the future, which may include: the methodology LEAs will use to provide services or assistance to students and staff in both public and non-public schools, the uses of funds by the LEAs or other entities and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.

### **PART IV: Other Assurances**

The Academy of Alameda assures that:

- (1) The LEA or public IHE will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch

Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

- (2) With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- (3) Any LEA or public IHE receiving funding under this program will have on file a set of assurances that meets the requirements of Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- (4) To the extent applicable, an LEA or public IHE will include a description of how the LEA will comply with the requirements of Section 427 of GEPA (20 U.S.C. 1228a) in future reports. The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- (5) The State will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ESSER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
- (6) The State and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

**Questions: Government Affairs Division | [CARESAct@cde.ca.gov](mailto:CARESAct@cde.ca.gov)**

## ESSERF Assurances



ESSERF is the Elementary and Secondary School Emergency Relief Fund, a part of the Education Stabilization Fund Program.

## Submission Confirmation

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**The Academy of Alameda Elementary** (CDS Code **01611190131805**) successfully completed submission for ESSER funds on **6/19/2020 4:06:58 PM**.

You may print a copy of this confirmation for your records.

[ESSERF Home](#)

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## The Academy of Alameda Elementary

### Contact Information

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**LEA:**

The Academy of Alameda Elementary

**DUNS Number:**

080987967

**First Name:**

Stacie

**Last Name:**

Ivery

**Job Title:**

Director of Finance

**E-mail:**

sivery@aoaschools.org

## Certification

---

The checkbox was selected, certifying that I have read the applicable certifications, assurances, terms, and conditions identified on this grant application and I agree to comply with all requirements as a condition of funding.

On behalf of The Academy of Alameda Elementary, I hereby apply to the California Department of Education for ESSER funds and agree to all of the following assurances:

### **PART I: General Assurances for Local Educational Agencies (LEAs)**

The Academy of Alameda Elementary will comply with the requirements in Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e):

- (1) The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) The control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each program;
- (4) The LEA will make reports to the State agency or board and to the U.S. Secretary of Education, as requested, as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under Section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
- (5) The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) In the case of any project involving construction, the LEA will provide reasonable assurances that—
  - (a) the project is not inconsistent with overall State plans for the construction of school facilities, and
  - (b) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects;



- (9) None of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization. (20 U.S.C. 1232e)

## **PART II: ESSER Usage of Funds Assurances**

The Academy of Alameda Elementary assures that funds will be used in accordance with section 18003(d) of Division B of the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Under that Act, LEAs receiving ESSER fund under this title may use the funds for any of the following:

- (1) Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (8) Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- (10) Providing mental health services and supports.

- (11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (12) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

The U.S. Department of Education generally does not consider the following to be an allowable use of ESSER funds, under any part of 18003: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the state educational agency (SEA) or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.

### **PART III: Programmatic, Fiscal, and Reporting Assurances**

The Academy of Alameda Elementary will comply with all of the accountability, transparency, and reporting requirements that apply to the program, which the Governor has already assured.

- (1) LEAs receiving ESSER funds will provide equitable services to students and teachers in non-public schools as required under 18005 of Division B of the CARES Act.
  - (a) A LEA receiving funds under sections 18002 or 18003 of this title shall provide equitable services in the same manner as provided under section 1117 of the ESEA of 1965 to students and teachers in non-public schools, as determined in consultation with representatives of non-public schools.
  - (b) The control of funds for the services and assistance provided to a non-public school under subsection (a), and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property and shall provide such services (or may contract for the provision of such services with a public or private entity).
- (2) The LEA and any other entity that receives ESSER funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
- (3) The LEA receiving ESSER funds will comply with all reporting requirements, including those under Section 15011(b)(2) of Division B of the CARES Act. The SEA may require additional reporting in the future, which may include: the methodology LEAs will use to provide services or assistance to students and staff in both public and non-public schools, the uses of funds by the LEAs or other entities and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.

### **PART IV: Other Assurances**

The Academy of Alameda Elementary assures that:

- (1) The LEA or public IHE will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch

Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

- (2) With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- (3) Any LEA or public IHE receiving funding under this program will have on file a set of assurances that meets the requirements of Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- (4) To the extent applicable, an LEA or public IHE will include a description of how the LEA will comply with the requirements of Section 427 of GEPA (20 U.S.C. 1228a) in future reports. The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- (5) The State will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ESSER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
- (6) The State and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

**Questions: Government Affairs Division | [CARESAct@cde.ca.gov](mailto:CARESAct@cde.ca.gov)**

# Coversheet

## 2019/2020 Elementary & Middle School (LCAP) Operation Reports

**Section:** II. Consent Agenda  
**Item:** K. 2019/2020 Elementary & Middle School (LCAP) Operation Reports  
**Purpose:** FYI  
**Submitted by:** Matt Huxley

**Related Material:**

2020\_LCAP\_COVID-19\_Operations\_Written\_Report\_\_The\_Academy\_of\_Alameda\_Middle\_School\_20200617 (2).pdf

2020\_LCAP\_COVID-19\_Operations\_Written\_Report\_\_The\_Academy\_of\_Alameda\_Elementary\_School\_20200619.pdf

**RECOMMENDATION:**

Approval of the Operation Reports for both the Elementary and Middle Schools.

# 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.

# 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.

# Coversheet

## 2020/21 Board Meeting Calendar

**Section:** II. Consent Agenda  
**Item:** L. 2020/21 Board Meeting Calendar  
**Purpose:** FYI  
**Submitted by:** Matt Huxley  
**Related Material:** Board Meeting Dates 2020\_21.pdf

Meeting Event	Date
<b>Board Retreat</b>	Sunday, August 2 (9am to 3:30pm)
Board Meeting	Thursday, 8/27 (6:30 to 8:30pm)
Board Meeting	Thursday, 9/24 (6:30 to 8:30pm)
Board Meeting	Thursday, 10/22 (6:30 to 8:30pm)
Board Meeting	Thursday, 11/19 (6:30 to 8:30pm)
Board Meeting	<b>Tuesday</b> , 12/15 (6:30 to 8:30pm)
<b>Board Retreat</b>	Sunday, 1/24 (9:00am to 3:30pm)
Board Meeting	Thursday, 2/25 (6:30 to 8:30pm)
Board Meeting	Thursday, 3/25 (6:30 to 8:30pm)
Board Meeting	Thursday, 4/22 (6:30 to 8:30pm)
Board Meeting	Thursday, 5/20 (6:30 to 8:30pm)
Board Meeting	Thursday, 6/24 (6:30 to 8:30pm)

# Coversheet

## Vote on Consent Agenda

**Section:** II. Consent Agenda  
**Item:** N. Vote on Consent Agenda  
**Purpose:** Vote  
**Submitted by:** David Forbes

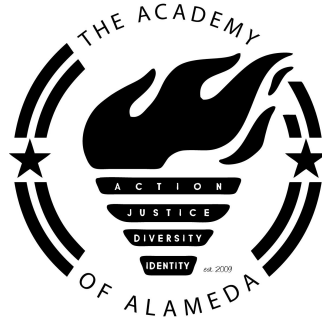
**RECOMMENDATION:**

Approval of Items IIA - IIL on the consent agenda.

# Coversheet

## Elementary & Middle School Distance Learning Student Reports

**Section:** III. Board Communications  
**Item:** B. Elementary & Middle School Distance Learning Student Reports  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** ES\_MS Student Year-end Distance Learning Report.pdf



# ES/MS Student Report

June 26, 2020

The Academy of Alameda  
AoA Public Schools

# Student Engagement - Big Picture

## Approximate % who actively engaged in learning

- About 90% of students were engaged in most of the activities
- About 10% did very little--with a small percentage who did nothing

## How was this measured?

- Teachers took attendance at Zoom sessions and tracked participation data on IXL

## What conditions led to the student engagement?

- Parent/guardian who could support the student and make sure they were participating





# Student Engagement (Big Picture)

## Percentage of students who did not or only slightly engaged?

- Primarily ELs and low income students of color

## How was this measured?

- Teachers reported the names of students to Nora

## What steps did you take to engage students who did not initially engage?

- Repeated attempts (phone, ParentSquare, text) to contact the families--classroom teachers and office staff

**What was the success rate of the actions that were taken?** Minimal. Some families who were not engaging began to appear at various points but it's unclear how much that was due to our outreach vs their own capacity



# Strengths and Challenges

## Strengths:

- Distance learning worked very well for many students on IEPs
- Small group instruction was nice for hitting specific skills and connecting with students who need it
- Class web sites and having all of the info and links in one place helped to streamline everything
- Many of the more shy students were more engaged and active than they are in the classroom setting
- Parents/guardians overwhelmingly reported that the communication home was strong and clear
- Focusing on a few, essential standards allowed for depth over breadth and gave most students the opportunity to achieve mastery



# Strengths and Challenges

## Challenges:

- There was a small percentage of kids who did not engage at all
- Relationships and day-to-day interactions are foundational to elementary education (esp K-2), very hard to mimic this experience in the virtual setting
- Having an adult at home who had the capacity to stay connected and to stay on top of the learning was ESSENTIAL to student participation. Not all students had this.
- Disengaged students were disproportionately EL and low income students of color



# Questions



# Student Engagement - What went well?

## Approximate % of students who actively engaged in learning

87% of students received 1 or no Incompletes

Teachers reported that a higher percentage of students were inconsistently engaged

## How was this measured?

Grading structure - A, B, C or Incomplete. Grades were determined by work completion, timeliness, and effort.

Teacher reports of general work completion and attendance for Zoom sessions



# Student Engagement - What went well?

## What were some of the conditions that led to student engagement?

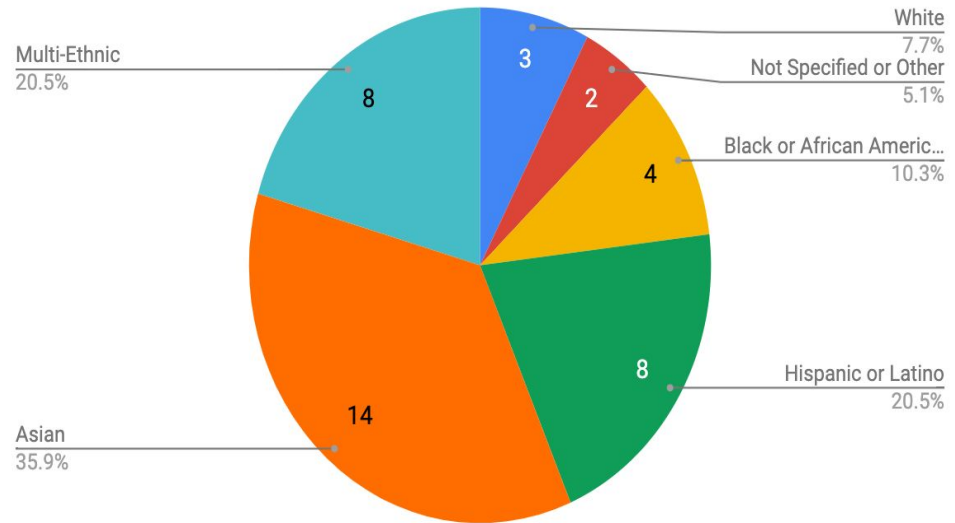
- Creating schedule for students, including office hours
- Teachers developing consistency with weekly assignments and expectations
- Assignments that offered choice, creativity, and collaboration
- Support from an adult at home
- Reliable technology and connectivity
- 1:1 or small group support for students who needed it
- Teachers reaching out to support students



# Student Engagement - Who did not engage?

- 8% of students received 3 or more incompletes
- 13% of students received 2 or more Incompletes
- All but 8 students FRPM
- Majority EL, or RFEP
- Majority non-White

Students with 3 or More Incompletes  
2020-2021 3rd Trimester



# Student Engagement - Response to disengagement

## What led to disengagement?

- Students without adult able to support at home
- Students who found it too hard to engage in online learning (wide variety of reasons)
- Students without reliable technology

