



# THE ACADEMY OF ALAMEDA

## The Academy of Alameda Charter School Board Board Meeting

### Date and Time

Tuesday September 29, 2020 at 6:30 PM PDT

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:30 PM</b>
Opening Items			
<b>A. Call the Meeting to Order</b>		David Forbes	2 m
<b>B. Zoom Meeting Agreements and Protocol</b>		Taqua Ammar	3 m
<ul style="list-style-type: none"><li>• This meeting is being recorded</li><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>C. Record Board Member Attendance (Roll Call)</b>		David Forbes	1 m
<b>D. Public Comments</b>		David Forbes	5 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.			
<b>II. Consent Agenda</b>			<b>6:42 PM</b>
<b>A. Draft Meeting Minutes</b>	Approve Minutes	David Forbes	
Minutes from the September 22 Public Hearing on the Local Continuity and Attendance Plan and the August 27 Board Meeting.			

Approve minutes for Board Meeting on August 27, 2020

**B. Check Register & Credit Card Statement** FYI David Forbes  
 Review and approve the credit card statements and check registers that show all purchases made using a credit card and vendors paid during the month of July.

**C. Unaudited Actuals** FYI David Forbes

**D. Teacher Credentials: Certificated Assignment Authorization** FYI David Forbes

Local school board are provided the authority to grant teachers who have multiple subject credentials the ability to teach secondary single subject course if they have fulfilled the requirements including the criteria mentioned below. All three teachers have met that criteria and have strong subject matter knowledge in the areas that they teach.

*WHEREAS, when necessary, EC 44256(b) and 44258.2 allow, by resolution of the governing board, the holder of a Multiple Subject Teaching Credential or Single Subject Teaching Credential to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed twelve semester units, or six upper division or graduate semester units of course work at an accredited institution, in the subject to be taught.*

**E. Agreement to Extend the General, Fiscal and Operational MOU** FYI David Forbes  
 between AoA and AUSD

**F. Vote on Consent Agenda** Vote David Forbes 1 m

**III. Board Communications 6:43 PM**

**A. Board Member Reports** Discuss David Forbes 10 m

**B. Elementary and Middle School Attendance and Engagement Presentation** Discuss Leah Rubin 30 m

**C. Board Committee Reports** FYI David Forbes 15 m  
 Student Success Committee  
 Executive Director Support and Evaluation

**D. Fall, 2020/21 ES and MS Enrollment Report** Discuss Matt Huxley 25 m

**IV. Action Items 8:03 PM**

**A. Executive Director Recommendation to Board On AoA's Reopening Plan Timeline** Vote Matt Huxley 15 m

Executive Director, Matt Huxley, recommends to the Board of Directors that

- Elementary kindergarten students ro be phased in for onsite learning (half-days utilizing an AM/PM schedule) beginning Tuesday, November 30 and 1st grade students to begin on Monday, December 7 (most likely half days as well).
- Grades 2 through 5 would be phased in to a blended environment (Onsite and distance learning) beginning in January.
- Middle school students would continue to learn through our distance learning delivery model through December with a possible phase in to onsite learning beginning in January.
- Families who want their child to remain in a distance learning only environment can make that decision throughout the 2020/21 school year.

**B. Revised 2020/21 Budget** Vote Stacie Ivery 20 m

**C. 20/21 Local Continuity and Attendance Plan (LCAP)** Vote Matt Huxley 10 m

**D. Closed Session: Gov't Code § 54957(b) Executive Director's 2020/21 Goals** Vote Matt Huxley 30 m

**V. Closing Items 9:18 PM**

**A. Review of Key October 22 Board Meeting Agenda Topics** Discuss David Forbes 5 m

**Key Topics Include:**

- Committee Reports
- 2021/22 Enrollment Plan
- Report on "Distance Learning Hubs"
- AoA's New Website Presentation
- AoA's Health and Safety Reopening Plan and Phase in Onsite Learning Plan
- Board Policy Updates - Educational Record Student Information Policy, Campus Search and Seizure

**B. Adjourn Meeting**

Vote

David Forbes

1 m

# Cover Sheet

## Draft Meeting Minutes

**Section:** II. Consent Agenda  
**Item:** A. Draft Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on August 27, 2020  
2020\_09\_22\_public\_hearing\_on\_aoa\_s\_2020\_21\_lcap\_plan\_minutes.pdf

DRAFT



# THE ACADEMY OF ALAMEDA

## The Academy of Alameda Charter School Board

### Minutes

#### Board Meeting

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#### **Date and Time**

Thursday August 27, 2020 at 6:30 PM

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#### **Directors Present**

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

#### **Directors Absent**

*None*

#### **Directors Arrived Late**

C. Robie

#### **Guests Present**

M. Huxley, Myleka Johnson, S. Hottinger, S. Ivery, T. Ammar

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#### **I. Opening Items**

##### **A. Zoom Meeting Agreements and 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 Aug 27, 2020 @ 6:36 PM.

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

C. Robie arrived late.

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

No public comments.

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

Amy Price reads AoA's mission and vision statement.

**II. Consent Agenda**

**A. Approve Minutes From the Following Board Meetings: July 20, June 25, August 2**

D. Forbes made a motion to approve the minutes from Board Meeting on 06-25-20.

K. Zimmerman seconded the motion.

Will pull item D. The board **VOTED** to approve the motion.

**Roll Call**

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

**B. Check Register & Credit Card Statement**

**C. 2020-21 Consolidated Application**

**D. Employee Handbook and COVID-19 Related Policies**

The board discussed revisions and sought clarifications for the board.

R. Whittaker made a motion to Add Amendments to 20-21 Employee Handbook.

C. Robie seconded the motion.

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

**Roll Call**

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

**E. Vote on Consent Agenda**

D. Forbes made a motion to Vote on Consent Agenda.

K. Zimmerman seconded the motion.

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

**Roll Call**

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

**III. Board Communications**

**A. Board Member Reports**

- R. Whittaker - nothing to report.
- Q. Chu - Nothing to report.
- A. Price - Thanks to the teachers and staff.
- R. Brown - Thanks to the teachers and staff.
- K. Zimmerman - Nothing to report.
- C. Robie - Thanks to teachers and staff.
- B. Schaff - Thank you to staff and ED for communications with families.

**B. Elementary and Middle School Proactive and Responsive Actions to Ensure Strong Attendance**

- M. Huxley and AoA's principals presented on AoA's Distance Learning Attendance Plan.

**C. Budget Update**

- Stacie Ivery presented updated the board on budget changes since the June 25 budget. The board will vote on an updated 20-21 budget at its September 29 board meeting.

**D. Learning and Attendance Continuity Plan Overview**

- M. Huxley gave an overview of the Learning and Attendance Continuity Plan (LCAP). There is a public hearing on September 22nd from 6-7pm. The board will vote on it at the September 29 board meeting.

**E. Suggested Edits to AoA's Mission and Envisioned Future Statements**

- The board members discussed whether or not they should edit AoA's Mission and Envisioned Future Statement and the general process for altering those two statements. The board will discuss this topic later in the year.

**IV. Action Items**

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

- Board discussed the proposal to close onsite learning through October 31st 2020.
- D. Forbes made a motion to Continue to have AoA closed through October 31st, 2020.
- C. Robie seconded the motion.
- The board **VOTED** to approve the motion.

**Roll Call**

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

**B. Equity and Inclusion Design Team**

- D. Forbes made a motion to To not include the Equity and Inclusion Design team as an official board committee. The team will present ideas to the board at a future date.
- C. Robie seconded the motion.
- The board **VOTED** to approve the motion.

**Roll Call**

- R. Whittaker Aye
- W. Schaff Aye

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

## V. Closing Items

### A. Review of Key September 29 Board Meeting Agenda Topics

Board discussed additional topics to be added to the September 29th Board Meeting.

### B. Employee Handbook Including COVID-19 Related policies

### C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:08 PM.

Respectfully Submitted,

D. Forbes

D. Forbes made a motion to Adjourn meeting.

R. Whittaker seconded the motion.

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

#### Roll Call

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



**DRAFT**



# THE ACADEMY OF ALAMEDA

## ***The Academy of Alameda Charter School Board***

### **Minutes**

#### ***Public Hearing on AoA's 2020/21 LCAP Plan***

#### ***Learning Continuity and Attendance Plan***

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#### **Date and Time**

***Tuesday September 22, 2020 at 6:00 PM***

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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), L. Rubin (remote), M. Huxley (remote), S. Hottinger (remote), S. Ivery (remote), T. Ammar (remote)***

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#### **I. Opening Items**

##### **A. Call the Meeting to Order**

***D. Forbes called a meeting to order on Tuesday Sep 22, 2020 @ 6:02 PM.***

##### **B. Zoom Meeting Protocols and Agreements**

##### **C. Record Attendance**

##### **D. Read Mission and Envisioned Future Statements**

##### **E. General Public Comments**

***No public comment.***

## II. Public Hearing Agenda

- A. Open Public Hearing On The Academy of Alameda's Learning Continuity and Attendance Plan (LCAP)**  
*M. Huxley presented on Elementary and Middle school Learning Continuity and Attendance Plan (LCAP)*
- B. Learning and Continuity and Attendance Plan Presentation**
- C. Open for Public Comments Related To The Academy's Local Continuity and Attendance Plan**  
*No public comment.*
- D. Open for Board Discussion on AoA's LCAP**
- E. Close Public Hearing On AoA's 2020/21 Learning Continuity and Attendance Plan**  
*D. Forbes made a motion to Close Public Hearing.*  
*A. Price seconded the motion.*  
*The team VOTED to approve the motion.*
- Roll Call
- |                     |                |
|---------------------|----------------|
| <i>S. Ivery</i>     | <i>Abstain</i> |
| <i>A. Pulido</i>    | <i>Absent</i>  |
| <i>S. Hottinger</i> | <i>Abstain</i> |
| <i>R. Whittaker</i> | <i>Aye</i>     |
| <i>M. Huxley</i>    | <i>Abstain</i> |
| <i>Q. Chu</i>       | <i>Aye</i>     |
| <i>A. Cameron</i>   | <i>Abstain</i> |
| <i>M. Thorman</i>   | <i>Absent</i>  |
| <i>R. Brown</i>     | <i>Aye</i>     |
| <i>W. Schaff</i>    | <i>Aye</i>     |
| <i>A. Price</i>     | <i>Aye</i>     |
| <i>T. Ammar</i>     | <i>Abstain</i> |
| <i>L. Rubin</i>     | <i>Abstain</i> |
| <i>C. Robie</i>     | <i>Aye</i>     |
| <i>D. Forbes</i>    | <i>Aye</i>     |
| <i>K. Zimmerman</i> | <i>Aye</i>     |

## III. Closing Items

- A. Adjourn Meeting**  
*There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:06 PM.*

*Respectfully Submitted,*  
*D. Forbes*

# Cover Sheet

## Check Register & Credit Card Statement

**Section:** II. Consent Agenda  
**Item:** B. Check Register & Credit Card Statement  
**Purpose:** FYI  
**Submitted by:** Stacie Ivery  
**Related Material:** 2020-08 August Check Register.pdf  
2020-08 August Credit Card Statement.pdf

**RECOMMENDATION:**  
Approval of the monthly check register and credit card statement



## The Academy of Alameda Check Register

2020-21

August

Grand Total

111,790.02

Date	Check Number	Vendor	Description	Check Amount
8/3/2020		Square	Monthly Admin Fee (August 2020)	35.00
8/4/2020	BP10778	Document Tracking Services	Compliance Document Preparation Services	895.00
8/4/2020	BP10775	Sonova	Hearing Aid System	3,040.98
8/4/2020	BP10774	ClassTracker	20-21 MS Planners	3,292.50
8/4/2020	BP10776	EdPuzzle	Teacher Tech: Curriculum Building	1,200.00
8/4/2020	BP10780	Google Voice	Google Voice Line (June 2020)	25.97
8/4/2020	BP10777	National Equity Project	NEP Services: Exec Coaching & Technical Assistance	5,250.00
8/4/2020	BP10779	PowerSchool	20-21 Learning Management System	9,841.23
8/4/2020	BP10781	SchoolMint	20-21 Student Enrollment Platform	10,241.82
8/11/2020		Equitable	Dental & Vision Insurance Premium (July & August)	10,071.98
8/20/2020		Bank of Marin (Cardmember Service)	BoM CC Payment (July Purchases)	1,479.60
8/20/2020	VV412	Ronald Carranza	Final Check	670.96
8/21/2020		California Choice	Health Insurance Premium - September 2020	47,417.37
8/21/2020	BP10783	Janet Redondo	Bookkeeping Services (July 2020)	600.00
8/21/2020	BP10782	Yale, Kenneth (Ken) (1099-7)	Facilitation & Coaching (Board Retreat 08/02/20)	2,390.62
8/22/2020		US Bank Equipment Finance	Lease payment (07/25/20 - 08/25/20)	321.80
8/23/2020	VV413	Leah Rubin	Reimbursement: Laptop	1,313.91
8/24/2020	BP10784	Learning A-Z	Online Reading Curriculum Subscription	1,259.70
8/28/2020	BP10789	Charter Schools Development Center	2020 Leadership Conference	327.00
8/28/2020	BP10787	Planbook	Online lesson planbook subscription	110.00
8/28/2020	BP10786	Office Depot Inc.	ES Classroom Supplies (Supply Closet)	1,367.80
8/28/2020	BP10785	Jessica Serrano	SPED Contractor: DHH Consulting (June)	499.50
8/28/2020	BP10791	Crisis Prevention Institute (CPI)	PD: Blended Learning Online Course & Workbook	375.00
8/28/2020	BP10793	Mr. Copy (MRC Smart Technology Solutions)	Contract Overage: (04/30/20 - 05/30/20); (05/31/20 - 06/29/20); (07/07/20 - 08/06/20)	1.10
8/28/2020	BP10792	SmartDeploy	1 year support services	877.50
8/28/2020	BP10790	Techabee	Quarterly Technology Services (Aug-Sept 2020); One-time set-up fee	8,200.00
8/28/2020	BP10794	Xerox Financial Services (CT#010-0082705-001)	CT#1: Lease payment (07/15/20 - 08/14/20); (08/15/20 - 09/14/20)	683.68

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.