## How did we respond?

- Grade-level teams listed students of concern; utilized COST process
- Assigned staff member to connect with students; office made phone calls

## Success?

- The greatest success occurred when there was partnership with an adult at home to help make the 1:1 sessions happen





# Strengths and Challenges

## Successes

- Continued to offer learning opportunities - positive parent reports
- Learned new technologies and supported iteration process to continually improve and adapt
- Maintained clear, positive, responsive communication

## Challenges

- Building the plane as it was flying
- Adapting new technology without the time to learn how to use it
- Maintaining connectivity and equity (in all ways)
- Teaching new content, concepts, skills in an online environment



# Looking Forward - how will we address the challenges?

- Adopt Learning Management System (Schoology)
- Adopt STAR assessments
- Focus on accelerating learning rather than remediation
- Develop plans to teach new technology to staff, parents, and students
- Prioritize synchronous learning
- Create a “homeroom” for community building and social-emotional support
- Re-examine our grading policies (resource: [Grading for Equity](#), Joe Feldman)
- Utilize resources from New Pedagogies for Deep Learning for teacher planning with a focus on student-centered, creative, choice-based, and non-screen-centered learning
- Take advantage of hybrid environment to personalize learning - greater differentiation and targeted intervention



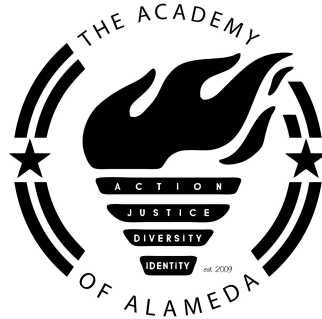
# Questions



# Coversheet

## 2020-21 Reopening Schools Plan Overview

**Section:** III. Board Communications  
**Item:** C. 2020-21 Reopening Schools Plan Overview  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Reopening Schools Plan - Fall, 2020\_21.pdf



# AoA's Reopening Schools Plan Our Learning Environment Options

## 2020/21

The Academy of Alameda  
AoA Public Schools

# Factors That Continue to Shape our Reopening Plan

- Research and Guidelines from the State and County
  - Alameda County Public Health Department
  - CA Department of Public Health
  - CA Department of Education (CDE) and Alameda County Office of Education (ACOE)
- Input from our Organizational Leadership Team members, Principals/Staff, committees
- Influence from Respected Schools/Districts
- Student and family-centered philosophy
  - The vast majority of students learn best from face-to face instruction
  - Our families need us
  - Our mission and envisioned future



# Factors That Shaped Our Learning Environment Options

- Health and Safety (our most critical criteria)
  - Which model/s allow us to best provide for the safety and well being of our students and staff?
- Student Learning
  - Which models best allow our educators to support our students academically and socially-emotionally at a high level?
- Family needs
  - How do we best serve our families and provide them with different options for their children and to meet their needs?
- Budget and operations
  - Which models are best in terms of our budget and operational capacity?



# Distance Learning Only Environment

- Some families want a **distance learning only** option for their child/ren
  - Commitment from families for at least one semester
  - Training for parents/guardians
  - Student support agreement
- Our **Distance Learning** instructional plan will look very different in the Fall
  - Schoology (Excellent Learning Management System replaces Google Classroom)
  - Ongoing assessment of learning
  - More synchronous instruction
  - Independent work and projects (Asynchronous learning)
  - Group work
  - Stronger attendance procedures





# Grades K - 2: Prioritizing Students Based On Their Developmental Needs

## Half-Day Kindergarten Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<i>AM</i>	Group A	Group A	Virtual	Group A	Group A
<i>PM</i>	Group B	Group B		Group B	Group B



# Grades 1st and 2nd: The Importance of Developing Literacy & Numeracy Skills

- Students in the 1st and 2nd grades attend school **4 full days**
- Opportunity for extra support on Wednesdays

	Mon	Tues	Wed	Thur	Fri
<b>AM</b>	<p>Groups A &amp; B with classroom teachers</p> <p>Groups C &amp; D completing *asynchronous instruction with the guidance of instructional aides</p>	<p>Groups A &amp; B with classroom teachers</p> <p>Groups C &amp; D completing asynchronous instruction with the guidance of instructional aides</p>	Virtual	<p>Groups A &amp; B with classroom teachers</p> <p>Groups C &amp; D completing asynchronous instruction with the guidance of instructional aides</p>	<p>Groups A &amp; B with classroom teachers</p> <p>Groups C &amp; D completing asynchronous instruction with the guidance of instructional aides</p>
<b>PM</b>	<p>Groups A &amp; B completing asynchronous instruction with the guidance of instructional aides</p> <p>Groups C &amp; D with classroom teachers</p>	<p>Groups A &amp; B completing asynchronous instruction with the guidance of instructional aides</p> <p>Groups C &amp; D with classroom teachers</p>		<p>Groups A &amp; B completing asynchronous instruction with the guidance of instructional aides</p> <p>Groups C &amp; D with classroom teachers</p>	<p>Groups A &amp; B completing asynchronous instruction with the guidance of instructional aides</p> <p>Groups C &amp; D with classroom teachers</p>



## Grades 3-8: Blended Learning Environment (A/B Schedule)

- Almost all students grades 3 - 8 attend school 2 days on-site and 3 days virtually
- Opportunities for additional targeted support on Wednesdays

	Mon	Tue	Wed	Thur	Fri
Group A	On Campus (Full Day)	On Campus (Full Day)	Virtual	Virtual (Full Day)	Virtual (Full Day)
Group B	Virtual (Full Day)	Virtual (Full Day)	Intervention on Campus	On Campus (Full Day)	On Campus (Full Day)



# We Chose One Blended Learning Environment Option

Learning Environments	Health and Safety	Instruction	Operations	Impact on Staff
AoA Option A/B Schedule	Low to Medium Risk	Highest Level of Student Touchpoints	Low complexity	Lower Demand
<del>*AM/PM Schedule</del>	Low to Medium Risk	Some Level of Student Touchpoints	High Complexity	Medium Demand

**\*Modified Chart from Uncommon Schools**

**\*We eliminated the AM/PM schedule**



## Serving A Targeted Group of Students Based on Need

- The Elementary and Middle School Principals and Director of Special Education will select students grades 3-8 who will benefit from more on-site instruction
  - 4 days of instruction and additional support
  - Close monitoring of progress/growth
  - Close contact with families



## Next Steps

- Survey sent to families
  - Follow up with calls and emails (100% goal)
  - Develop blended learning schedule
    - Inform families (Early August)
  - Develop after-school program
    - After-school offers to students (Early August)
- Develop professional development program (Teachers return 8/10)
  - Academic and social-emotional
  - Safety procedures
- Develop assessment plan
  - Social emotional
  - Star reading and math
- Continue developing school safety plan
  - Safe Operations Committee
    - Materials and equipment

# Questions



AoA

# Coversheet

## School Uniforms Temporary Moratorium for 2020/21

**Section:** IV. Action Items  
**Item:** A. School Uniforms Temporary Moratorium for 2020/21  
**Purpose:** Vote  
**Submitted by:** Matt Huxley

**RECOMMENDATION:**

Recommendation for a one-year moratorium on school uniforms for 2020/21.



# Coversheet

## AoA Inclusion and Equity Action Committee

**Section:** IV. Action Items  
**Item:** B. AoA Inclusion and Equity Action Committee  
**Purpose:** Vote  
**Submitted by:** Matt Huxley  
**Related Material:** AoA Inclusion and Equity Action Committee.pdf

**BACKGROUND:**

The Inclusion and Equity Board Committee will meet annually to determine and then monitor and support the areas of focus that AoA takes each year to change specific policies, practices, and cultural attributes that have been institutionalized that disadvantage certain racial or ethnic student groups.

**RECOMMENDATION:**

Approve the permanent creation of an Inclusion and Equity Board Committee

## **Proposal to create an Inclusion and Equity Board Committee**

**Purpose:** The **Inclusion and Equity Board Committee** will meet throughout the year (3 to 4 times) to determine and then monitor and support the areas of focus that AoA takes annually to change specific policies, practices, and cultural attributes that have been institutionalized that disadvantage certain racial or ethnic student groups.

### **Rationale for its establishment as a permanent Board Committee**

- It communicates the importance of action oriented equity work to the community
- It provides a strong oversight and support mechanism that drives specific anti-racist actions
- It brings the community together to support specific areas of strategic focus related to equity and social justice
- It allows for public participation for all stakeholders

**Essential Question:** What anti-racist actions does The Academy of Alameda take each year to annually to move towards its envisioned future?

### **Committee Composition**

5 to 7 staff members

5 to 7 parents/guardians

2 to 3 Board members

### **Outside facilitation (Possibly the National Equity Project)**

# Coversheet

## 2020-21 ES & MS Budget Approval

**Section:** IV. Action Items  
**Item:** C. 2020-21 ES & MS Budget Approval  
**Purpose:** Vote  
**Submitted by:** Stacie Ivery  
**Related Material:** 20-21 AoA Budget (Cash Flow).pdf  
20-06-25 Budget Proposal PPT.pdf  
20-21 AoA Budget (ES).pdf  
20-21 AoA Budget (MS).pdf

**RECOMMENDATION:**

Approval of the 2020-21 Middle School and Elementary School Budget.

**The Academy of Alameda**

Monthly Cash Forecast

As of 06/11/2020

31% Ending FB w/ Q4 Deferrals  
40% Ending FB w/ no Deferrals

														2020/21	
														Actual & Projected	
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast	AP/AR	
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected		
<b>Beginning Cash</b>	\$ 3,397,354	\$ 3,206,026	\$ 3,168,788	\$ 2,931,558	\$ 2,872,890	\$ 2,813,246	\$ 2,745,419	\$ 2,845,989	\$ 2,776,198	\$ 2,736,652	\$ 2,743,134	\$ 2,672,468			
<b>Revenue</b>															
8011 Charter Schools LCFF - State Aid	-	160,380	160,380	288,685	288,685	288,685	288,685	288,685	241,240	241,240	241,240	241,240	2,970,385	241,240	
8012 Education Protection Account Entitlement	-	-	-	159,149	-	-	159,149	-	-	128,953	-	-	596,335	149,084	
8096 Charter Schools in Lieu of Property Taxes	-	136,985	273,969	182,646	182,646	182,646	182,646	182,646	314,929	157,464	157,464	157,464	2,268,971	157,464	
Federal Income	-	-	59,933	331	331	59,933	42,533	331	59,933	42,533	56,548	59,933	505,810	123,471	
Other State Income	18,147	18,147	45,161	43,183	43,183	45,161	43,183	64,544	30,544	28,566	66,357	30,544	674,260	197,538	
Local Revenues	-	7,866	15,788	8,788	8,788	15,788	8,788	8,788	15,788	8,788	8,788	651,075	759,037	-	
Fundraising and Grants	-	-	10,500	3,000	3,000	10,500	3,000	3,000	10,500	3,000	3,000	10,500	60,000	-	
<b>Total Revenue</b>	<b>18,147</b>	<b>323,379</b>	<b>565,732</b>	<b>685,783</b>	<b>526,633</b>	<b>602,714</b>	<b>727,985</b>	<b>547,994</b>	<b>672,934</b>	<b>610,545</b>	<b>533,398</b>	<b>1,150,756</b>	<b>7,834,798</b>	<b>868,798</b>	
<b>Expenses</b>															
Compensation & Benefits	180,225	541,096	540,961	532,708	531,332	531,332	542,336	532,708	532,708	526,219	526,219	493,670	6,056,515	45,000	
Books & Supplies	124,177	126,833	89,678	17,047	17,047	17,047	18,047	18,047	18,047	18,047	18,047	18,047	500,116	-	
Services & Other Operating Expenses	61,875	76,957	183,250	77,291	77,291	171,984	77,958	77,958	172,651	70,723	70,723	165,416	1,284,078	-	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Expenses</b>	<b>366,278</b>	<b>744,887</b>	<b>813,889</b>	<b>627,046</b>	<b>625,671</b>	<b>720,364</b>	<b>638,342</b>	<b>628,713</b>	<b>723,406</b>	<b>614,990</b>	<b>614,990</b>	<b>677,134</b>	<b>7,840,708</b>	<b>45,000</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(348,131)</b>	<b>(421,508)</b>	<b>(248,157)</b>	<b>58,736</b>	<b>(99,038)</b>	<b>(117,650)</b>	<b>89,644</b>	<b>(80,719)</b>	<b>(50,472)</b>	<b>(4,445)</b>	<b>(81,592)</b>	<b>473,623</b>	<b>(5,911)</b>	<b>823,798</b>	
Revenues - Prior Year Accruals	422,208	378,805	-	85,675	28,467	38,897	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(150,000)	(5,462)	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(115,405)	10,927	10,927	10,927	10,927	10,927	10,927	10,927	10,927	10,927	10,927	10,927	-	-	
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Expenditure	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Balance Sheet Changes	-	-	-	(214,006)	-	-	-	-	-	-	-	-	-	-	
<b>Ending Cash</b>	<b>3,206,026</b>	<b>3,168,788</b>	<b>2,931,558</b>	<b>2,872,890</b>	<b>2,813,246</b>	<b>2,745,419</b>	<b>2,845,989</b>	<b>2,776,198</b>	<b>2,736,652</b>	<b>2,743,134</b>	<b>2,672,468</b>	<b>3,157,018</b>			

**The Academy of Alameda**

Monthly Cash Forecast  
As of 06/11/2020

23% Ending FB w/ Q4 Deferrals  
32% Ending FB w/ no Deferrals

2021/22														
Projected														
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast	AP/AR
	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected		
<b>Beginning Cash</b>	\$ 3,157,018	\$ 2,941,521	\$ 2,806,948	\$ 2,513,916	\$ 2,674,060	\$ 2,595,747	\$ 2,456,547	\$ 2,520,705	\$ 2,435,976	\$ 2,311,570	\$ 2,292,069	\$ 2,209,116		
<b>Revenue</b>														
8011 Charter Schools LCFF - State Aid	-	149,539	149,539	269,171	269,171	269,171	269,171	269,171	248,990	248,990	248,990	248,990	2,889,885	248,990
8012 Education Protection Account Entitlement	-	-	-	149,084	-	-	149,084	-	-	122,079	-	-	560,329	140,082
8096 Charter Schools in Lieu of Property Taxes	-	136,138	272,277	181,518	181,518	181,518	181,518	181,518	285,822	142,911	142,911	142,911	2,173,470	142,911
Federal Income	-	-	341	341	341	341	43,217	341	341	43,217	54,449	341	266,622	123,354
Other State Income	21,077	21,077	50,293	48,450	48,450	50,293	48,450	80,130	26,510	24,667	72,062	26,510	680,902	162,934
Local Revenues	28,675	44,708	50,105	42,932	42,932	50,105	42,932	42,932	50,105	42,932	42,932	682,883	1,164,172	-
Fundraising and Grants	-	-	22,929	5,754	5,754	22,929	5,754	5,754	22,929	5,754	5,754	22,929	126,240	-
<b>Total Revenue</b>	<b>49,753</b>	<b>351,463</b>	<b>545,484</b>	<b>697,248</b>	<b>548,164</b>	<b>574,356</b>	<b>740,125</b>	<b>579,845</b>	<b>634,698</b>	<b>630,550</b>	<b>567,098</b>	<b>1,124,564</b>	<b>7,861,620</b>	<b>818,272</b>
<b>Expenses</b>														
Compensation & Benefits	203,018	576,860	588,296	578,530	576,902	576,902	589,923	578,530	578,530	571,458	571,458	523,878	6,539,286	25,000
Books & Supplies	98,911	101,620	73,733	13,941	13,941	13,941	14,971	14,971	14,971	14,971	14,971	14,971	405,916	-
Services & Other Operating Expenses	66,364	81,302	187,185	81,084	81,084	175,614	81,771	81,771	176,301	74,319	74,319	168,849	1,329,963	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>368,293</b>	<b>759,781</b>	<b>849,214</b>	<b>673,555</b>	<b>671,928</b>	<b>766,458</b>	<b>686,665</b>	<b>675,272</b>	<b>769,802</b>	<b>660,749</b>	<b>660,749</b>	<b>707,699</b>	<b>8,275,165</b>	<b>25,000</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(318,541)</b>	<b>(408,318)</b>	<b>(303,730)</b>	<b>23,693</b>	<b>(123,763)</b>	<b>(192,101)</b>	<b>53,459</b>	<b>(95,427)</b>	<b>(135,104)</b>	<b>(30,199)</b>	<b>(93,651)</b>	<b>416,866</b>	<b>(413,545)</b>	<b>793,272</b>
Revenues - Prior Year Accruals	403,044	263,046	-	125,753	34,752	42,203	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(179,807)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(120,193)	10,698	10,698	10,698	10,698	10,698	10,698	10,698	10,698	10,698	10,698	10,698	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>2,941,521</b>	<b>2,806,948</b>	<b>2,513,916</b>	<b>2,674,060</b>	<b>2,595,747</b>	<b>2,456,547</b>	<b>2,520,705</b>	<b>2,435,976</b>	<b>2,311,570</b>	<b>2,292,069</b>	<b>2,209,116</b>	<b>2,636,680</b>		

**The Academy of Alameda**

Monthly Cash Forecast

As of 06/11/2020

13% Ending FB w/ Q4 Deferrals  
23% Ending FB w/ no Deferrals

		2022/23													
		Projected													
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast	AP/AR
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected		
<b>Beginning Cash</b>		\$ 2,636,680	\$ 2,591,694	\$ 2,596,362	\$ 2,244,759	\$ 2,324,041	\$ 2,185,109	\$ 1,987,975	\$ 1,986,019	\$ 1,843,667	\$ 1,697,061	\$ 1,680,828	\$ 1,582,147		
<b>Revenue</b>															
8011	Charter Schools LCFF - State Aid	-	145,117	145,117	261,211	261,211	261,211	261,211	261,211	278,704	278,704	278,704	278,704	2,989,809	278,704
8012	Education Protection Account Entitlement	-	-	-	140,082	-	-	140,082	-	-	140,082	-	-	560,329	140,082
8096	Charter Schools in Lieu of Property Taxes	-	130,408	260,816	173,878	173,878	173,878	173,878	173,878	275,151	137,575	137,575	137,575	2,086,065	137,575
	Federal Income	-	-	351	351	351	351	43,907	351	351	43,907	53,674	351	268,112	124,168
	Other State Income	20,782	20,782	49,698	47,930	47,930	49,698	47,930	79,611	27,757	25,989	73,856	27,757	691,930	172,211
	Local Revenues	29,871	45,024	50,450	43,061	43,061	50,450	43,061	43,061	50,450	43,061	43,061	683,228	1,167,838	-
	Fundraising and Grants	-	-	23,253	5,847	5,847	23,253	5,847	5,847	23,253	5,847	5,847	23,253	128,094	-
	<b>Total Revenue</b>	<b>50,653</b>	<b>341,330</b>	<b>529,685</b>	<b>672,360</b>	<b>532,277</b>	<b>558,840</b>	<b>715,916</b>	<b>563,958</b>	<b>655,666</b>	<b>675,166</b>	<b>592,717</b>	<b>1,150,868</b>	<b>7,892,176</b>	<b>852,741</b>
<b>Expenses</b>															
	Compensation & Benefits	213,459	411,955	628,062	618,151	616,499	616,499	629,714	618,151	618,151	610,915	610,915	565,074	6,812,548	55,000
	Books & Supplies	99,010	101,799	73,075	14,119	14,119	14,119	15,180	15,180	15,180	15,180	15,180	15,180	407,323	-
	Services & Other Operating Expenses	68,077	83,463	191,044	83,164	83,164	179,126	83,871	83,871	179,833	76,196	76,196	172,158	1,360,160	-
	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	<b>Total Expenses</b>	<b>380,546</b>	<b>597,217</b>	<b>892,181</b>	<b>715,434</b>	<b>713,782</b>	<b>809,744</b>	<b>728,765</b>	<b>717,202</b>	<b>813,164</b>	<b>702,291</b>	<b>702,291</b>	<b>752,412</b>	<b>8,580,031</b>	<b>55,000</b>
<b>Operating Cash Inflow (Outflow)</b>		<b>(329,894)</b>	<b>(255,887)</b>	<b>(362,496)</b>	<b>(43,074)</b>	<b>(181,505)</b>	<b>(250,904)</b>	<b>(12,849)</b>	<b>(153,245)</b>	<b>(157,499)</b>	<b>(27,126)</b>	<b>(109,574)</b>	<b>398,456</b>	<b>(687,855)</b>	<b>797,741</b>
	Revenues - Prior Year Accruals	382,589	249,662	-	111,464	31,680	42,877	-	-	-	-	-	-	-	-
	Expenses - Prior Year Accruals	20,000	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Summerholdback for Teachers	(117,682)	10,893	10,893	10,893	10,893	10,893	10,893	10,893	10,893	10,893	10,893	10,893	-	-
	Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Capital Expenditure	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>		<b>2,591,694</b>	<b>2,596,362</b>	<b>2,244,759</b>	<b>2,324,041</b>	<b>2,185,109</b>	<b>1,987,975</b>	<b>1,986,019</b>	<b>1,843,667</b>	<b>1,697,061</b>	<b>1,680,828</b>	<b>1,582,147</b>	<b>1,991,495</b>		

**2020-21 BUDGET APPROVAL**

# **THE ACADEMY OF ALAMEDA**

Presented June 25, 2020

# Agenda



## STATE BUDGET UPDATE

## AOA 20-21 BUDGET

## REVENUE SOURCES & PROJECTIONS

Assumptions

Enrollment Projections

Average Daily Attendance

Revenue Analysis

## EXPENDITURE ASSUMPTIONS & PROJECTIONS

Assumptions

Expense Categories

Expenditure Analysis

## CASH FLOW ANALYSIS



# State Budget Approval Update

## TWO PROPOSALS BEING NEGOTIATED

The Legislature & Governor are currently negotiating the final budget to be approved by the July 1 deadline. On June 15th, the Legislature put forth their version of the budget after reviewing the May Revise presented by the Governor. The May Revise assumes the HEROES Act will not pass and has a "trigger" to eliminate the cuts to LCFF upon passing, while the Legislature assumes the HEROES Act will pass and has assumed large deferrals. Since the budget is currently a living document, all assumptions in AoA's 2020-21 Budget are based off the Governor's May Revise Proposal. AoA will most likely need to review the budget again in July or August once the final budget is adopted by the state and re-align our assumptions to match the final version.



# State Budget Timeline

JUNE 15, 2020

CA State Legislature approved version of the budget. Negotiations with the Governor began.

MAY 2020

Governor Newsom announced the revised May budget proposal (*known as the "May Revise"*)

JULY 1, 2020

The AoA Board must approve a budget by 6/30. The Governor must approve the budget by 7/1/20.

AUG 2020

New tax deadline of 7/15/20 (better state revenue assumptions). AoA will update the budget based 7/1/20.

DEC 2020

20-21 1st Interim due to AUSD. This will include actuals from 7/1/20 - 10/31/20, with updated budgets & MYPs.

# What are the differences between the two budgets?

CASH FLOW & SUPPLEMENTAL FUNDING

# Governor's Budget

**This budget would create large budget shortfalls and small cash flow problems.**

## LARGE CUTS, SMALL \$\$\$

- 10% cut to LCFF (net 7.92% reduction)
- 15% cut to ASES
- Extra CARES funds distributed in a way that AoA cannot use
- Reduction to STRS
- Add SPED funding

## SMALLER DEFERRALS

Governor's budget assumes \$3.7B in deferrals. Preliminary discussions are all of Q4 (April, May, June) would be deferred. Repayment details are not known.