**September 2020 Statement**

Open Date: 08/04/2020 Closing Date: 09/01/2020



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

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

<b>New Balance</b>	<b>\$6,426.11</b>
<b>Minimum Payment Due</b>	<b>\$65.00</b>
<b>Payment Due Date</b>	<b>09/28/2020</b>

<b>Activity Summary</b>		
Previous Balance	+	\$2,701.18
Payments	-	\$1,479.60 <sup>CR</sup>
Other Credits	-	\$1,221.58 <sup>CR</sup>
Purchases	+	\$6,426.11
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>\$6,426.11</b>
<b>Past Due</b>		<b>\$0.00</b>
<b>Minimum Payment Due</b>		<b>\$65.00</b>
Credit Line		\$50,000.00
Available Credit		\$43,573.89
Days in Billing Period		29

**Payment Options:**



Mail payment coupon with a check



Pay online at [myaccountaccess.com](http://myaccountaccess.com)



Pay by phone 1-866-552-8855

*No payment is required.*

CPN 001559617

0047985100550558300000065000006426116



**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 \$6,426.11 will be automatically deducted from your account on 09/21/20.

000009478 01 SP 000638565840782 E

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



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

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

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

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

### Your Rights If You Are Dissatisfied With Your Credit Card Purchases

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

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

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

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

### Important Information Regarding Your Account

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

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

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



September 2020 Statement 08/04/2020 - 09/01/2020  
 ACADEMY OF ALAMEDA (CPN 001559617)

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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 \$6426.11 will be automatically deducted from your bank account on 09/21/2020. Please refer to your AutoPay Terms and Conditions for further information regarding this account feature.

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

Account Security is very important to you and to us. When you use your Card to make a purchase, particularly over the phone or online, you may be asked to provide a card security code, sometimes called a CVV. This information is used to help confirm that it is you using the Card and that the Card is authentic.

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

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Other Credits</b>					
08/11	08/10	2151	AVANGATE.COM ATLANTA GA MERCHANDISE/SERVICE RETURN	\$1,221.58CR	_____
<b>Purchases and Other Debits</b>					
08/06	08/05	4667	ZOOM.US 888-799-9666 CA	\$126.45	_____
08/10	08/09	8798	2COCOM*123FORMBUILDER. 888-2471614 GA	\$199.92	_____
08/10	08/09	2021	2COCOM*123FORMBUILDER. 888-2471614 GA	\$1,299.55	_____
08/14	08/12	5154	ASANA.COM HTTPWWW.ASAN CA	\$629.30	_____
08/24	08/22	6209	DEPARTMENT OF JUSTICE 916-324-6678 CA	\$277.00	_____
08/24	08/23	2590	PEET'S EGIFT CARD 877-850-1977 ME	\$150.00	_____
08/24	08/23	2624	PEET'S EGIFT CARD 877-850-1977 ME	\$150.00	_____
08/24	08/23	2632	PEET'S EGIFT CARD 877-850-1977 ME	\$150.00	_____
08/24	08/23	2640	PEET'S EGIFT CARD 877-850-1977 ME	\$150.00	_____
08/24	08/23	2657	PEET'S EGIFT CARD 877-850-1977 ME	\$80.00	_____
08/24	08/21	0303	ZOOM.US 888-799-9666 CA	\$19.36	_____
08/24	08/21	6582	ZOOM.US 888-799-9666 CA	\$11.61	_____
08/26	08/25	4511	OFFICE DEPOT 1135 800-463-3768 CA	\$276.55	_____
08/28	08/27	8799	RISAS Y SONRISAS 512-219-0225 TX	\$399.00	_____
08/31	08/29	6254	BambooHR HRIS 866-3879595 UT	\$99.00	_____
<b>Total for Account</b>				<b>\$2,796.16</b>	

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

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Purchases and Other Debits</b>					
08/10	08/08	0540	Audible*MF97C9XH2 Amzn.com/bill NJ	\$14.95	_____

Continued on Next Page



September 2020 Statement 08/04/2020 - 09/01/2020  
 ACADEMY OF ALAMEDA (CPN 001559617)

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Cardmember Service ☎ 1-866-552-8855

Transactions		HOTTINGER,SUMMER			Credit Limit	\$7500
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation	
08/24	08/21	8840	ALAMEDA COUNTY INDUSTR 510-357-7282 CA	\$500.00	_____	
08/24	08/21	5189	PODS #50 PODS.COM CA	\$217.43	_____	
08/31	08/29	0147	PIHRA 310-416-1210 CA	\$199.00	_____	
08/31	08/29	0154	PIHRA 310-416-1210 CA	\$199.00	_____	
08/31	08/29	0170	PIHRA 310-416-1210 CA	\$199.00	_____	
<b>Total for Account</b>				<b>\$1,329.38</b>		

Transactions		BULLOCK,NORA			Credit Limit	\$7500
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation	
<b>Purchases and Other Debits</b>						
08/04	08/03	0222	CALICOSPANISH.COM HTTPSCALICOSP OR	\$29.00	_____	
08/05	08/04	4604	EVENT* GREAT MINDS LLC WWW.CVENT.COM VA	\$100.00	_____	
08/21	08/19	4373	BOOMERANG 657-2293467 CA	\$810.00	_____	
<b>Total for Account</b>				<b>\$939.00</b>		

Transactions		THORMAN,MIRANDA			Credit Limit	\$7500
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation	
<b>Purchases and Other Debits</b>						
08/25	08/25	9608	APPLE.COM/US 800-676-2775 CA	\$65.50	_____	
08/26	08/24	4776	MOUNTAIN MIKES PIZZA A http://www.mo CA	\$32.80	_____	
08/31	08/26	4213	WWBW CC 8187358800 CA	\$41.69	_____	
<b>Total for Account</b>				<b>\$139.99</b>		

Transactions		BILLING ACCOUNT ACTIVITY			Amount	Notation
Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation	
<b>Payments and Other Credits</b>						
08/20	08/20	MTC	PAYMENT THANK YOU	\$1,479.60	CR _____	
<b>Total for Account</b>				<b>\$1,479.60</b>	CR	

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

Continued on Next Page





September 2020 Statement 08/04/2020 - 09/01/2020  
 ACADEMY OF ALAMEDA (CPN 001559617)

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Cardmember Service ☎ 1-866-552-8855



**Interest Charge Calculation**

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

\*\*APR for current and future transactions.

Balance Type	Balance By Type	Balance Subject to Interest Rate	Variable	Interest Charge	Annual Percentage Rate	Expires with Statement
**BALANCE TRANSFER	\$0.00	\$0.00	YES	\$0.00	13.99%	
**PURCHASES	\$6,426.11	\$0.00	YES	\$0.00	13.99%	
**ADVANCES	\$0.00	\$0.00	YES	\$0.00	23.99%	

**Contact Us**



Phone

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



Questions

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



Mail payment coupon with a check

Cardmember Service  
 P.O. Box 790408  
 St. Louis, MO 63179-0408



Online

myaccountaccess.com

End of Statement

ACADEMY OF ALAMEDA



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# Cover Sheet

## Unaudited Actuals

**Section:** II. Consent Agenda  
**Item:** C. Unaudited Actuals  
**Purpose:** FYI  
**Submitted by:** Stacie Ivery  
**Related Material:** 19-20 Unaudited Actuals (ES).pdf  
19-20 Unaudited Actuals (MS).pdf

**BACKGROUND:**

**Middle School:**

2019-20 Operating Income = **-\$65,105**  
Ending Fund Balance (Unrestricted) = **\$1,973,209**  
Ending Fund Balance (Restricted) = **\$214,006**

**Elementary School:**

2019-20 Operating Income = **\$223,321**  
Ending Fund Balance (Unrestricted) = **\$1,158,869**  
Ending Fund Balance (Restricted) = **\$0**

**RECOMMENDATION:**

Approval of the 2019-20 Elementary & Middle School Unaudited Actuals report.

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2019 to June 30, 2020**

**CHARTER SCHOOL CERTIFICATION**

**Charter School Name:** The Academy of Alameda Elementary School  
**CDS #:** 01611190131805 (6)  
**Charter Approving Entity:** Alameda Unified School District  
**County:** Alameda  
**Charter #:** 1718

**NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:**

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Dan Bellino</u> Name	<u>Shariq Khan</u> Name	<u>Stacie Ivery</u> Name
<u>Interim Chief of DBAS, Chief of Staff</u> Title	<u>Chief Business Officer</u> Title	<u>Director of Finance</u> Title
<u>(510) 670-4200</u> Telephone	<u>(510) 337-7067</u> Telephone	<u>(510) 556-4017</u> Telephone
<u>dbellino@acoe.org</u> Email address	<u>skhan@alamedaunified.org</u> Email address	<u>sivery@aoaschools.org</u> Email address

To the entity that approved the charter school:

( X ) 2019-20 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Printed Name: Matthew Huxley Title: Executive Director

To the County Superintendent of Schools:

( X ) 2019-20 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

To the Superintendent of Public Instruction:

( X ) 2019-20 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

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



**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2019 to June 30, 2020**

**Charter School Name:** The Academy of Alameda Elementary School

**CDS #:** 01611190131805 (6)

**Charter Approving Entity:** Alameda Unified School District

**County:** Alameda

**Charter #:** 1718

**This charter school uses the following basis of accounting:**

**(Please enter an "X" in the applicable box below; check only one box)**

**Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

**Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
<b>1. LCFF Sources</b>				
State Aid - Current Year	8011	1,655,127.00		1,655,127.00
Education Protection Account State Aid - Current Year	8012	56,890.00		56,890.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	876,666.00		876,666.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		2,588,683.00	0.00	2,588,683.00
<b>2. Federal Revenues (see NOTE in Section L)</b>				
No Child Left Behind/Every Student Succeeds Act	8290		54,024.00	54,024.00
Special Education - Federal	8181, 8182		30,453.00	30,453.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00
Total, Federal Revenues		0.00	84,477.00	84,477.00
<b>3. Other State Revenues</b>				
Special Education - State	StateRevSE		163,995.00	163,995.00
All Other State Revenues	StateRevAO	46,702.86	23,602.22	70,305.08
Total, Other State Revenues		46,702.86	187,597.22	234,300.08
<b>4. Other Local Revenues</b>				
All Other Local Revenues	LocalRevAO	272,697.87	0.00	272,697.87
Total, Local Revenues		272,697.87	0.00	272,697.87
<b>5. TOTAL REVENUES</b>				
		2,908,083.73	272,074.22	3,180,157.95
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
<b>1. Certificated Salaries</b>				
Certificated Teachers' Salaries	1100	813,636.94	62,369.45	876,006.39
Certificated Pupil Support Salaries	1200	0.00	75,672.44	75,672.44
Certificated Supervisors' and Administrators' Salaries	1300	185,202.98	0.00	185,202.98
Other Certificated Salaries	1900	78,750.05	0.00	78,750.05
Total, Certificated Salaries		1,077,589.97	138,041.89	1,215,631.86
<b>2. Noncertificated Salaries</b>				
Noncertificated Instructional Salaries	2100	127,209.61	7,191.51	134,401.12
Noncertificated Support Salaries	2200	0.00	44,706.06	44,706.06
Noncertificated Supervisors' and Administrators' Salaries	2300	132,675.57	0.00	132,675.57
Clerical, Technical and Office Salaries	2400	139,783.54	0.00	139,783.54
Other Noncertificated Salaries	2900	174,190.19	0.00	174,190.19
Total, Noncertificated Salaries		573,858.91	51,897.57	625,756.48

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

**Charter School Name:** The Academy of Alameda Elementary School

**CDS #:** 01611190131805 (6)

Description	Object Code	Unrestricted	Restricted	Total
<b>3. Employee Benefits</b>				
STRS	3101-3102	194,132.13	20,565.16	214,697.29
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	56,055.63	6,981.07	63,036.70
Health and Welfare Benefits	3401-3402	175,580.66	15,720.50	191,301.16
Unemployment Insurance	3501-3502	11,452.09	1,515.75	12,967.84
Workers' Compensation Insurance	3601-3602	19,679.28	0.00	19,679.28
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	8,057.60	0.00	8,057.60
<b>Total, Employee Benefits</b>		<b>464,957.39</b>	<b>44,782.48</b>	<b>509,739.87</b>
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00
Books and Other Reference Materials	4200	16,994.13	13,770.22	30,764.35
Materials and Supplies	4300	62,654.61	3,826.60	66,481.21
Noncapitalized Equipment	4400	60,211.02	0.00	60,211.02
Food	4700	11,380.80	2,170.80	13,551.60
<b>Total, Books and Supplies</b>		<b>151,240.56</b>	<b>19,767.62</b>	<b>171,008.18</b>
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100	0.00	0.00	0.00
Travel and Conferences	5200	7,954.55	537.90	8,492.45
Dues and Memberships	5300	13,446.65	0.00	13,446.65
Insurance	5400	16,644.38	0.00	16,644.38
Operations and Housekeeping Services	5500	73,280.25	0.00	73,280.25
Rentals, Leases, Repairs, and Noncap. Improvements	5600	18,876.33	0.00	18,876.33
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	247,764.00	48,157.38	295,921.38
Communications	5900	7,431.02	607.73	8,038.75
<b>Total, Services and Other Operating Expenditures</b>		<b>385,397.18</b>	<b>49,303.01</b>	<b>434,700.19</b>
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	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
Equipment	6400	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900			0.00
<b>Total, Capital Outlay</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
<b>Total Debt Service</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Total, Other Outgo</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>8. TOTAL EXPENDITURES</b>		<b>2,653,044.01</b>	<b>303,792.57</b>	<b>2,956,836.58</b>

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: The Academy of Alameda Elementary School

CDS #: 01611190131805 (6)

Description	Object Code	Unrestricted	Restricted	Total
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		255,039.72	(31,718.35)	223,321.37
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(31,718.35)	31,718.35	0.00
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		(31,718.35)	31,718.35	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>		223,321.37	0.00	223,321.37
<b>F. FUND BALANCE / NET POSITION</b>				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	964,341.55	0.00	964,341.55
b. Adjustments/Restatements	9793, 9795	(28,794.00)	0.00	(28,794.00)
c. Adjusted Beginning Fund Balance /Net Position		935,547.55	0.00	935,547.55
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		1,158,868.92	0.00	1,158,868.92
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713	17,864.64		17,864.64
4. All Others	9719	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00
c. Committed				
1. Stabilization Arrangements	9750	0.00		0.00
2. Other Commitments	9760	0.00		0.00
d. Assigned	9780	0.00		0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789	0.00		0.00
2. Unassigned/Unappropriated Amount	9790M	1,141,004.28	0.00	1,141,004.28
<b>3. Components of Ending Net Position (Accrual Basis only)</b>				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00



**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: The Academy of Alameda Elementary School

CDS #: 01611190131805 (6)

Description	Object Code	Unrestricted	Restricted	Total
<b>G. ASSETS</b>				
<b>1. Cash</b>				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	1,097,759.51	0.00	1,097,759.51
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
<b>2. Investments</b>	9150	0.00	0.00	0.00
<b>3. Accounts Receivable</b>	9200	546,536.95	0.00	546,536.95
<b>4. Due from Grantor Governments</b>	9290	0.00	0.00	0.00
<b>5. Stores</b>	9320	0.00	0.00	0.00
<b>6. Prepaid Expenditures (Expenses)</b>	9330	17,864.64	0.00	17,864.64
<b>7. Other Current Assets</b>	9340	58,575.70	0.00	58,575.70
<b>8. Capital Assets (accrual basis only)</b>	9400-9489			0.00
<b>9. TOTAL ASSETS</b>		1,720,736.80	0.00	1,720,736.80
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>				
<b>1. Deferred Outflows of Resources</b>	9490	0.00	0.00	0.00
<b>2. TOTAL DEFERRED OUTFLOWS</b>		0.00	0.00	0.00
<b>I. LIABILITIES</b>				
<b>1. Accounts Payable</b>	9500	110,839.73	0.00	110,839.73
<b>2. Due to Grantor Governments</b>	9590	0.00	0.00	0.00
<b>3. Current Loans</b>	9640	451,027.70	0.00	451,027.70
<b>4. Unearned Revenue</b>	9650	0.00	0.00	0.00
<b>5. Long-Term Liabilities (accrual basis only)</b>	9660-9669			0.00
<b>6. TOTAL LIABILITIES</b>		561,867.43	0.00	561,867.43
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
<b>1. Deferred Inflows of Resources</b>	9690	0.00	0.00	0.00
<b>2. TOTAL DEFERRED INFLOWS</b>		0.00	0.00	0.00
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		1,158,869.37	0.00	1,158,869.37

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: The Academy of Alameda Elementary School

CDS #: 01611190131805 (6)

**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None	\$ 0.00		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
<b>TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	0.00
b. Noncertificated Salaries 2000-2999	0.00
c. Employee Benefits except 3801-	0.00
d. Books and Supplies 4000-4999	0.00
e. Services and Other Operating Expenditures 5000-5999	0.00
<b>TOTAL COMMUNITY SERVICES EXPENDITURES</b>	<b>0.00</b>

**CHARTER SCHOOL UNAUDITED ACTUALS**  
**FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2019 to June 30, 2020**

**Charter School Name:** The Academy of Alameda Elementary School

**CDS #:** 01611190131805 (6)

**3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2018-19 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2021-22.

a. Total Expenditures (B8)	2,956,836.58
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	84,477.00
c. Subtotal of State & Local Expenditures [a minus b]	2,872,359.58
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
<b>TOTAL STATE &amp; LOCAL EXPENDITURES SUBJECT TO MOE</b> [c minus d minus e]	<b>\$ 2,872,359.58</b>

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2019 to June 30, 2020**

**CHARTER SCHOOL CERTIFICATION**

**Charter School Name:** The Academy of Alameda  
**CDS #:** 01611190122085 (8)  
**Charter Approving Entity:** Alameda Unified School District  
**County:** Alameda  
**Charter #:** 1181

**NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:**

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Dan Bellino</u> Name	<u>Shariq Khan</u> Name	<u>Stacie Ivery</u> Name
<u>Interim Chief of DBAS, Chief of Staff</u> Title	<u>Chief Business Officer</u> Title	<u>Director of Finance</u> Title
<u>(510) 670-4200</u> Telephone	<u>(510) 337-7067</u> Telephone	<u>(510) 556-4017</u> Telephone
<u>dbellino@acoe.org</u> Email address	<u>skhan@alamedaunified.org</u> Email address	<u>sivery@aoaschools.org</u> Email address

To the entity that approved the charter school:

(  ) 2019-20 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Charter School Official  
 (Original signature required)

Printed Name: Matthew Huxley Title: Executive Director

To the County Superintendent of Schools:

(  ) 2019-20 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Authorized Representative of  
 Charter Approving Entity  
 (Original signature required)

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

To the Superintendent of Public Instruction:

(  ) 2019-20 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

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



**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: The Academy of Alameda

CDS #: 01611190122085 (8)

Charter Approving Entity: Alameda Unified School District

County: Alameda

Charter #: 1181

**This charter school uses the following basis of accounting:**

**(Please enter an "X" in the applicable box below; check only one box)**

**Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

**Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
<b>1. LCFF Sources</b>				
State Aid - Current Year	8011	2,189,564.00		2,189,564.00
Education Protection Account State Aid - Current Year	8012	386,892.00		386,892.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,401,156.00		1,401,156.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		3,977,612.00	0.00	3,977,612.00
<b>2. Federal Revenues (see NOTE in Section L)</b>				
No Child Left Behind/Every Student Succeeds Act	8290		101,913.00	101,913.00
Special Education - Federal	8181, 8182		59,987.00	59,987.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00
Total, Federal Revenues		0.00	161,900.00	161,900.00
<b>3. Other State Revenues</b>				
Special Education - State	StateRevSE		222,095.00	222,095.00
All Other State Revenues	StateRevAO	78,141.98	194,094.33	272,236.31
Total, Other State Revenues		78,141.98	416,189.33	494,331.31
<b>4. Other Local Revenues</b>				
All Other Local Revenues	LocalRevAO	250,298.60	0.00	250,298.60
Total, Local Revenues		250,298.60	0.00	250,298.60
<b>5. TOTAL REVENUES</b>				
		4,306,052.58	578,089.33	4,884,141.91
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
<b>1. Certificated Salaries</b>				
Certificated Teachers' Salaries	1100	1,582,039.27	173,534.23	1,755,573.50
Certificated Pupil Support Salaries	1200	69,075.08	119,196.70	188,271.78
Certificated Supervisors' and Administrators' Salaries	1300	242,804.77	63,333.37	306,138.14
Other Certificated Salaries	1900	75,300.03	2,325.00	77,625.03
Total, Certificated Salaries		1,969,219.15	358,389.30	2,327,608.45
<b>2. Noncertificated Salaries</b>				
Noncertificated Instructional Salaries	2100	690.28	111,860.84	112,551.12
Noncertificated Support Salaries	2200	57,128.80	63,606.80	120,735.60
Noncertificated Supervisors' and Administrators' Salaries	2300	144,325.07	39,189.58	183,514.65
Clerical, Technical and Office Salaries	2400	229,644.74	0.00	229,644.74
Other Noncertificated Salaries	2900	31,714.00	75,584.75	107,298.75
Total, Noncertificated Salaries		463,502.89	290,241.97	753,744.86

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: The Academy of Alameda

CDS #: 01611190122085 (8)

Description	Object Code	Unrestricted	Restricted	Total
<b>3. Employee Benefits</b>				
STRS	3101-3102	339,488.23	58,725.24	398,213.47
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	62,683.75	28,398.90	91,082.65
Health and Welfare Benefits	3401-3402	279,013.13	48,498.08	327,511.21
Unemployment Insurance	3501-3502	12,322.49	7,221.00	19,543.49
Workers' Compensation Insurance	3601-3602	32,269.72	0.00	32,269.72
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	10,436.69	26.18	10,462.87
Total, Employee Benefits		736,214.01	142,869.40	879,083.41
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00
Books and Other Reference Materials	4200	37,993.48	22,008.64	60,002.12
Materials and Supplies	4300	116,599.90	12,188.46	128,788.36
Noncapitalized Equipment	4400	43,576.44	471.23	44,047.67
Food	4700	20,787.79	3,740.48	24,528.27
Total, Books and Supplies		218,957.61	38,408.81	257,366.42
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100	0.00	0.00	0.00
Travel and Conferences	5200	15,633.56	2,332.54	17,966.10
Dues and Memberships	5300	21,765.77	0.00	21,765.77
Insurance	5400	27,156.62	0.00	27,156.62
Operations and Housekeeping Services	5500	122,563.21	0.00	122,563.21
Rentals, Leases, Repairs, and Noncap. Improvements	5600	37,383.82	0.00	37,383.82
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	406,744.05	84,936.91	491,680.96
Communications	5900	11,935.96	991.57	12,927.53
Total, Services and Other Operating Expenditures		643,182.99	88,261.02	731,444.01
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	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
Equipment	6400	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		4,031,076.65	918,170.50	4,949,247.15

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: The Academy of Alameda

CDS #: 01611190122085 (8)

Description	Object Code	Unrestricted	Restricted	Total
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		274,975.93	(340,081.17)	(65,105.24)
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(340,081.17)	340,081.17	0.00
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		(340,081.17)	340,081.17	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>		(65,105.24)	0.00	(65,105.24)
<b>F. FUND BALANCE / NET POSITION</b>				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	2,090,207.23	159,523.00	2,249,730.23
b. Adjustments/Restatements	9793, 9795	(51,893.00)	54,483.00	2,590.00
c. Adjusted Beginning Fund Balance /Net Position		2,038,314.23	214,006.00	2,252,320.23
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		1,973,208.99	214,006.00	2,187,214.99
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713	33,297.76		33,297.76
4. All Others	9719	0.00	0.00	0.00
b. Restricted	9740		214,006.00	214,006.00
c. Committed				
1. Stabilization Arrangements	9750	0.00		0.00
2. Other Commitments	9760	0.00		0.00
d. Assigned	9780	0.00		0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789	0.00		0.00
2. Unassigned/Unappropriated Amount	9790M	1,939,911.23	0.00	1,939,911.23
<b>3. Components of Ending Net Position (Accrual Basis only)</b>				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00



**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: The Academy of Alameda

CDS #: 01611190122085 (8)