# Legislature's Budget

**This budget would create a stronger budget and extremely large cash flow problems.**

## SMALL CUTS, LARGE \$\$\$

- No cut to LCFF, 2.31% COLA increase
- No cut to ASES
- Extra CARES funds distributed in a way that AoA can use
- Reduction to STRS
- Add SPED funding

## LARGE DEFERRALS

Legislature's budget assumes \$9B in deferrals. No discussion on the timeline for the deferrals. Repayment details are not known. If Federal fund do not materialize, they would defer more state aid.

# Middle School Budget

	2020/21	2021/22	2022/23
	Current Forecast - Middle	Preliminary Budget - Middle	Preliminary Budget - Middle
<b>SUMMARY</b>			
<b>Revenue</b>			
General Block Grant	3,472,922	3,255,063	3,264,202
Federal Revenue	334,248	167,056	166,481
Other State Revenues	446,589	440,961	447,326
Local Revenues	408,432	614,730	617,703
Fundraising and Grants	30,000	68,700	69,627
<b>Total Revenue</b>	<b>4,692,192</b>	<b>4,546,510</b>	<b>4,565,339</b>
<b>Expenses</b>			
Compensation and Benefits	3,760,408	3,828,392	3,968,705
Books and Supplies	290,750	231,545	230,554
Services and Other Operating Expenditures	766,970	757,578	782,337
Depreciation	-	-	-
<b>Total Expenses</b>	<b>4,818,128</b>	<b>4,817,515</b>	<b>4,981,596</b>
<b>Operating Income</b>	<b>(125,936)</b>	<b>(271,005)</b>	<b>(416,257)</b>
<b>Fund Balance</b>			
Beginning Balance (Unaudited)	2,165,942	2,040,006	1,769,001
Operating Income	(125,936)	(271,005)	(416,257)
<b>Ending Fund Balance</b>	<b>2,040,006</b>	<b>1,769,001</b>	<b>1,352,744</b>
<b>Ending Fund Balance as a % of Expense</b>	<b>42%</b>	<b>37%</b>	<b>27%</b>
<b>Capital Outlay</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Performance Bonuses</b>	<b>29,300</b>	<b>15,000</b>	<b>20,000</b>



## 20-21 BUDGET

The Budget assumes a negative operating income of -\$125,936, with an ending fund balance of \$2.04M



## 21-22 BUDGET

The Budget assumes a negative operating income of -\$271,005, with an ending fund balance of \$1.77M



## 22-23 BUDGET

The Budget assumes a negative operating income of -\$416,257, with an ending fund balance of \$1.35M



## ONGOING

The Leadership Team and Board Finance Working Group will be looking at ways to decrease the deficit spending in out-years.

# Elementary School Budget

	2020/21	2021/22	2022/23
	Current Forecast - Elem	Preliminary Budget - Elem	Preliminary Budget - Elem
<b>SUMMARY</b>			
<b>Revenue</b>			
General Block Grant	2,362,769	2,368,620	2,372,001
Federal Revenue	171,561	99,566	101,631
Other State Revenues	227,671	239,942	244,604
Local Revenues	350,604	549,442	550,135
Fundraising and Grants	30,000	57,540	58,467
<b>Total Revenue</b>	<b>3,142,606</b>	<b>3,315,110</b>	<b>3,326,837</b>
<b>Expenses</b>			
Compensation and Benefits	2,296,107	2,710,895	2,843,842
Books and Supplies	209,366	174,370	176,769
Services and Other Operating Expenditures	517,108	572,385	577,824
Depreciation	11,200	11,200	11,200
<b>Total Expenses</b>	<b>3,033,781</b>	<b>3,468,850</b>	<b>3,609,635</b>
<b>Operating Income</b>	<b>108,825</b>	<b>(153,740)</b>	<b>(282,798)</b>
<b>Fund Balance</b>			
Beginning Balance (Unaudited)	1,029,312	1,138,137	984,397
Operating Income	108,825	(153,740)	(282,798)
<b>Ending Fund Balance</b>	<b>1,138,137</b>	<b>984,397</b>	<b>701,599</b>
<b>Ending Fund Balance as a % of Expense</b>	<b>38%</b>	<b>28%</b>	<b>19%</b>
<b>Capital Outlay</b>	-	-	-
<b>Performance Bonuses</b>	<b>15,700</b>	<b>15,000</b>	<b>35,000</b>



## 20-21 BUDGET

The Budget assumes a positive operating income of -\$108,825, with an ending fund balance of \$1.14M



## 21-22 BUDGET

The Budget assumes a negative operating income of -\$153,740, with an ending fund balance of \$984.3K



## 22-23 BUDGET

The Budget assumes a negative operating income of -\$282,798, with an ending fund balance of \$701.6K



## ONGOING

The Leadership Team and Board Finance Working Group will be looking at ways to decrease the deficit spending in out-years.

**2020-21 BUDGET**

# Revenue Assumptions

STATE, FEDERAL, & LOCAL FUNDING

# Enrollment

## 2020-21 & OUT YEARS

GRADE	20-21	21-22	22-23
Kinder	48	48	48
1st	48	48	48
2nd	48	48	48
3rd	48	48	48
4th	52	52	52
5th	52	52	52
<b>TOTAL</b>	<b>296</b>	<b>296</b>	<b>296</b>

GRADE	20-21	21-22	22-23
6th	140	140	140
7th	140	140	140
8th	170	140	140
<b>TOTAL</b>	<b>450</b>	<b>420</b>	<b>420</b>







# ADA

## ASSUMED AT 95%

GRADE	20-21	21-22	22-23
Kinder	45.6	45.6	45.6
1st	45.6	45.6	45.6
2nd	45.6	45.6	45.6
3rd	45.6	45.6	45.6
4th	49.4	49.4	49.4
5th	49.4	49.4	49.4
<b>TOTAL</b>	<b>281.2</b>	<b>281.2</b>	<b>281.2</b>

GRADE	20-21	21-22	22-23
6th	133	133	133
7th	133	133	133
8th	161.5	133	133
<b>TOTAL</b>	<b>427.5</b>	<b>399</b>	<b>399</b>

# Key Revenue Assumptions

## LCFF

Assumes a 2.31% COLA with a 10% funding reduction. Out year assumptions use FCMAT's LCFF calculator assumptions.

## SPED

SPED is projected to receive a \$68/ADA increase to base funding from \$552/ADA to \$620/ADA

## FEDERAL

Through the ConApp, AoA is applying for Title I-IV funding in 20-21. A Title III Consortium has been established between the ES & MS.

## AFTER-SCHOOL

ASES is assumed at a 15% reduction at the MS. ES After School revenue is assumed at 33% of 19-20 levels (pre-COVID).

## FUNDRAISING

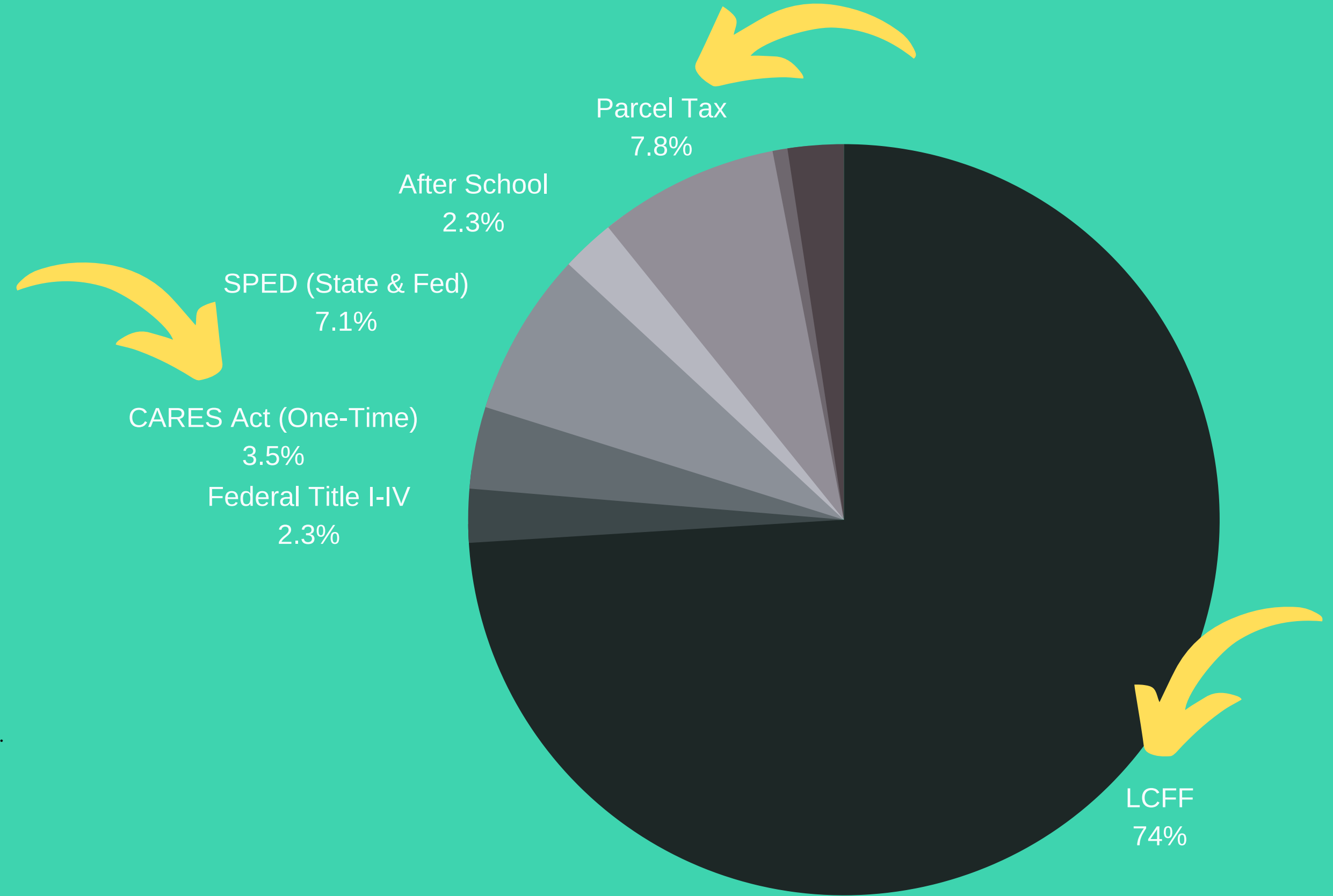
Fundraising is slightly aggressive from 19-20 levels at \$30K per school.

## ONE-TIME

Assumptions include \$238.4K in one-time funding that will be eliminated in out-year assumptions.

# Revenue

## MIDDLE SCHOOL



1

### LCFF

Decreasing enrollment & assumed reductions to funding will result in a \$539K decrease in funding from 19-20

2

### PARCEL TAX

Both parcel taxes now represent almost 8% of the MS revenue. Increasing in-district ADA would increase funding.

3

### SPED FUNDING

This is our 3rd largest bucket of funding. The Gov's budget assumes an extra \$68/ADA in 20-21.