Description	Object Code	Unrestricted	Restricted	Total
<b>G. ASSETS</b>				
1. Cash				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	538,773.53	214,006.00	752,779.53
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	1,470,668.64	0.00	1,470,668.64
3. Accounts Receivable	9200	890,666.76	0.00	890,666.76
4. Due from Grantor Governments	9290	0.00	0.00	0.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	33,297.76	0.00	33,297.76
7. Other Current Assets	9340	0.00	0.00	0.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		2,933,406.69	214,006.00	3,147,412.69
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>				
1. Deferred Outflows of Resources				
	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
<b>I. LIABILITIES</b>				
1. Accounts Payable				
	9500	224,308.90	0.00	224,308.90
2. Due to Grantor Governments				
	9590	0.00	0.00	0.00
3. Current Loans				
	9640	735,887.30	0.00	735,887.30
4. Unearned Revenue				
	9650	0.00	0.00	0.00
5. Long-Term Liabilities (accrual basis only)				
	9660-9669			0.00
6. TOTAL LIABILITIES		960,196.20	0.00	960,196.20
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
1. Deferred Inflows of Resources				
	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2)				
(must agree with Line F2)				
		1,973,210.49	214,006.00	2,187,216.49

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2019 to June 30, 2020**

**Charter School Name:** The Academy of Alameda

**CDS #:** 01611190122085 (8)

**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None _____	\$ 0.00	0.00	0.00
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
<b>TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	0.00
b. Noncertificated Salaries 2000-2999	0.00
c. Employee Benefits except 3801-	0.00
d. Books and Supplies 4000-4999	0.00
e. Services and Other Operating Expenditures 5000-5999	0.00
<b>TOTAL COMMUNITY SERVICES EXPENDITURES</b>	<b>0.00</b>

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2019 to June 30, 2020**

**Charter School Name:** The Academy of Alameda

**CDS #:** 01611190122085 (8)

**3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2018-19 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2021-22.

a. Total Expenditures (B8)	4,949,247.15
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	161,900.00
c. Subtotal of State & Local Expenditures [a minus b]	4,787,347.15
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
<b>TOTAL STATE &amp; LOCAL EXPENDITURES SUBJECT TO MOE</b> [c minus d minus e]	<b>\$ 4,787,347.15</b>

# Cover Sheet

## Teacher Credentials: Certificated Assignment Authorization

**Section:** II. Consent Agenda  
**Item:** D. Teacher Credentials: Certificated Assignment Authorization  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Local AuthorizationAoA Teachers 2020.21.pdf



# The Academy of Alameda

*A K-8 Public Charter School Organization*

Resolution 9/29/2020

## **CERTIFICATED ASSIGNMENT AUTHORIZATION**

WHEREAS, when necessary, EC 44256(b) and 44258.2 allow, by resolution of the governing board, the holder of a Multiple Subject Teaching Credential or Single Subject Teaching Credential to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed twelve semester units, or six upper division or graduate semester units of course work at an accredited institution, in the subject to be taught;

NOW, IT IS RESOLVED that The Academy of Alameda Board of Directors authorizes the following teachers to hold the following assignments:

- Jennifer Whatley 6<sup>th</sup> Grade Math
- Patty Devlin 6<sup>th</sup> Grade Science
- Bianca Fernandez 7<sup>th</sup> Grade Math

PASSED AND ADOPTED by The Academy of Alameda Board of Trustees at a meeting held on September 29, 2020 by the following vote:

AYES: NOES: ABSENT: ABSTAIN: \_\_\_\_\_

## Cover Sheet

### Agreement to Extend the General, Fiscal and Operational MOU between AoA and AUSD

**Section:** II. Consent Agenda

**Item:** E. Agreement to Extend the General, Fiscal and Operational MOU  
between AoA and AUSD

**Purpose:** FYI

**Submitted by:**

**Related Material:**

AOA\_General\_Fiscal\_Operational\_MOU\_EXTENSION AMENDMENT signed 9.14.20 (1).pdf

**Amendment to the  
General, Fiscal and Operational Memorandum of Understanding  
Between Alameda Unified School District and Academy of Alameda, Inc.  
2019-2020**

This Amendment is between Alameda Unified School District ("District") and Academy of Alameda, Inc. ("Contractor"; collectively, "Parties") and amends the 2019-2020 Memorandum of Understanding ("MOU") attached as Exhibit A.

The Parties agree to amend the MOU as follows:

1. **Contract Term.** The Parties agree to extend the term (see 2.1.5 of the MOU) through at least October 31, 2020 ("Extended Period").
2. **2020-2021 MOU.** The parties will develop a 2020-2021 MOU as additional direction is received from the California Department of Education regarding District and Charter operations and continue to extend the 2019-2020 terms until the 2020-2021 MOU has been executed by both Boards.
3. **Force Majeure (New Paragraph).** A new Paragraph 2.24 shall be included as follows:

**2.24 Force Majeure.** The Parties shall be excused from performance hereunder during the time and to the extent that it is prevented from performing in the customary manner by an act of God, fire, flood, war, riot, civil disturbance, terrorism, epidemic, quarantine/shelter in place order, strike, lockout, labor dispute, or any other occurrence which is beyond the control of the parties, when evidence thereof is presented to the other party. The District shall not be responsible for any costs associated with this Agreement while performance is so excused.

On behalf of our respective organizations, we hereby execute this Amendment.

**Alameda Unified School District**

DocuSigned by:  
  
Mialisa Bonta  
Date

9/14/2020

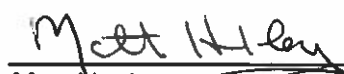
**President, Board of Education**

DocuSigned by:  
  
Pasquale Scuderi  
Date

9/10/2020

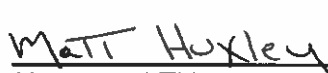
**Secretary, Board of Education**

**Academy of Alameda, Inc.**

  
Matt Huxley  
Date

9/2/20

**Executive Director**

  
Matt Huxley  
Date

9/2/20

**Name and Title**

# Cover Sheet

## Elementary and Middle School Attendance and Engagement Presentation

**Section:** III. Board Communications  
**Item:** B. Elementary and Middle School Attendance and Engagement Presentation  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Attendance and Engagement Presentation To Board 9-29.20.pdf





# Attendance and Engagement Presentation

Presentation to AoA Board of Directors (9/29/20)

The Academy of Alameda  
Public Schools

# Summary: Key Proactive and Responsive Measures (K-5)

- Pulling weekly attendance reports
- Instructional Aides assigned to each grade level make proactive phone calls to students who are not present in morning classes.
- Instructional Aides assigned to 3-5 make phone calls to students who are not present in their afternoon classes.
- COST Team

- Monthly Data: 5% of students have been absent from synchronous class 3 or more times.
- Weekley Data:
- Asynchronous Work:
  - Latest Data from Zearn Math shows that 2 students in 3-5 and 20 students in K-2 are not completing asynchronous math assignments.
- We are still learning how to pull asynchronous data in Schoology.



- Home Visits and Incentive plans created and overseen by Coordinator of Student Culture (Ebonie Hill) for students who are experiencing chronically absent.
- Attendance flags are being reviewed during COST meetings
- Daily calls from Instructional Aides for students who are not present during Morning Meeting.
- Grade level team meetings, where student attendance and engagement is a focus.



# Summary: Key Proactive and Responsive Measures (Middle School)

Weekly/Monthly Attendance Reports

Student Support Case Loads

COST Team

Grade Level Tracker - Grade Level Team Meetings

Homeroom - calls/emails to students who are not there

# Attendance Data

Monthly Data: 6% of students have been absent from synchronous class 20 or more times

Weekly Data: average of 15-20 students who have been marked present 5 times or less each week (most are same students)

Pulling asynchronous data from Schoology is work in progress



# Attendance/Engagement Responses

Weekly calls by RJ Team for students on the weekly attendance list

PE teachers have student support case loads - weekly check-ins

Students with IEPs - check-ins with Ed Specialist/IA

Grade Level Tracker/Grade Level Team Meetings

COST Team



# Cover Sheet

## Fall, 2020/21 ES and MS Enrollment Report

**Section:** III. Board Communications  
**Item:** D. Fall, 2020/21 ES and MS Enrollment Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** \_ES\_MS Fall Enrollment Board Presentation - 2020\_21.pdf





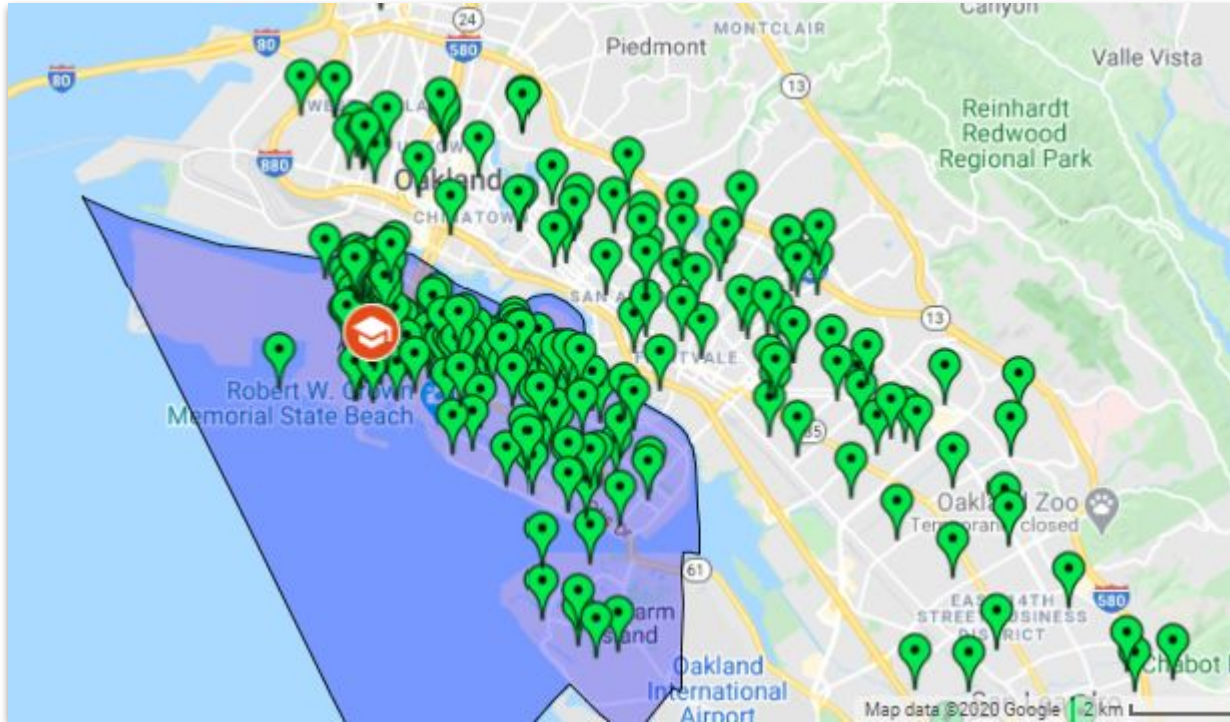
# **ES/MS Fall Enrollment Presentation**

**September 29, 2020**

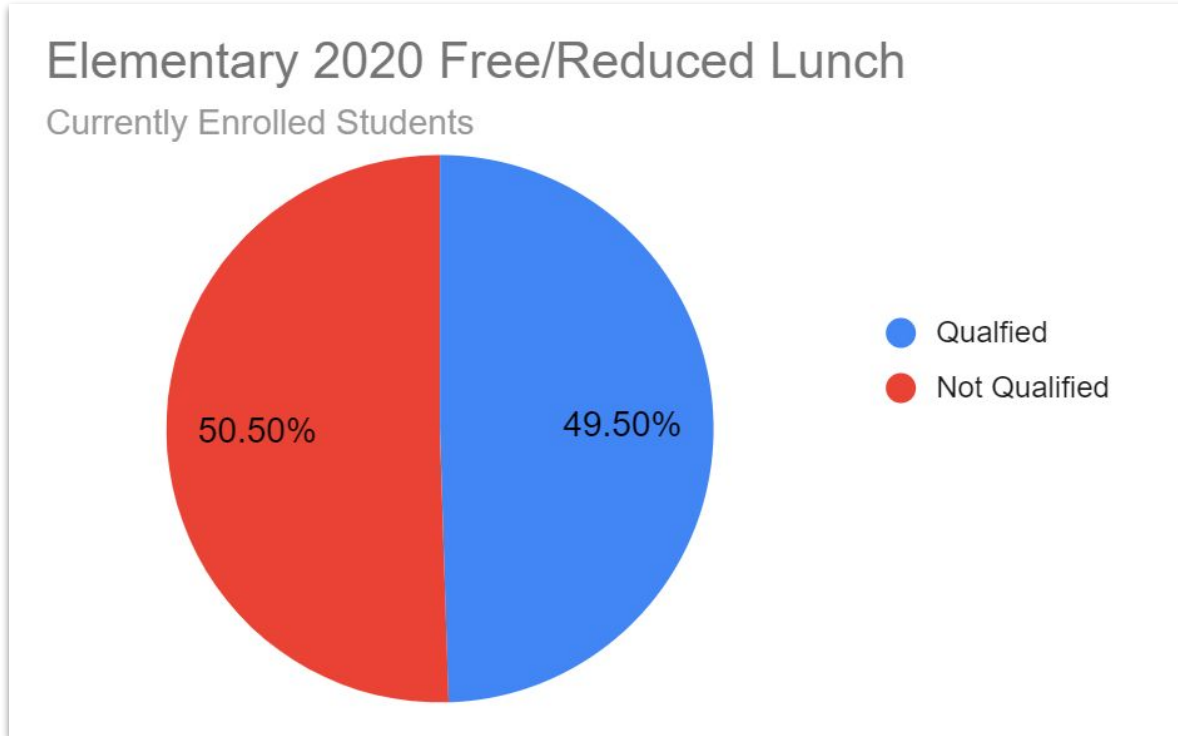


# **AoA Elementary School - Opening Enrollment 2020/21**

# ES Enrollment Map - 2020/21



# ES - % of Students Who Qualify for Free/Reduced Lunch

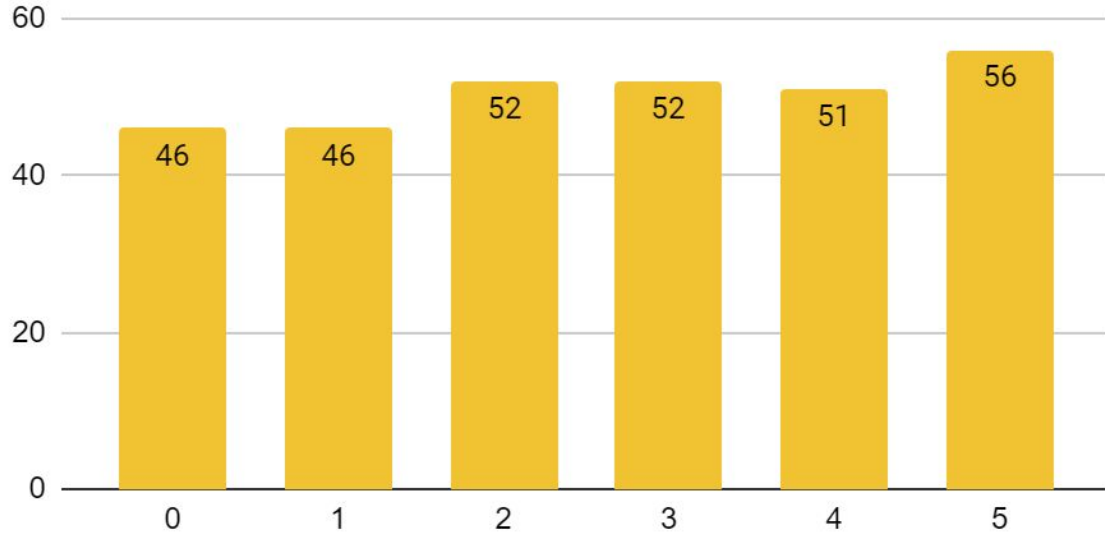


# Fall Elementary School Enrollment: 2020/21

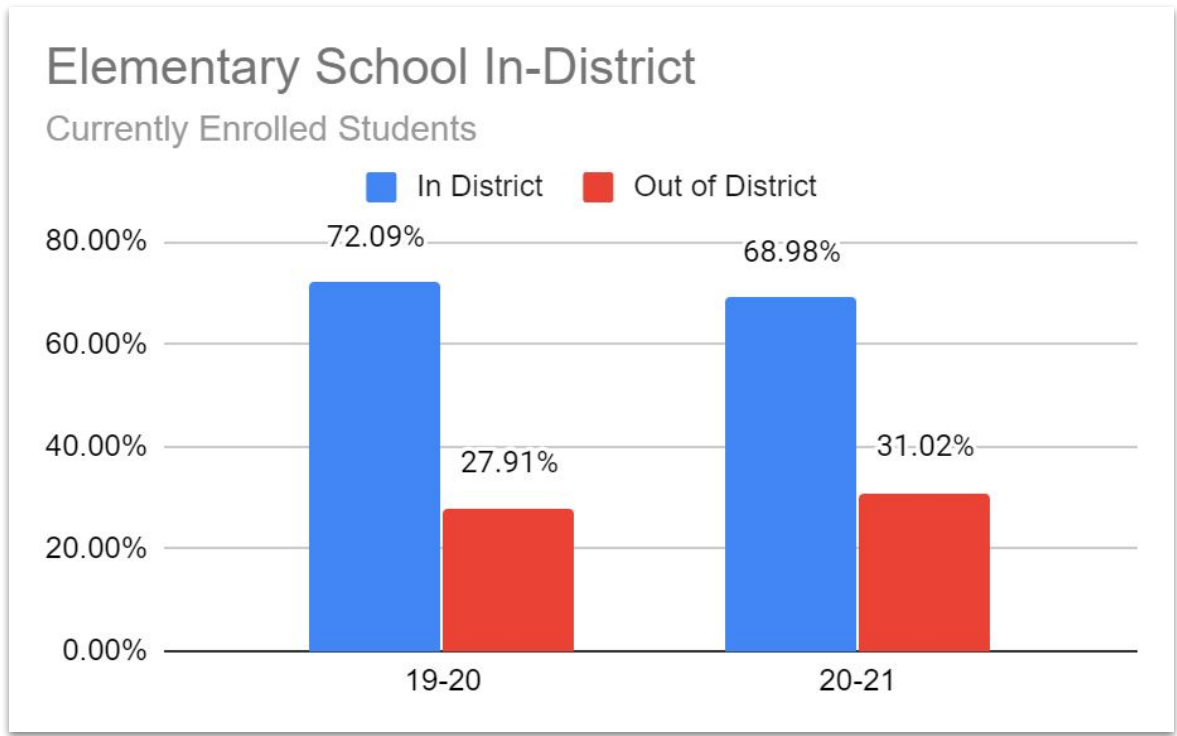


## Elementary School Enrollment by Grade

Currently Enrolled Students



# In/Out of District - Fall 2020/21

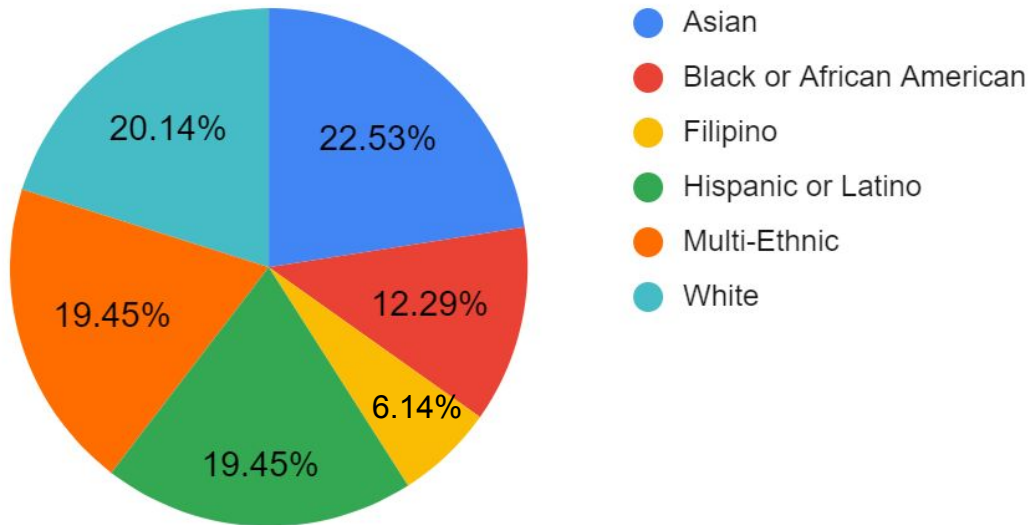


# ES Demographics - Fall 2020/21

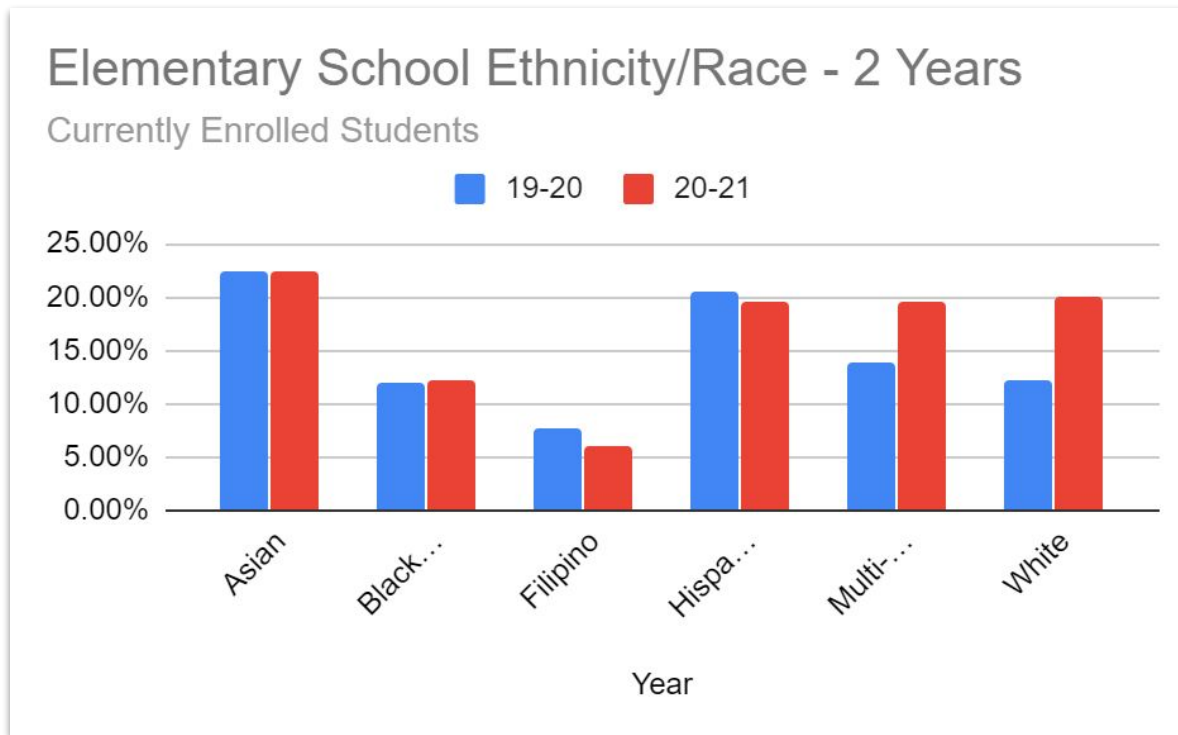


## Elementary School Ethnicity/Race (%)

Currently Enrolled Students



# Race/Ethnicity: Two-Year Comparison

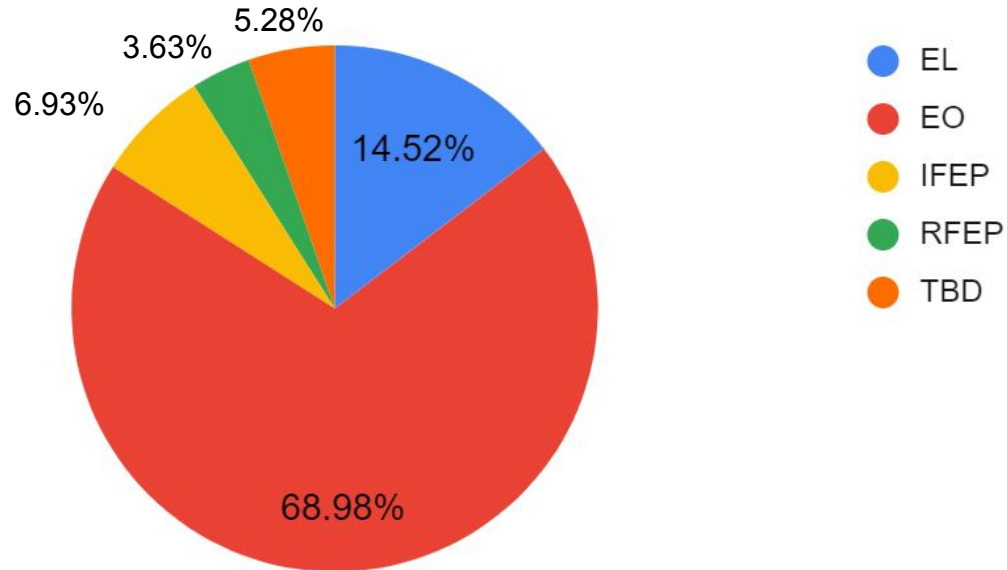




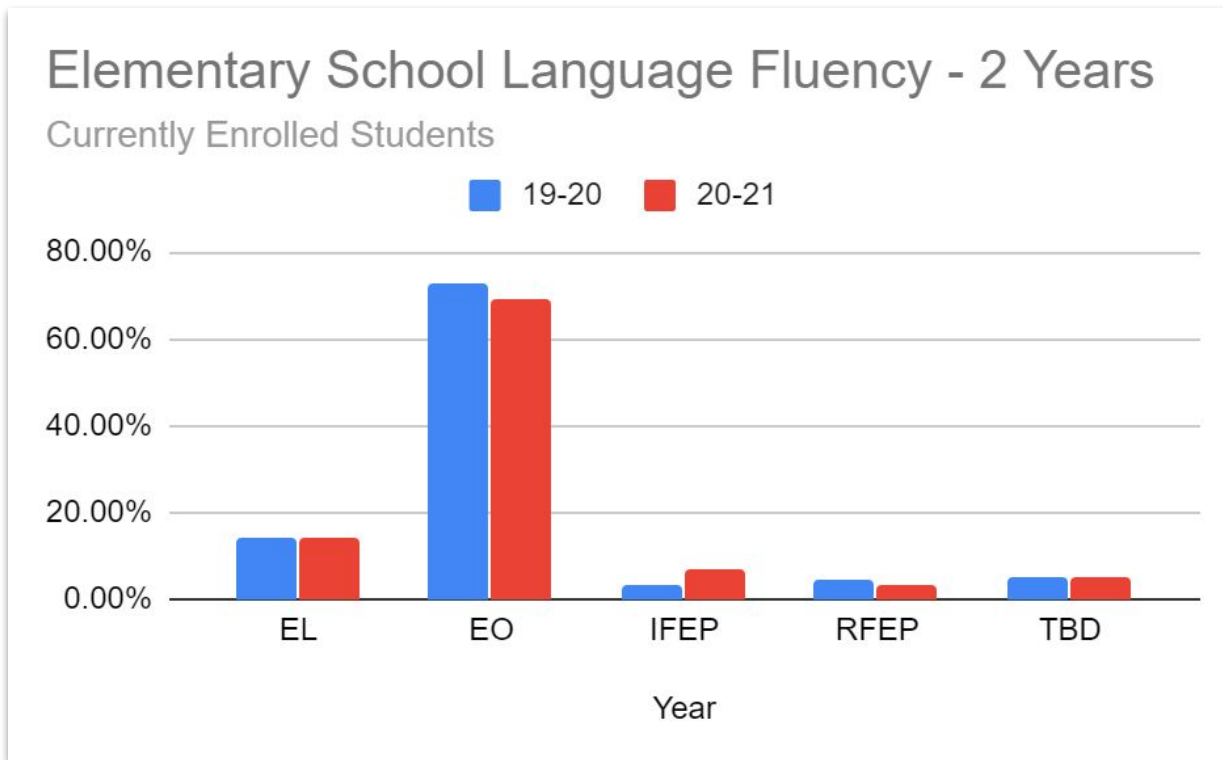
# ES Language Fluency

## Elementary School Language Fluency

Currently Enrolled Students



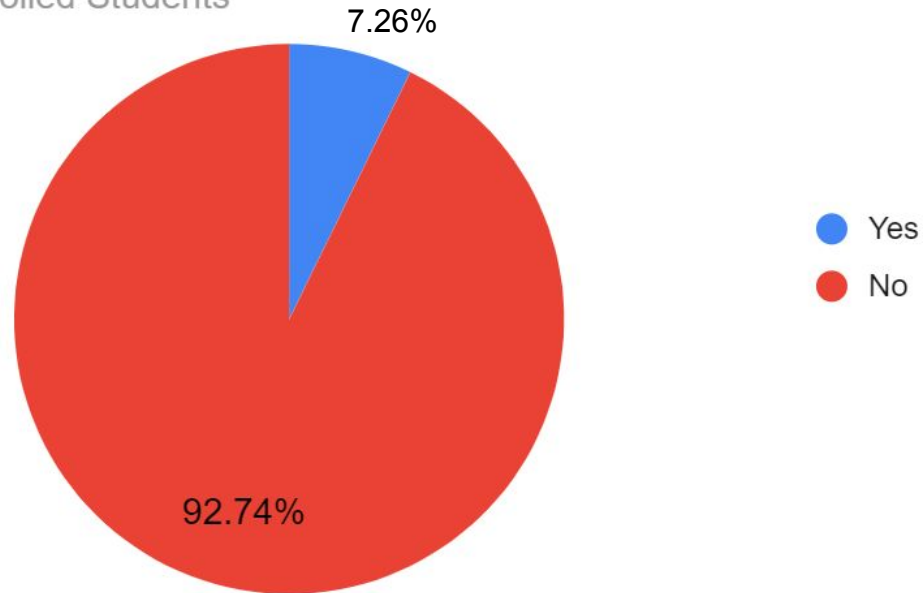
# ES Language Fluency: Two-Year Comparison