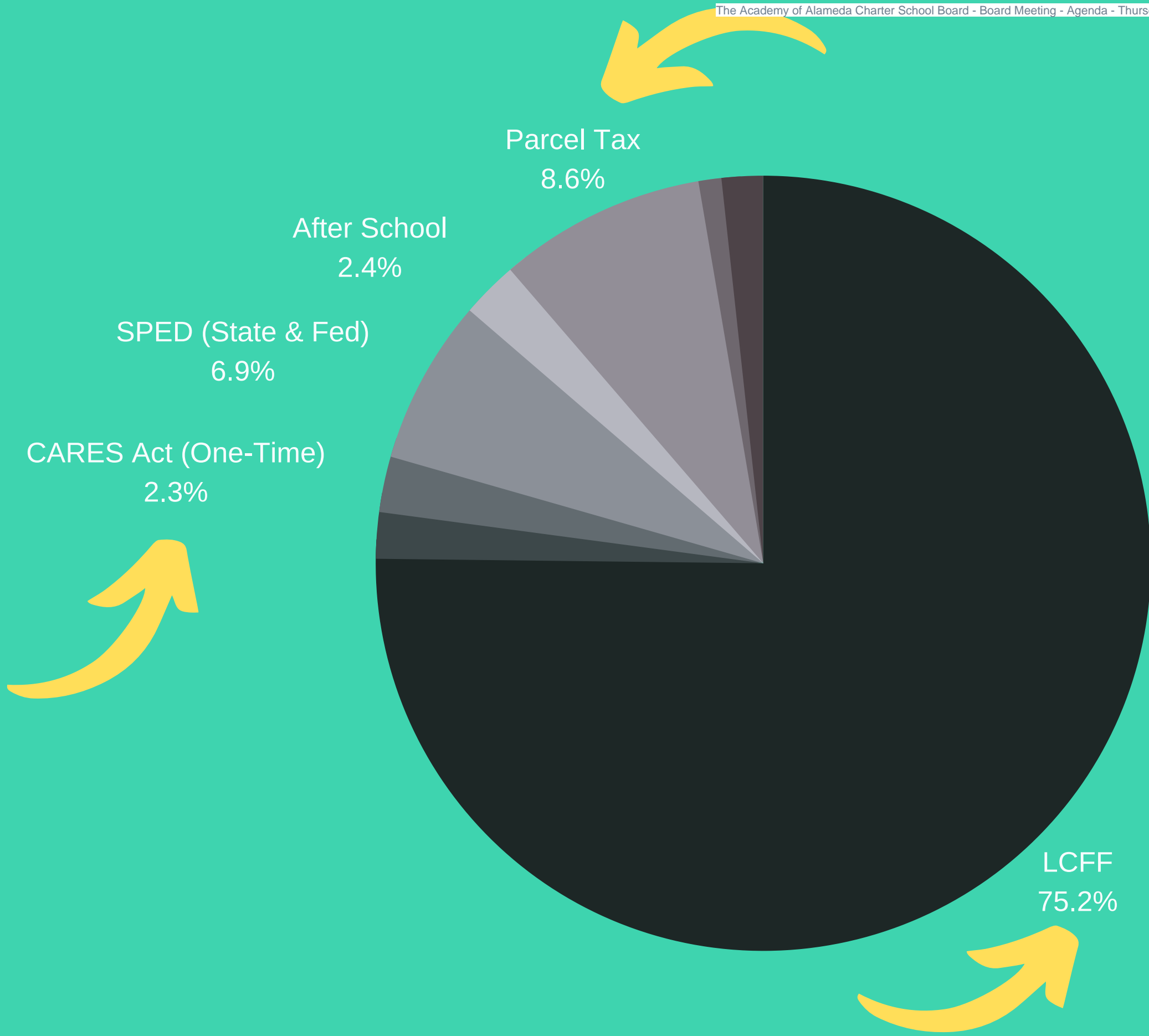
4

### ONE-TIME

\$165.4K of one-time funding is assumed in the budget. Elimination of this funding will effect out year projections.

# Revenue

## ELEMENTARY SCHOOL



### LCFF

Steady enrollment & assumed reductions to funding will result in a \$238K decrease in funding from 19-20



### PARCEL TAX

Both parcel taxes now represent almost 9% of the ES revenue. Increasing in-district ADA would increase funding.



### SPED FUNDING

This is our 3rd largest bucket of funding. The Gov's budget assumes an extra \$68/ADA in 20-21.



### ONE-TIME

\$72.9K of one-time funding is assumed in the budget. Elimination of this funding will effect out year projections.



# Revenue Analysis

## 20-21 LOOKS BETTER THAN OUT YEARS

Although revenue is projected to significantly decrease from 2019-20 levels by approximately \$257K, additional one-time funding and the addition of the new parcel tax will help offset some of the revenue loss.

## LARGE ONE-TIME FUNDS

AoA will need to eliminate nearly \$239K in out-year, while LCFF funding levels will maintain similar 20-21 funding levels.

## DEFERRALS

Only the State Aid portion of LCFF Revenue is considered in the deferral process. Currently, AoA is balanced with approximately half of the LCFF funding coming from State Aid and the other half coming from local property taxes.

**2020-21 BUDGET**

# Expense Assumptions

COMP & BENEFITS, BOOKS & SUPPLIES,  
OTHER OPERATING EXPENSES

# Key Expense Assumptions

## RAISES

Assumes the new teacher salary schedule & 9.5% raises in 20-21. Out-years assume step increases for teachers & 2.5% raises for all other staff.

## STRS

Reduced from 17.1% to 16.15% in 20-21 & 16.02% in 21-22. Rates increase back up to 18.1% in 22-23, which is a 13% increase from prior years.

## BENEFITS

Benefits are assumed at \$7.1K per eligible employee in 20-21, increasing by 7% in out-years. AoA continued strong benefits during the pandemic.

## AFTER-SCHOOL

Assumes 1 after-school coordinator & 3 part-time employees in 20-21, then back up to pre-COVID levels in out-years.

## ONE-TIME

Assumes the elimination of field trips in 20-21 and reduced after-school costs. 19-20 spending levels are resumed in out-years.

## COVID COSTS

Larger expenses in 20-21 for technology, hot spots, cleaning, and health supplies. Decreased in out-year assumptions.

# Expenses

## MIDDLE SCHOOL

1

### SALARIES & BENEFITS

Represents 78% of all planned expenses in 20-21.

2

### BOOKS & SUPPLIES

Mirrors 19-20 levels in overall budget amounts, but spending has shifted to different priorities.

3

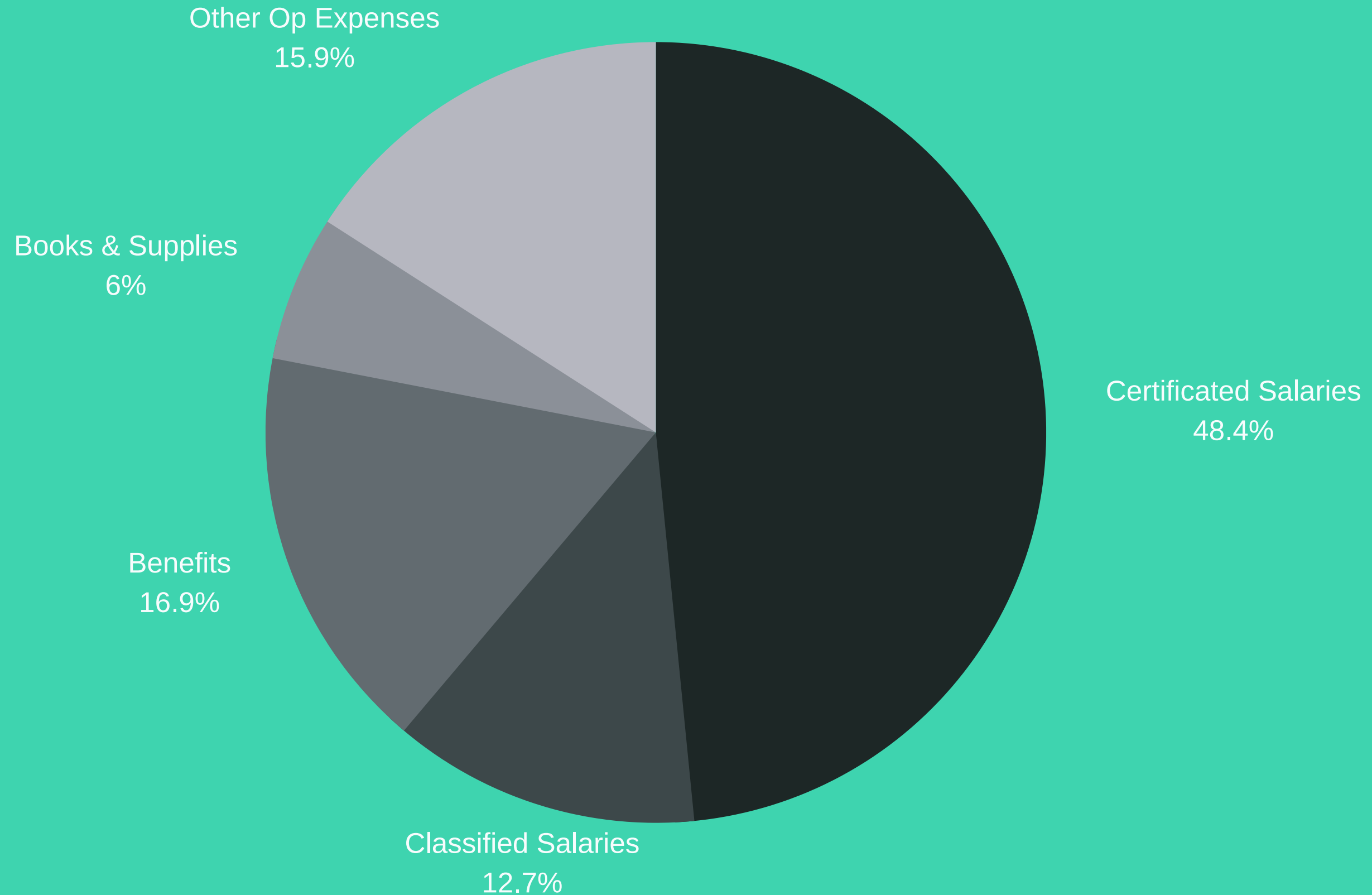
### OTHER EXPENSES

Mirrors 19-20 levels in overall budget amounts, but spending has shifted to different priorities.

4

### ONE-TIME

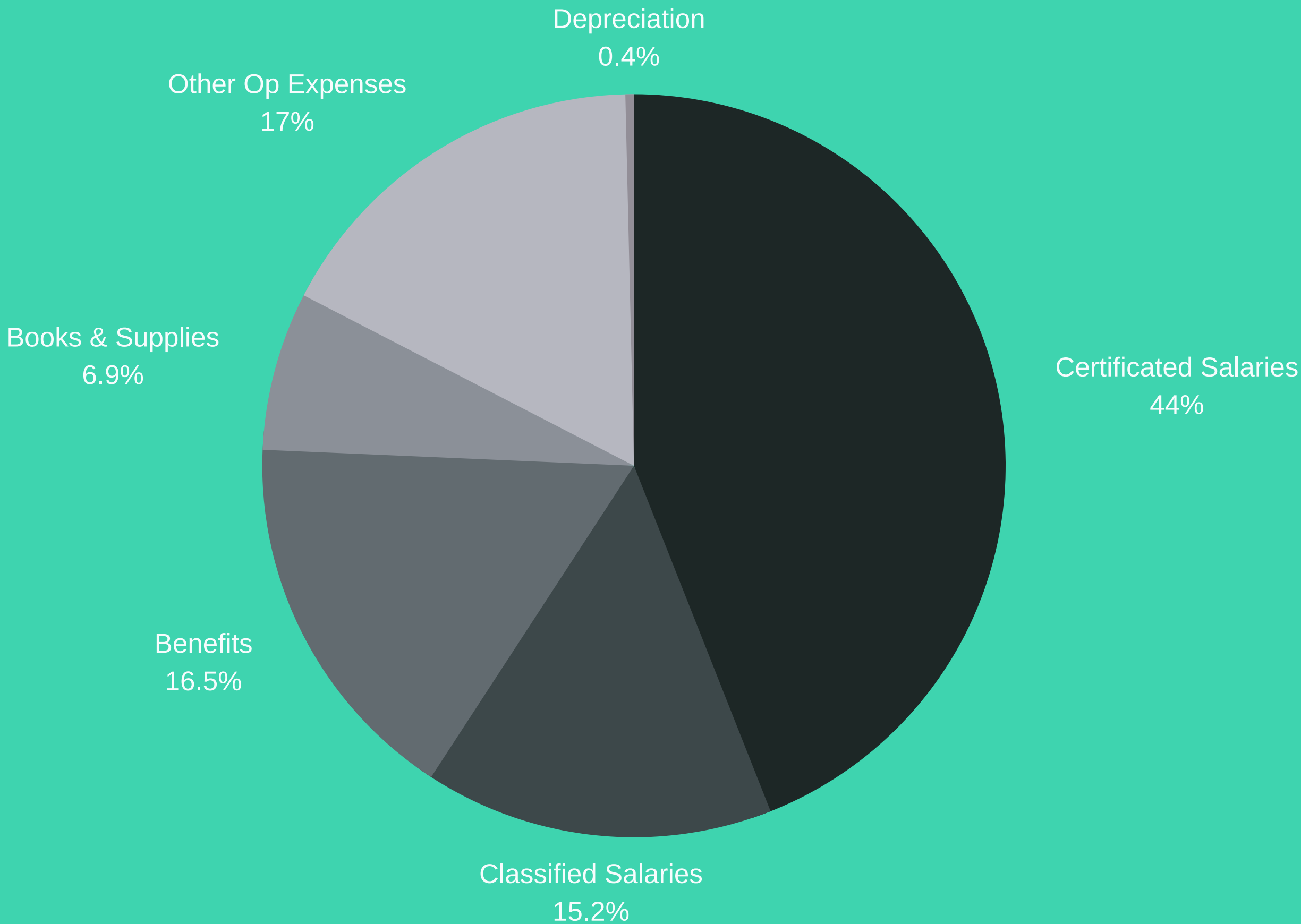
\$165.4K of one-time funding has been allocated to assist with increased health supplies and technology.





# Expenses

## ELEMENTARY SCHOOL



1

### **SALARIES & BENEFITS**

Represents 75.7% of all planned expenses in 20-21.

2

### **BOOKS & SUPPLIES**

Mirrors 19-20 levels in overall budget amounts, but spending has shifted to different priorities.

3

### **OTHER EXPENSES**

Mirrors 19-20 levels in overall budget amounts, but spending has shifted to different priorities.

4

### **ONE-TIME**

\$72.9K of one-time funding has been allocated to assist with increased health supplies and technology.



# Expense Analysis

## INCREASING COMP & BENEFITS

Compensation & benefits are increasing at far greater rates than revenue. STRS costs will decrease for the next two years, but increase drastically by 13% 22-23. In addition, step increases & annual raises are not supported with offsetting revenue increases.

## INCREASED COVID COSTS

AoA will need to increase technology needs and health supplies in 20-21, but one-time funding will help offset these costs.

## TEMPORARY SAVINGS

In 20-21, many expenses were eliminated due to the school's inability to participate in the same manner. Field trips and travel for staff were all eliminated from budget assumptions and added back into out-year assumptions.

**2020-21**

# Cash Flow

UPCOMING DEFERRALS

**40%**

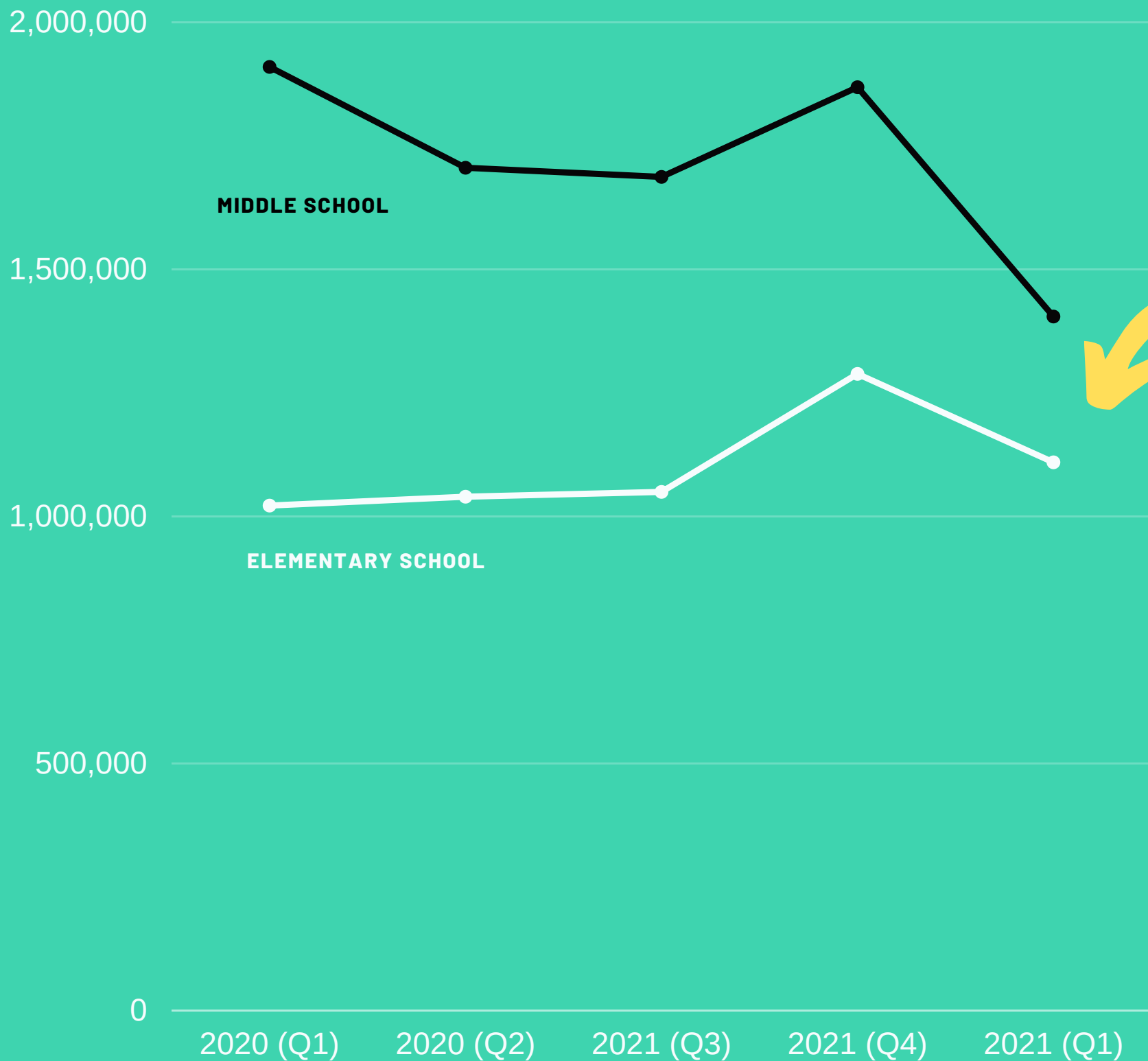
JULY 2021: ENDING FUND  
BALANCE WITHOUT Q4  
DEFERRALS

**31%**

JULY 2021: ENDING FUND  
BALANCE WITH Q4 DEFERRALS

# Cash Flow Highlights

Cash flow is currently assumed on a regular payment basis and will be updated as more information is available. AoA has approximately 5-6 months of operating cash to cover expenses. 20-21 State Aid represents 93% of AoA's projected starting cash balance in July. PPP Loan receipts were received in the 19-20 fiscal year and assumed in the starting cash balance projections included in the attached exhibits. Due to larger deficit spending in 20-21 and out-years, the Middle School's cash balance will dip significantly by the end of 21-22 Quarter 1.



**Questions?**  
**PLEASE RAISE A HAND**



**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**CHARTER SCHOOL CERTIFICATION**

**Charter School Name:** The Academy of Alameda Elementary School  
 (name continued) \_\_\_\_\_  
**CDS #:** 01 61119 0131805  
**Charter Approving Entity:** Alameda Unified School District  
**County:** Alameda  
**Charter #:** 1718  
**Fiscal Year:** 2020/21

To the entity that approved the charter school:  
 ( \_\_\_ ) 2020/21 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Charter School Official  
 (Original signature required)  
 Print Name: Matthew Huxley Title: Executive Director

To the County Superintendent of Schools:  
 ( \_\_\_ ) 2020/21 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Authorized Representative of  
 Charter Approving Entity  
 (Original signature required)  
 Print Name: Shariq Khan Title: CBO

For additional information on the BUDGET, please contact:

For Approving Entity:  
Shariq Khan  
 Name  
CBO  
 Title  
(510) 337-7000 x7067  
 Telephone  
skhan@alamedaunified.org  
 E-mail address

For Charter School:  
Stacie Ivery  
 Name  
Director of Finance  
 Title  
(510) 556-4017  
 Telephone  
sivery@aoaschools.org  
 E-mail address

( \_\_\_ ) 2020/21 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 ACOE District Advisor

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**Charter School Name:** The Academy of Alameda Elementary School  
 (name continued) \_\_\_\_\_  
**CDS #:** 01 61119 0131805  
**Charter Approving Entity:** Alameda Unified School District  
**County:** Alameda  
**Charter #:** 1718  
**Budgeting Period:** 2020/21

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>A. REVENUES</b>					
<b>1. LCFF Sources</b>					
State Aid - Current Year	8011	1,667,383.00	1,444,133.59	0.00	1,444,133.59
Education Protection Account State Aid - Current Year	8012	57,160.00	56,240.00	0.00	56,240.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	876,503.00	862,395.41		862,395.41
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00
Total, LCFF Sources		2,601,046.00	2,362,769.00	0.00	2,362,769.00
<b>2. Federal Revenues</b>					
Every Student Succeeds Act (Titles I - V)	8290	53,909.00		60,637.00	60,637.00
Special Education - Federal	8181, 8182	32,342.99		37,957.30	37,957.30
Child Nutrition - Federal	8220	0.00		0.00	0.00
Donated Food Commodities	8221	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00		72,967.00	72,967.00
Total, Federal Revenues		86,251.99	0.00	171,561.30	171,561.30
<b>3. Other State Revenues</b>					
Special Education - State	StateRevSE	161,898.68		178,211.96	178,211.96
All Other State Revenues	StateRevAO	56,776.13	49,459.48	0.00	49,459.48
Total, Other State Revenues		218,674.81	49,459.48	178,211.96	227,671.43
<b>4. Other Local Revenues</b>					
All Other Local Revenues	LocalRevAO	272,206.53	380,604.39	0.00	380,604.39
Total, Local Revenues		272,206.53	380,604.39	0.00	380,604.39
<b>5. TOTAL REVENUES</b>					
		3,178,179.33	2,792,832.87	349,773.26	3,142,606.13
<b>B. EXPENDITURES</b>					
<b>1. Certificated Salaries</b>					
Certificated Teachers' Salaries	1100	892,769.02	885,180.19	68,737.45	953,917.65
Certificated Pupil Support Salaries	1200	72,894.65	0.00	72,977.00	72,977.00
Certificated Supervisors' and Administrators' Salaries	1300	186,072.30	194,819.41	28,398.83	223,218.24
Other Certificated Salaries	1900	78,750.05	84,980.67	0.00	84,980.67
Total, Certificated Salaries		1,230,486.02	1,164,980.28	170,113.28	1,335,093.55
<b>2. Non-certificated Salaries</b>					
Non-certificated Instructional Aides' Salaries	2100	130,451.07	45,164.17	52,930.88	98,095.05
Non-certificated Support Salaries	2200	45,729.13	0.00	54,000.00	54,000.00
Non-certificated Supervisors' and Administrators' Sal.	2300	131,435.20	120,905.55	0.00	120,905.55
Clerical and Office Salaries	2400	128,229.07	146,222.95	0.00	146,222.95
Other Non-certificated Salaries	2900	189,578.81	41,308.73	0.00	41,308.73
Total, Non-certificated Salaries		625,423.28	353,601.39	106,930.88	460,532.28



**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: The Academy of Alameda Elementary School  
(name continued) \_\_\_\_\_