# Percentage of ES Students with IEP's

## Elementary School Special Education

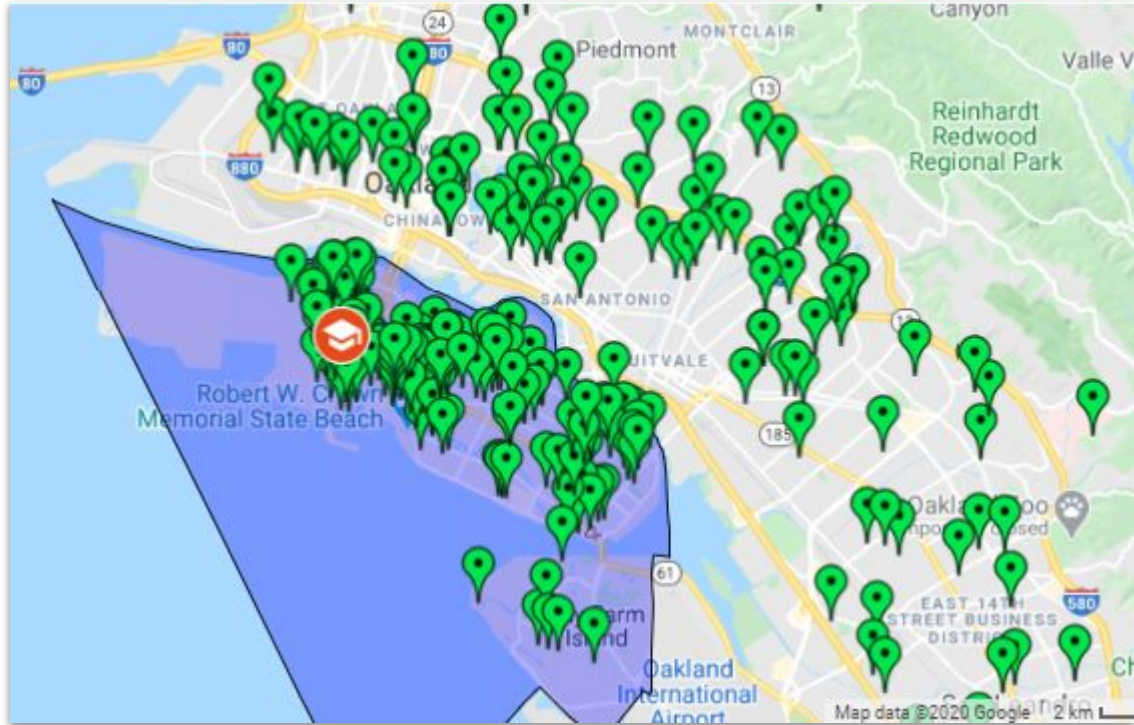
Currently Enrolled Students



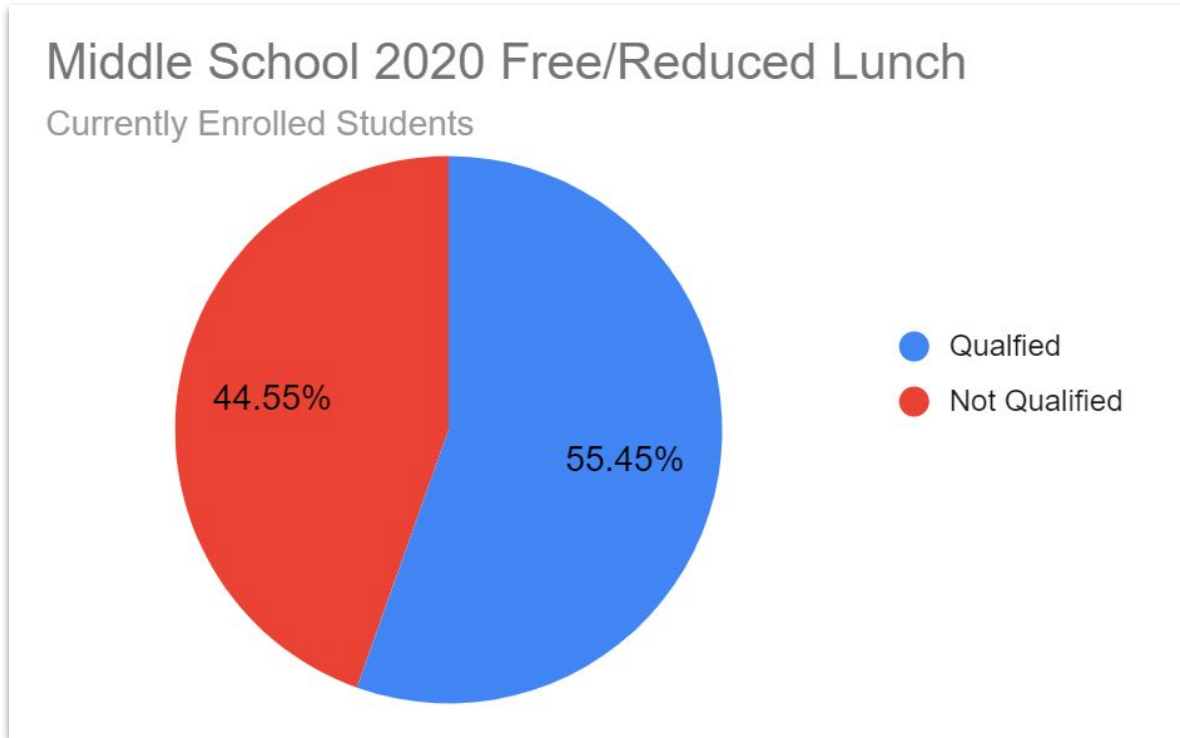


# **AoA Middle School - Opening Enrollment 2020/21**

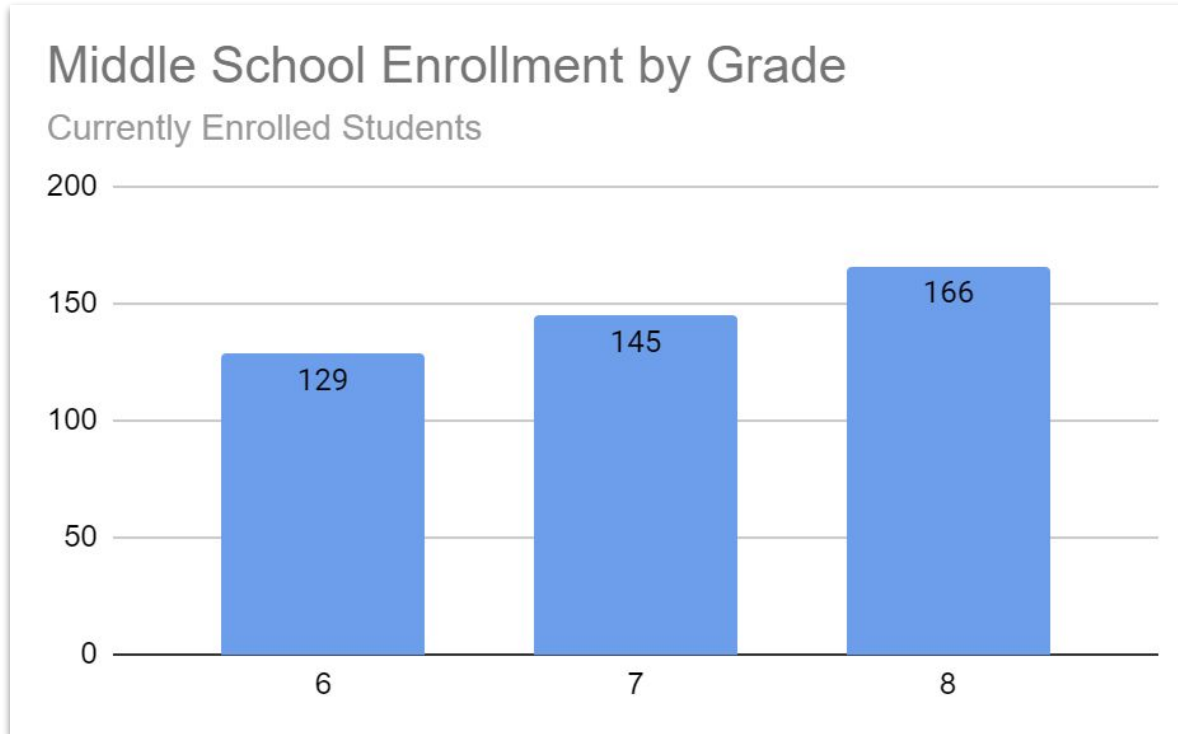
# MS Enrollment Map - 2020/21



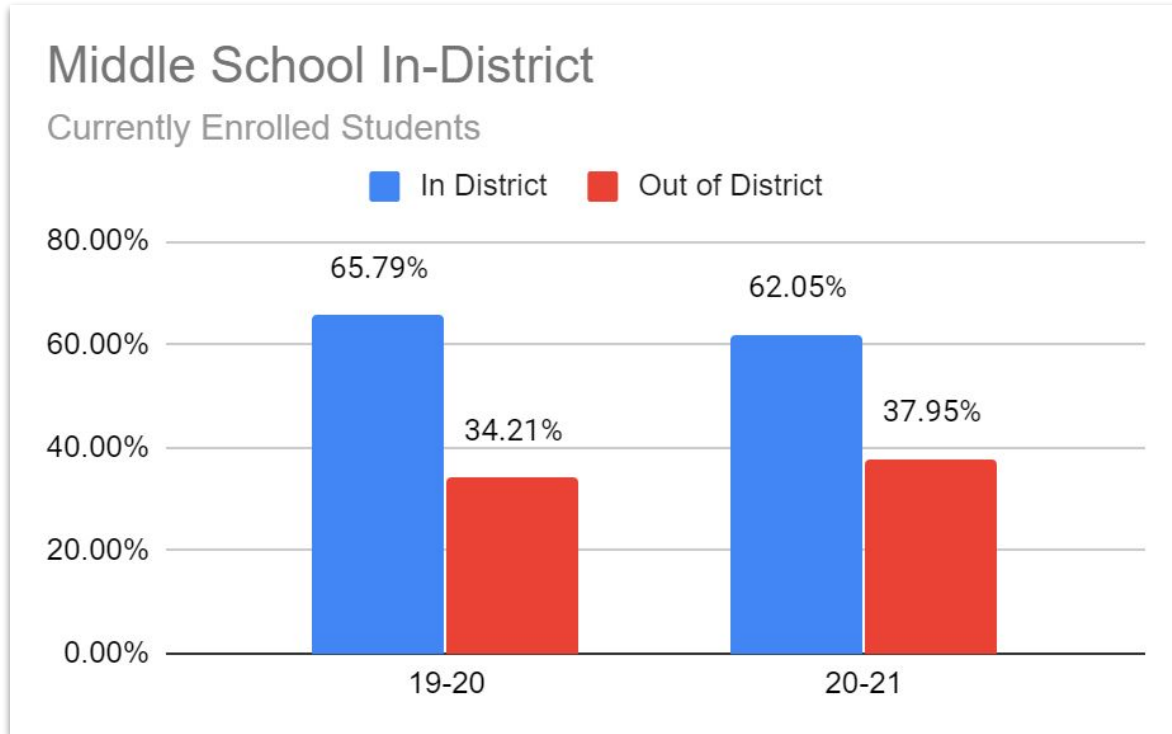
# MS - % of Students Who Qualify for Free/Reduced Lunch



# Middle School Enrollment - Fall 2020/21



# In/Out of District - Fall 2020/21

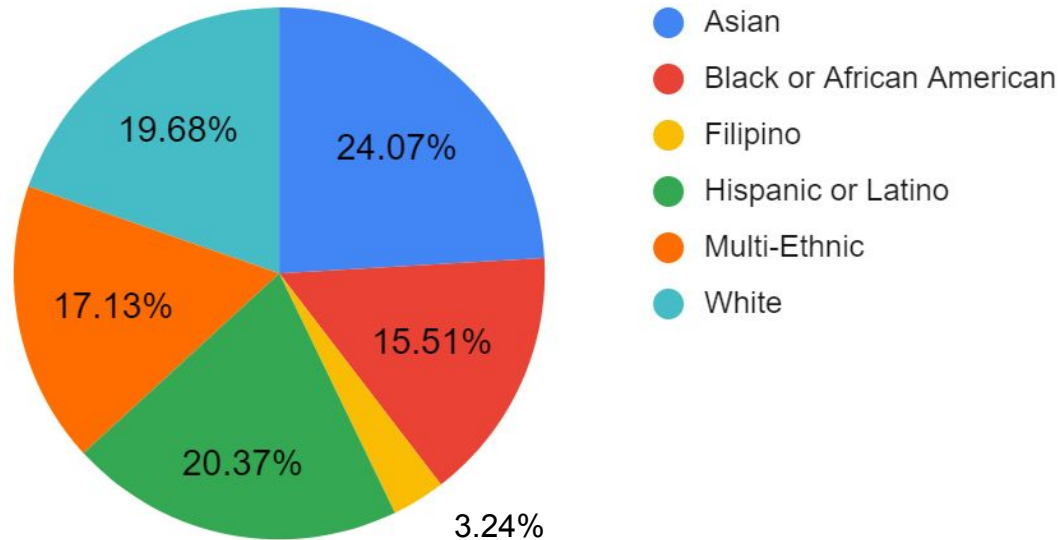




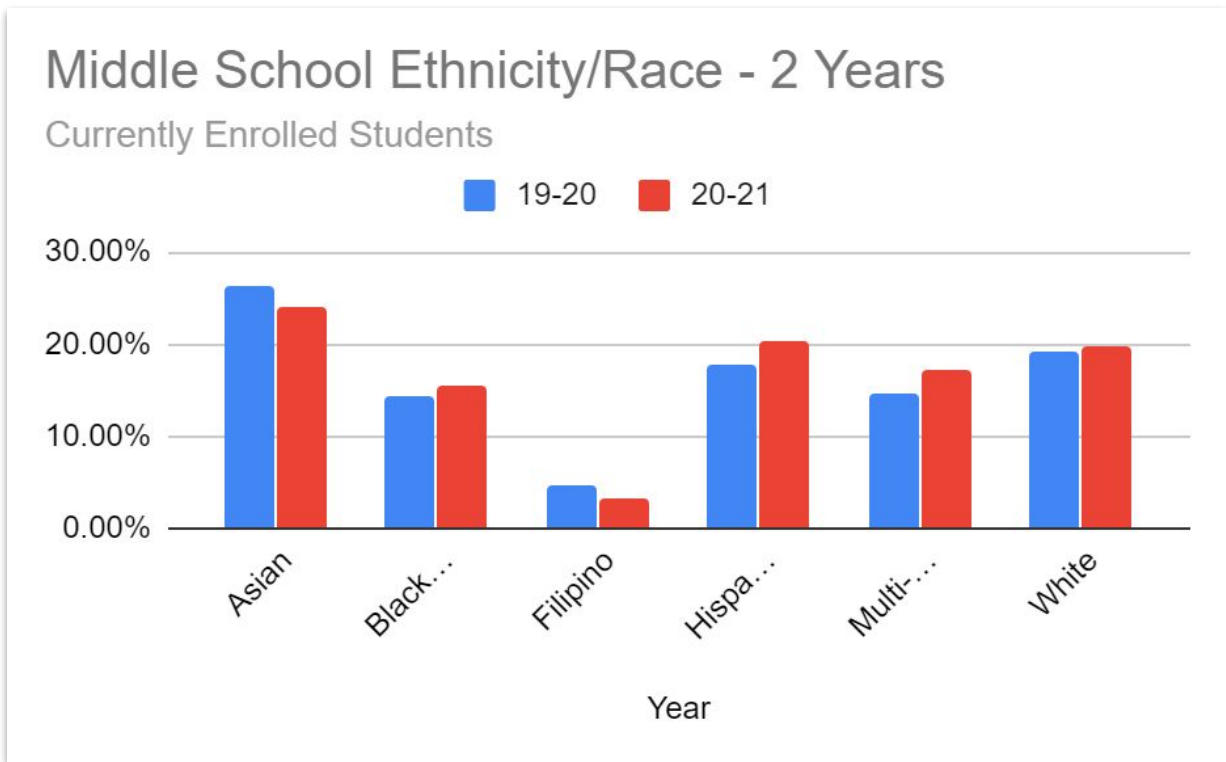
# MS Demographics - Fall 2020/21

## Middle School Ethnicity/Race (%)

Currently Enrolled Students

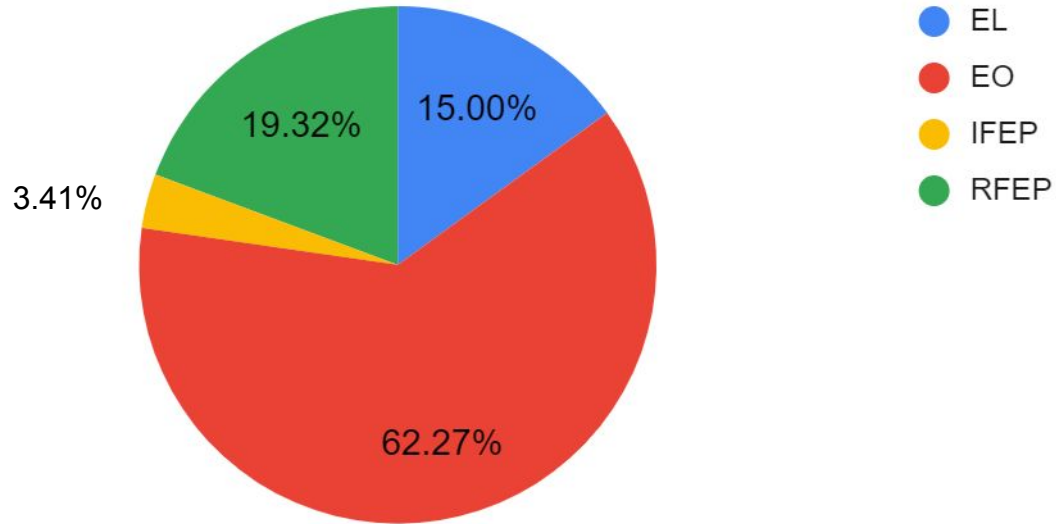


# Race/Ethnicity: Two-Year Comparison

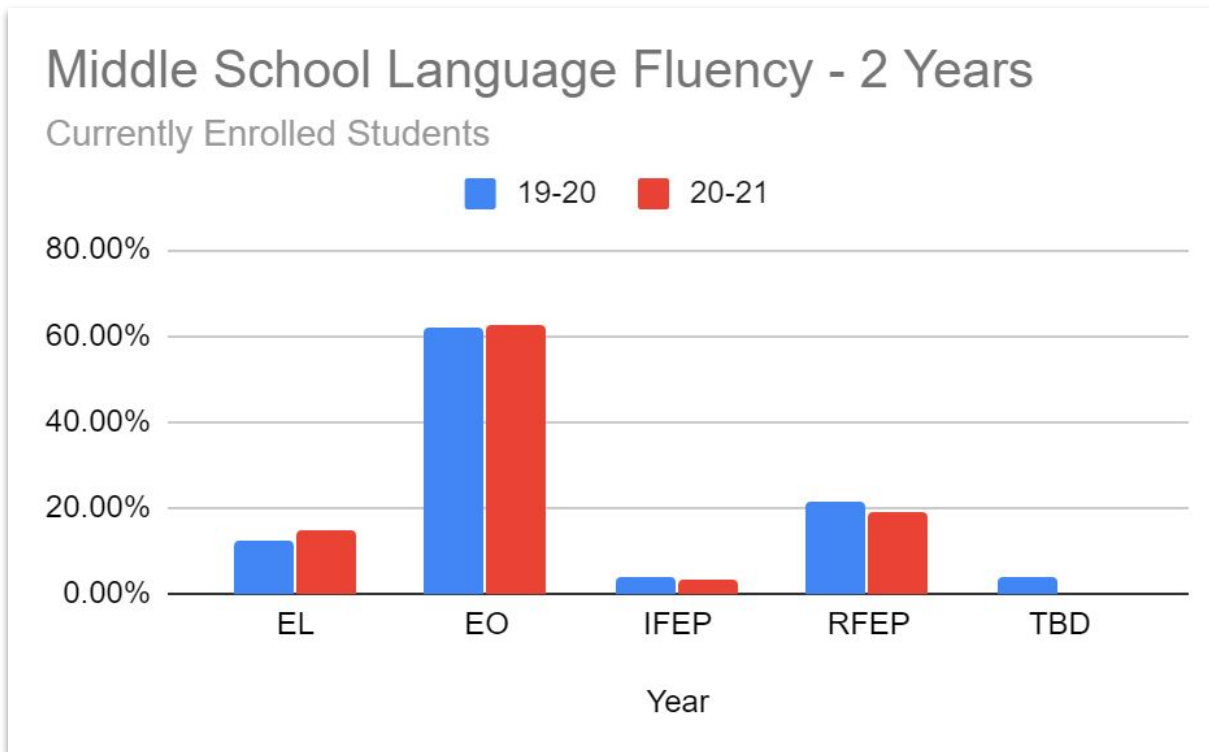


# MS Language Fluency

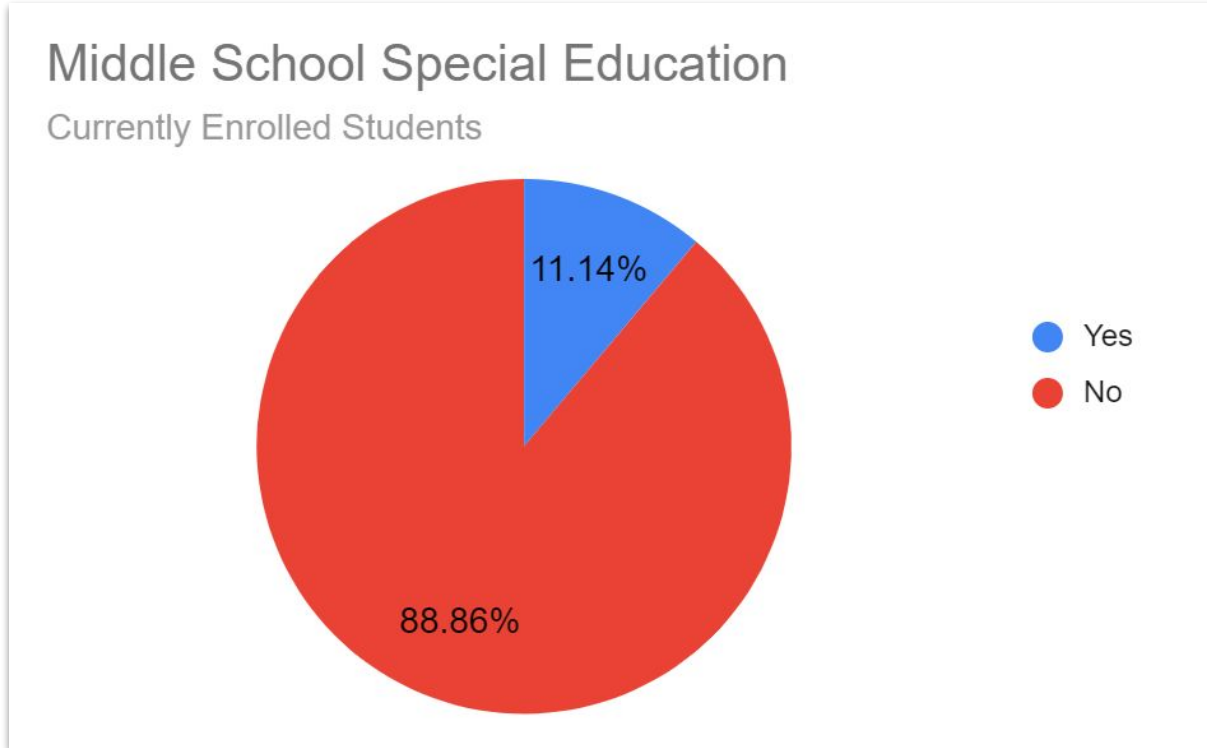
Middle School Language Fluency  
Currently Enrolled Students



# Two-Year Comparison



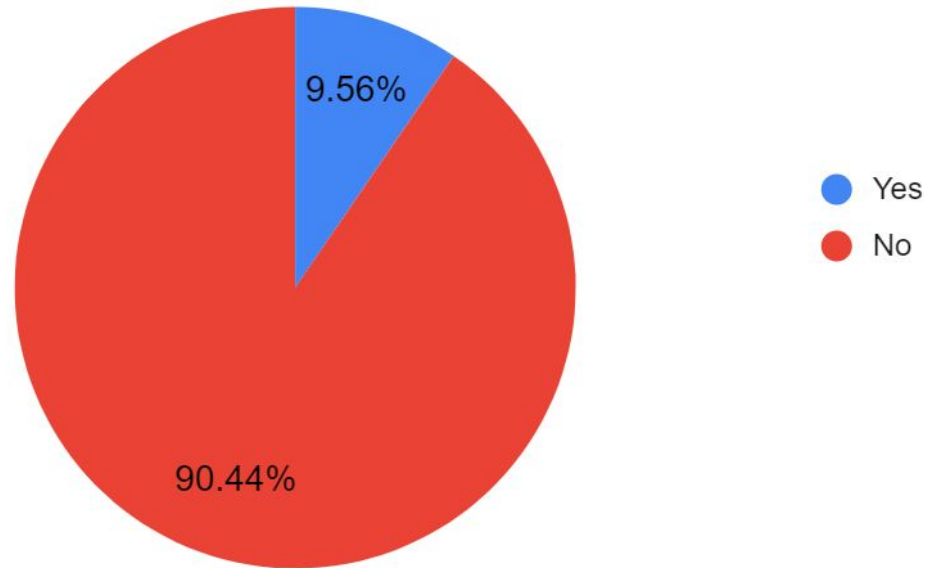
# Percentage of MS Students with IEP's



# Percentage of Students with IEPs: K-8

## K-8 Special Education

Currently Enrolled Students



# Cover Sheet

## Revised 2020/21 Budget

**Section:** IV. Action Items  
**Item:** B. Revised 2020/21 Budget  
**Purpose:** Vote  
**Submitted by:** Stacie Ivery  
**Related Material:** 20-09-29 Board Meeting (Budget Approval) PPT.pdf  
20-21 AoA Updated Budget (for Board Approval).pdf

**BACKGROUND:**

Due to the significant changes from the May Revise to the June approved state budget, the Board will be reviewing and voting on a revised budget that reflects these changes.

**RECOMMENDATION:**

Approval of the revised Elementary & Middle School budget for the 20-21 fiscal year.



# 2020-21 Budget Revision

September 29, 2020

The Academy of Alameda  
Public Schools



# Agenda

1. Review the 20-21 Budget Revision Proposal
2. Review revenue & expense variances from the Adopted Budget
3. Review one-time COVID & ESSER revenue & expenses
4. Thoughts on out-years

# 20-21 Revised Budget Proposal

## The Academy of Alameda

As of 09/26/20

	Revised budget per board approval		Submitted budget		Variance to Budget	
	2020/21	2020/21	2020/21	2020/21	2020/21	2020/21
	Current Forecast - Middle	Current Forecast - Elem	Current Forecast - Middle	Current Forecast - Elem	20-21 MS Approved Budget	20-21 ES Approved Budget
<b>SUMMARY</b>						
<b>Revenue</b>						
General Block Grant	4,013,397	2,595,735	3,472,922	2,362,769	540,475	232,966
Federal Revenue	466,209	261,238	334,248	171,561	131,961	89,677
Other State Revenues	507,350	270,319	446,589	227,671	60,761	42,648
Local Revenues	434,594	273,472	408,432	350,604	26,162	(77,133)
Fundraising and Grants	30,000	30,000	30,000	30,000	-	-
<b>Total Revenue</b>	<b>5,451,551</b>	<b>3,430,764</b>	<b>4,692,192</b>	<b>3,142,606</b>	<b>759,359</b>	<b>288,158</b>
<b>Expenses</b>						
Compensation and Benefits	3,778,412	2,429,015	3,760,408	2,296,107	18,004	132,908
Books and Supplies	493,800	339,940	290,750	209,366	203,050	130,574
Services and Other Operating Expenditures	1,046,586	636,695	766,970	517,108	279,616	119,587
Depreciation	-	11,200	-	11,200	-	-
<b>Total Expenses</b>	<b>5,318,798</b>	<b>3,416,850</b>	<b>4,818,128</b>	<b>3,033,781</b>	<b>500,670</b>	<b>383,069</b>
<b>Operating Income</b>	<b>132,753</b>	<b>13,914</b>	<b>(125,936)</b>	<b>108,825</b>	<b>258,689</b>	<b>(94,912)</b>
<b>Fund Balance</b>						
Beginning Balance (Unaudited)	2,187,215	1,158,869	2,165,942	1,029,312	21,273	129,557
Beginning Balance (Audited)	2,187,215	1,158,869	2,165,942	1,029,312	21,273	129,557
Operating Income	132,753	13,914	(125,936)	108,825	258,689	(94,912)
<b>Ending Fund Balance</b>	<b>2,319,968</b>	<b>1,172,783</b>	<b>2,040,006</b>	<b>1,138,137</b>	<b>279,962</b>	<b>34,646</b>
<b>Ending Fund Balance as a % of Expense</b>	<b>44%</b>	<b>34%</b>				

# Adopted Budget Changes

## Middle School Revenue

- LCFF increased by \$540K, even though projected enrollment decreased by 10.
- One-time Federal related COVID funding increased by \$132.5K, for a total of \$234.3K
- State Revenues increased by \$60.7K:
  - \$15.5K - Lottery
  - \$17.7K - ASES
  - \$33.9K - One-time State COVID
- Other Local Revenue increased by \$26.1K, due to increased Parcel Tax Revenue

# Adopted Budget Changes – MS Expenses

- 1000 Series: Due to position reclassification & actual salaries, the certificated compensation decreased by \$114.1K