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>3. Employee Benefits</b>					
STRS	3101-3102	215,145.63	189,641.26	34,597.42	224,238.68
PERS	3201-3202	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	64,361.78	43,615.44	7,957.03	51,572.47
Health and Welfare Benefits	3401-3402	199,812.00	157,394.55	28,714.45	186,109.00
Unemployment Insurance	3501-3502	15,835.67	9,982.76	1,821.22	11,803.98
Workers' Compensation Insurance	3601-3602	22,827.68	17,463.69	3,186.01	20,649.70
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	8,966.21	5,164.99	942.28	6,107.27
Total, Employee Benefits		526,948.98	423,262.69	77,218.41	500,481.09
<b>4. Books and Supplies</b>					
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	33,840.00	43,680.00	0.00	43,680.00
Materials and Supplies	4300	80,746.00	81,291.00	16,314.00	97,605.00
Noncapitalized Equipment	4400	66,634.00	10,231.00	52,000.00	62,231.00
Food	4700	15,200.00	5,850.00	0.00	5,850.00
Total, Books and Supplies		196,420.00	141,052.00	68,314.00	209,366.00
<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	11,400.00	9,750.00	0.00	9,750.00
Dues and Memberships	5300	17,100.00	15,171.00	0.00	15,171.00
Insurance	5400	16,644.38	30,095.13	0.00	30,095.13
Operations and Housekeeping Services	5500	69,312.00	75,426.00	0.00	75,426.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	23,294.00	25,662.00	0.00	25,662.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00
Professional/Consulting Services & Operating Expend.	5800	359,025.55	250,053.67	81,700.00	331,753.67
Communications	5900	8,360.00	29,250.00	0.00	29,250.00
Total, Services and Other Operating Expenditures		505,135.93	435,407.80	81,700.00	517,107.80
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)</b>					
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major					
Expansion of School Libraries	6300	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00
<i>Depreciation Expense (for full accrual basis only)</i>	6900	0.00	11,200.00	0.00	11,200.00
Total, Capital Outlay		0.00	11,200.00	0.00	11,200.00
<b>7. Other Outgo</b>					
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00
Transfer of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00
Debt Service:					
Interest	7438	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		3,084,414.21	2,529,504.15	504,276.57	3,033,780.72
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		93,765.12	263,328.72	(154,503.31)	108,825.41

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: The Academy of Alameda Elementary School  
(name continued) \_\_\_\_\_

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>D. OTHER FINANCING SOURCES / USES</b>					
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	(154,503.31)	154,503.31	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(154,503.31)	154,503.31	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>					
		93,765.12	108,825.41	0.00	108,825.41
<b>F. FUND BALANCE, RESERVES</b>					
1. Beginning Fund Balance					
a. As of July 1	9791	964,342.00	964,342.00	0.00	964,342.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795	(28,794.00)	(28,794.00)	0.00	(28,794.00)
c. Adjusted Beginning Balance		935,548.00	935,548.00	0.00	935,548.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,029,313.12	1,044,373.41	0.00	1,044,373.41
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711	0.00	0.00		0.00
Stores	9712	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00
b. Restricted					
	9740	0.00		0.00	0.00
c. Committed					
Stabilization Arrangements	9750	0.00	0.00		0.00
Other Commitments	9760	194,500.00	178,800.00		178,800.00
d. Assigned					
Other Assignments	9780	0.00	0.00		0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	771,103.55	758,445.18	0.00	758,445.18
Unassigned / Unappropriated Amount	9790	63,709.57	107,128.23	0.00	107,128.23

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

**Charter School Name:** The Academy of Alameda Elementary School  
 (name continued)  
**CDS #:** 01 61119 0131805  
**Charter Approving Entity:** Alameda Unified School District  
**County:** Alameda  
**Charter #:** 1718  
**Fiscal Year:** 2020/21

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2020/21			Totals for 2021/22	Totals for 2022/23
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	1,444,133.59	0.00	1,444,133.59	1,449,984.59	1,453,365.59
Education Protection Account State Aid - Current Year	8012	56,240.00	0.00	56,240.00	56,240.00	56,240.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	862,395.41	0.00	862,395.41	862,395.41	862,395.41
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		2,362,769.00	0.00	2,362,769.00	2,368,620.00	2,372,001.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	60,637.00	60,637.00	61,689.18	62,816.92
Special Education - Federal	8181, 8182	0.00	37,957.30	37,957.30	37,877.24	38,813.62
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	72,967.00	72,967.00	0.00	0.00
Total, Federal Revenues		0.00	171,561.30	171,561.30	99,566.42	101,630.54
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	178,211.96	178,211.96	182,703.28	187,233.57
All Other State Revenues	StateRevAO	49,459.48	0.00	49,459.48	57,238.26	57,370.42
Total, Other State Revenues		49,459.48	178,211.96	227,671.43	239,941.54	244,604.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	380,604.39	0.00	380,604.39	606,981.81	608,601.51
Total, Local Revenues		380,604.39	0.00	380,604.39	606,981.81	608,601.51
5. TOTAL REVENUES						
		2,792,832.87	349,773.26	3,142,606.13	3,315,109.76	3,326,837.06
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	885,180.19	68,737.45	953,917.65	975,511.77	1,009,680.59
Certificated Pupil Support Salaries	1200	0.00	72,977.00	72,977.00	74,678.43	76,545.39
Certificated Supervisors' and Administrators' Salaries	1300	194,819.41	28,398.83	223,218.24	232,304.85	238,112.47
Other Certificated Salaries	1900	84,980.67	0.00	84,980.67	79,950.00	81,948.75
Total, Certificated Salaries		1,164,980.28	170,113.28	1,335,093.55	1,362,445.04	1,406,287.19
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	45,164.17	52,930.88	98,095.05	174,382.39	178,741.95
Non-certificated Support Salaries	2200	0.00	54,000.00	54,000.00	55,350.00	56,733.75
Non-certificated Supervisors' and Administrators' Sal.	2300	120,905.55	0.00	120,905.55	162,780.66	166,850.18
Clerical and Office Salaries	2400	146,222.95	0.00	146,222.95	161,252.04	165,283.34
Other Non-certificated Salaries	2900	41,308.73	0.00	41,308.73	168,949.01	183,047.74
Total, Non-certificated Salaries		353,601.39	106,930.88	460,532.28	722,714.10	750,656.95

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: The Academy of Alameda Elementary School  
(name continued) \_\_\_\_\_

Description	Object Code	FY 2020/21			Totals for 2021/22	Totals for 2022/23
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	189,641.26	34,597.42	224,238.68	227,703.43	265,469.98
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	43,615.44	7,957.03	51,572.47	71,758.09	74,440.10
Health and Welfare Benefits	3401-3402	157,394.55	28,714.45	186,109.00	270,605.14	289,547.50
Unemployment Insurance	3501-3502	9,982.76	1,821.22	11,803.98	15,094.80	15,379.43
Workers' Compensation Insurance	3601-3602	17,463.69	3,186.01	20,649.70	23,979.33	24,804.86
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	5,164.99	942.28	6,107.27	16,594.74	17,256.48
Total, Employee Benefits		423,262.69	77,218.41	500,481.09	625,735.53	686,898.34
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	43,680.00	0.00	43,680.00	33,214.40	34,210.83
Materials and Supplies	4300	81,291.00	16,314.00	97,605.00	86,075.80	85,975.92
Noncapitalized Equipment	4400	10,231.00	52,000.00	62,231.00	48,591.28	50,003.56
Food	4700	5,850.00	0.00	5,850.00	6,489.00	6,578.77
Total, Books and Supplies		141,052.00	68,314.00	209,366.00	174,370.48	176,769.08
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	9,750.00	0.00	9,750.00	10,815.00	10,964.61
Dues and Memberships	5300	15,171.00	0.00	15,171.00	16,828.14	17,060.93
Insurance	5400	30,095.13	0.00	30,095.13	33,382.44	33,844.24
Operations and Housekeeping Services	5500	75,426.00	0.00	75,426.00	83,664.84	84,822.21
Rentals, Leases, Repairs, and Noncap. Improvements	5600	25,662.00	0.00	25,662.00	28,074.48	28,078.38
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	250,053.67	81,700.00	331,753.67	367,174.74	370,159.31
Communications	5900	29,250.00	0.00	29,250.00	32,445.00	32,893.83
Total, Services and Other Operating Expenditures		435,407.80	81,700.00	517,107.80	572,384.64	577,823.51
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)</b>						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	6900	11,200.00	0.00	11,200.00	11,200.00	11,200.00
Total, Capital Outlay		11,200.00	0.00	11,200.00	11,200.00	11,200.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		2,529,504.15	504,276.57	3,033,780.72	3,468,849.79	3,609,635.08
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		263,328.72	(154,503.31)	108,825.41	(153,740.02)	(282,798.03)

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: The Academy of Alameda Elementary School  
(name continued) \_\_\_\_\_

Description	Object Code	FY 2020/21			Totals for 2021/22	Totals for 2022/23
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(154,503.31)	154,503.31	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(154,503.31)	154,503.31	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		108,825.41	0.00	108,825.41	(153,740.02)	(282,798.03)
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	964,342.00	0.00	964,342.00	1,044,373.41	890,633.39
b. Adjustments to Beginning Balance	9793, 9795	(28,794.00)	0.00	(28,794.00)		
c. Adjusted Beginning Balance		935,548.00	0.00	935,548.00	1,044,373.41	890,633.39
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,044,373.41	0.00	1,044,373.41	890,633.39	607,835.36
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00		0.00	0.00	0.00
Other Commitments	9760	178,800.00		178,800.00	168,800.00	133,800.00
d. Assigned						
Other Assignments	9780	0.00		0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	758,445.18	0.00	758,445.18	693,769.96	469,252.56
Undesignated / Unappropriated Amount	9790	107,128.23	0.00	107,128.23	28,063.43	4,782.80

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**CHARTER SCHOOL CERTIFICATION**

**Charter School Name:** The Academy of Alameda  
 (name continued) \_\_\_\_\_  
**CDS #:** 01-61119-0122085  
**Charter Approving Entity:** Alameda Unified School District  
**County:** Alameda  
**Charter #:** 1181  
**Fiscal Year:** 2020/21

To the entity that approved the charter school:  
 ( \_\_\_ ) 2020/21 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Charter School Official  
 (Original signature required)  
 Print Name: Matthew Huxley Title: Executive Director

To the County Superintendent of Schools:  
 ( \_\_\_ ) 2020/21 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Authorized Representative of  
 Charter Approving Entity  
 (Original signature required)  
 Print Name: Shariq Khan Title: CBO

For additional information on the BUDGET, please contact:

For Approving Entity:  
Shariq Khan  
 Name  
CBO  
 Title  
(510) 337-7000 x7067  
 Telephone  
skhan@alamedaunified.org  
 E-mail address

For Charter School:  
Stacie Ivery  
 Name  
Director of Finance  
 Title  
(510) 556-4017  
 Telephone  
sivery@aoaschools.org  
 E-mail address

( \_\_\_ ) 2020/21 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 ACOE District Advisor

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**Charter School Name:** The Academy of Alameda  
 (name continued) \_\_\_\_\_  
**CDS #:** 01-61119-0122085  
**Charter Approving Entity:** Alameda Unified School District  
**County:** Alameda  
**Charter #:** 1181  
**Budgeting Period:** 2020/21

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>A. REVENUES</b>					
<b>1. LCFF Sources</b>					
State Aid - Current Year	8011	2,026,906.95	1,526,251.07	0.00	1,526,251.07
Education Protection Account State Aid - Current Year	8012	579,437.05	540,095.43	0.00	540,095.43
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,406,575.00	1,406,575.50		1,406,575.50
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00
Total, LCFF Sources		4,012,919.00	3,472,922.00	0.00	3,472,922.00
<b>2. Federal Revenues</b>					
Every Student Succeeds Act (Titles I - V)	8290	101,677.00		108,173.00	108,173.00
Special Education - Federal	8181, 8182	62,552.20		60,632.91	60,632.91
Child Nutrition - Federal	8220	0.00		0.00	0.00
Donated Food Commodities	8221	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00		165,442.47	165,442.47
Total, Federal Revenues		164,229.20	0.00	334,248.38	334,248.38
<b>3. Other State Revenues</b>					
Special Education - State	StateRevSE	261,585.50		270,728.34	270,728.34
All Other State Revenues	StateRevAO	220,225.74	75,608.30	100,252.40	175,860.70
Total, Other State Revenues		481,811.24	75,608.30	370,980.74	446,589.04
<b>4. Other Local Revenues</b>					
All Other Local Revenues	LocalRevAO	254,441.71	438,432.40	0.00	438,432.40
Total, Local Revenues		254,441.71	438,432.40	0.00	438,432.40
<b>5. TOTAL REVENUES</b>		<b>4,913,401.15</b>	<b>3,986,962.70</b>	<b>705,229.12</b>	<b>4,692,191.82</b>
<b>B. EXPENDITURES</b>					
<b>1. Certificated Salaries</b>					
Certificated Teachers' Salaries	1100	1,771,468.18	1,503,663.49	177,129.35	1,680,792.85
Certificated Pupil Support Salaries	1200	185,764.31	64,125.00	143,959.91	208,084.91
Certificated Supervisors' and Administrators' Salaries	1300	308,802.18	330,412.55	44,418.68	374,831.22
Other Certificated Salaries	1900	72,625.03	48,672.77	20,859.76	69,532.53
Total, Certificated Salaries		2,338,659.69	1,946,873.81	386,367.70	2,333,241.51
<b>2. Non-certificated Salaries</b>					
Non-certificated Instructional Aides' Salaries	2100	113,277.83	0.00	125,549.12	125,549.12
Non-certificated Support Salaries	2200	120,464.76	0.00	45,237.50	45,237.50
Non-certificated Supervisors' and Administrators' Sal.	2300	174,053.75	147,616.95	26,527.50	174,144.45
Clerical and Office Salaries	2400	209,215.85	228,707.68	0.00	228,707.68
Other Non-certificated Salaries	2900	112,272.00	3,100.00	36,994.03	40,094.03
Total, Non-certificated Salaries		729,284.19	379,424.63	234,308.15	613,732.78

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: The Academy of Alameda  
(name continued) \_\_\_\_\_

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>3. Employee Benefits</b>					
STRS	3101-3102	409,773.30	303,569.64	80,994.91	384,564.55
PERS	3201-3202	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	86,637.18	61,726.24	16,469.08	78,195.31
Health and Welfare Benefits	3401-3402	321,588.00	230,967.06	61,623.94	292,591.00
Unemployment Insurance	3501-3502	21,415.12	12,398.01	3,307.89	15,705.90
Workers' Compensation Insurance	3601-3602	37,735.71	26,752.43	7,137.77	33,890.20
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	10,074.13	6,699.15	1,787.39	8,486.54
Total, Employee Benefits		887,223.43	642,112.53	171,320.98	813,433.52
<b>4. Books and Supplies</b>					
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	58,000.00	56,000.00	0.00	56,000.00
Materials and Supplies	4300	143,210.00	108,285.00	30,400.00	138,685.00
Noncapitalized Equipment	4400	62,075.00	15,665.00	71,250.00	86,915.00
Food	4700	24,800.00	9,150.00	0.00	9,150.00
Total, Books and Supplies		288,085.00	189,100.00	101,650.00	290,750.00
<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	18,600.00	15,250.00	0.00	15,250.00
Dues and Memberships	5300	27,900.00	23,729.00	0.00	23,729.00
Insurance	5400	27,156.62	47,071.87	0.00	47,071.87
Operations and Housekeeping Services	5500	113,088.00	117,974.00	0.00	117,974.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	38,006.00	40,138.00	0.00	40,138.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00
Professional/Consulting Services & Operating Expend.	5800	518,138.05	364,557.06	112,500.00	477,057.06
Communications	5900	13,640.00	45,750.00	0.00	45,750.00
Total, Services and Other Operating Expenditures		756,528.67	654,469.93	112,500.00	766,969.93
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)</b>					
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual basis only)	6900	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00
<b>7. Other Outgo</b>					
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00
Transfer of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00
Debt Service:					
Interest	7438	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		4,999,780.98	3,811,980.91	1,006,146.83	4,818,127.74
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		(86,379.84)	174,981.79	(300,917.71)	(125,935.92)



**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: The Academy of Alameda  
(name continued) \_\_\_\_\_

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>D. OTHER FINANCING SOURCES / USES</b>					
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	(300,917.71)	300,917.71	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(300,917.71)	300,917.71	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>					
		(86,379.84)	(125,935.92)	(0.00)	(125,935.92)
<b>F. FUND BALANCE, RESERVES</b>					
1. Beginning Fund Balance					
a. As of July 1	9791	2,249,730.00	2,035,724.00	214,006.00	2,249,730.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795	2,590.00	2,590.00	0.00	2,590.00
c. Adjusted Beginning Balance		2,252,320.00	2,038,314.00	214,006.00	2,252,320.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,165,940.16	1,912,378.08	214,006.00	2,126,384.08
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711	0.00	0.00		0.00
Stores	9712	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00
b. Restricted	9740	0.00		214,006.00	214,006.00
c. Committed					
Stabilization Arrangements	9750	0.00	0.00		0.00
Other Commitments	9760	160,500.00	131,200.00		131,200.00
d. Assigned					
Other Assignments	9780	0.00	0.00		0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	1,249,945.25	1,204,531.93	0.00	1,204,531.93
Unassigned / Unappropriated Amount	9790	755,494.92	576,646.15	(0.00)	576,646.14

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

**Charter School Name:** The Academy of Alameda  
 (name continued)  
**CDS #:** 01-61119-0122085  
**Charter Approving Entity:** Alameda Unified School District  
**County:** Alameda  
**Charter #:** 1181  
**Fiscal Year:** 2020/21

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2020/21			Totals for 2021/22	Totals for 2022/23
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	1,526,251.07	0.00	1,526,251.07	1,439,899.93	1,536,443.87
Education Protection Account State Aid - Current Year	8012	540,095.43	0.00	540,095.43	504,088.97	504,088.97
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,406,575.50	0.00	1,406,575.50	1,311,074.10	1,223,669.16
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		3,472,922.00	0.00	3,472,922.00	3,255,063.00	3,264,202.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	108,173.00	108,173.00	109,817.54	111,407.75
Special Education - Federal	8181, 8182	0.00	60,632.91	60,632.91	57,238.42	55,073.38
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	165,442.47	165,442.47	0.00	0.00
Total, Federal Revenues		0.00	334,248.38	334,248.38	167,055.96	166,481.13
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	270,728.34	270,728.34	259,000.07	265,669.26
All Other State Revenues	StateRevAO	75,608.30	100,252.40	175,860.70	181,960.48	181,656.38
Total, Other State Revenues		75,608.30	370,980.74	446,589.04	440,960.55	447,325.64
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	438,432.40	0.00	438,432.40	683,430.30	687,330.44
Total, Local Revenues		438,432.40	0.00	438,432.40	683,430.30	687,330.44
5. TOTAL REVENUES						
		3,986,962.70	705,229.12	4,692,191.82	4,546,509.80	4,565,339.21
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,503,663.49	177,129.35	1,680,792.85	1,571,241.47	1,594,739.18
Certificated Pupil Support Salaries	1200	64,125.00	143,959.91	208,084.91	212,878.75	218,200.72
Certificated Supervisors' and Administrators' Salaries	1300	330,412.55	44,418.68	374,831.22	375,442.73	384,828.79
Other Certificated Salaries	1900	48,672.77	20,859.76	69,532.53	71,270.85	73,052.62
Total, Certificated Salaries		1,946,873.81	386,367.70	2,333,241.51	2,230,833.80	2,270,821.31
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0.00	125,549.12	125,549.12	128,086.50	131,288.66
Non-certificated Support Salaries	2200	0.00	45,237.50	45,237.50	46,157.03	47,310.96
Non-certificated Supervisors' and Administrators' Sal.	2300	147,616.95	26,527.50	174,144.45	196,803.53	201,723.62
Clerical and Office Salaries	2400	228,707.68	0.00	228,707.68	222,681.39	228,248.43
Other Non-certificated Salaries	2900	3,100.00	36,994.03	40,094.03	139,625.85	142,991.50
Total, Non-certificated Salaries		379,424.63	234,308.15	613,732.78	733,354.30	751,563.16

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: The Academy of Alameda  
(name continued) \_\_\_\_\_

Description	Object Code	FY 2020/21			Totals for 2021/22	Totals for 2022/23
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	303,569.64	80,994.91	384,564.55	364,646.51	419,434.37
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	61,726.24	16,469.08	78,195.31	86,058.93	87,961.42
Health and Welfare Benefits	3401-3402	230,967.06	61,623.94	292,591.00	344,751.86	368,884.49
Unemployment Insurance	3501-3502	12,398.01	3,307.89	15,705.90	17,458.20	17,656.20
Workers' Compensation Insurance	3601-3602	26,752.43	7,137.77	33,890.20	34,088.16	34,757.42
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	6,699.15	1,787.39	8,486.54	17,199.82	17,626.69
Total, Employee Benefits		642,112.53	171,320.98	813,433.52	864,203.48	946,320.59
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	56,000.00	0.00	56,000.00	32,088.00	33,050.64
Materials and Supplies	4300	108,285.00	30,400.00	138,685.00	125,539.40	121,217.73
Noncapitalized Equipment	4400	15,665.00	71,250.00	86,915.00	64,956.95	66,951.12
Food	4700	9,150.00	0.00	9,150.00	8,961.00	9,334.73
Total, Books and Supplies		189,100.00	101,650.00	290,750.00	231,545.35	230,554.22
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	15,250.00	0.00	15,250.00	14,935.00	15,557.89
Dues and Memberships	5300	23,729.00	0.00	23,729.00	23,238.86	24,208.08
Insurance	5400	47,071.87	0.00	47,071.87	46,099.57	48,022.23
Operations and Housekeeping Services	5500	117,974.00	0.00	117,974.00	115,537.16	120,355.85
Rentals, Leases, Repairs, and Noncap. Improvements	5600	40,138.00	0.00	40,138.00	38,769.52	39,840.94
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	364,557.06	112,500.00	477,057.06	474,192.75	487,677.97
Communications	5900	45,750.00	0.00	45,750.00	44,805.00	46,673.67
Total, Services and Other Operating Expenditures		654,469.93	112,500.00	766,969.93	757,577.86	782,336.63
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)</b>						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		3,811,980.91	1,006,146.83	4,818,127.74	4,817,514.78	4,981,595.91
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		174,981.79	(300,917.71)	(125,935.92)	(271,004.98)	(416,256.70)

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: The Academy of Alameda  
(name continued) \_\_\_\_\_

Description	Object Code	FY 2020/21			Totals for 2021/22	Totals for 2022/23
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(300,917.71)	300,917.71	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(300,917.71)	300,917.71	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>						
		(125,935.92)	(0.00)	(125,935.92)	(271,004.98)	(416,256.70)
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	2,035,724.00	214,006.00	2,249,730.00	2,126,384.08	1,855,379.10
b. Adjustments to Beginning Balance	9793, 9795	2,590.00	0.00	2,590.00		
c. Adjusted Beginning Balance		2,038,314.00	214,006.00	2,252,320.00	2,126,384.08	1,855,379.10
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,912,378.08	214,006.00	2,126,384.08	1,855,379.10	1,439,122.40
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted						
	9740		214,006.00	214,006.00	214,006.00	214,006.00
c. Committed						
Stabilization Arrangements	9750	0.00		0.00	0.00	0.00
Other Commitments	9760	131,200.00		131,200.00	116,200.00	96,200.00
d. Assigned						
Other Assignments	9780	0.00		0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	1,204,531.93	0.00	1,204,531.93	963,502.96	996,319.18
Undesignated / Unappropriated Amount	9790	576,646.15	(0.00)	576,646.14	561,670.14	132,597.21