- 2000 Series: Due to position reclassification and assuming additional aides to assist with re-opening plans, classified compensation increased by \$116.8K
- 3000 Series: Benefits associated with employee compensation increased by \$15.2K
- 4000 Series: Due to the one-time funding, AoA is increasing spending on materials & supplies for computers, furniture, HEPA filters, educational software, curriculum, PPE supplies, & cleaning supplies by \$203.1K
- 5000 Series: To assist with the transition from online to on campus, AoA has increased services by \$279.6K to hire consultants, provide staff with PD, buy hotspots, increase technology services, upgrade facilities, and increase custodial services. AoA will contract out for ASES services with EDMO for the 20-21 school year.

# Adopted Budget Changes

## Elementary School Revenue

- LCFF increased by \$233K
- One-time Federal related COVID funding increased by \$89.7K, for a total of \$132.3K
- State Revenues increased by \$42.6K:
  - \$13.6K - Lottery
  - \$22.1K - One-time State COVID
- Other Local Revenue decreased by \$77.1K, primarily due to the loss of after-school revenue

# Adopted Budget Changes – ES Expenses

- 1000 Series: Compensation increased by \$63.3K due to actual salaries and hiring a fulltime substitute.
- 2000 Series: Compensation increased by \$29.2K, the after-school coordinator and some after-school staff are supporting classroom teachers as instructional assistants.
- 3000 Series: Benefits associated with employee compensation increased by \$40.4K
- 4000 Series: Due to the one-time funding, AoA is increasing spending on materials & supplies for computers, furniture, HEPA filters, educational software, curriculum, PPE supplies, & cleaning supplies by \$130.6K
- 5000 Series: To assist with the transition from online to on campus, AoA has increased services by \$119.6K to hire consultants, provide staff with PD, buy hotspots, increase technology services, upgrade facilities, and increase custodial services.

# Enrollment Assumptions

LCFF Funding will be based on 19 -20 ADA rates, but the LCFF Supplemental Funding will be based on actual 20 -21 UPP counts



	19-20 Enrollment	19-20 Unduplicated Count (UPP)	19-20 ADA & 20-21 ADA	20-21 Enrollment	20-21 Unduplicated Count (UPP)
<b>Elementary School</b>	298	153 / 296 <i>(51.3%)</i>	284.45	306	168 / 306 <i>(54.9%)</i>
<b>Middle School</b>	476	255 / 476 <i>(53.6%)</i>	454.63	440	242 / 440 <i>(55.0%)</i>

*\*ES enrollment is projected to grow in 20 -21 & MS enrollment is projected to decline in 20 -21. Even though enrollment will vary, ADA & associated funding will not be adjusted for either site.*



# Pro-Rata Share Assumptions

**Due to the unique situation regarding funding & enrollment in 20-21, shared costs will be assumed as follows:**

- 60% - Middle School
- 40% - Elementary School





# One-Time COVID Funding *(Most must be spent by 12/30/20)*

## Allowable Uses:

1. Student learning supports
2. General measures that extend instructional time for students
3. Provide additional core academic support for students who need it
4. Provide integrated services that support teaching and learning—such as student and staff technology needs, mental health services, staff professional development, and student nutrition

	Elem School	Middle School	Use Timeframe
Corona Virus Relief Funds (CRF)	\$121,681	\$209,468	3/1/20 – 12/30/20
State General Fund (GF)	\$22,062	\$33,899	3/1/20 – 12/30/20
Gov. Relief Funds (GEER)	\$10,580	\$24,841	3/13/20 – 9/30/22
<b>Total Funding</b>	<b>\$154,323</b>	<b>\$268,208</b>	



# Corona Virus & State General Funds

## Planned Expenses:

	Elem School	Middle School	Use Timeframe
Corona Virus Relief Funds (CRF)	\$121,681	\$209,468	3/1/20 – 12/30/20
State General Fund (GF)	\$22,062	\$33,899	3/1/20 – 12/30/20
<b>Total</b>	<b>\$143,743</b>	<b>\$243,367</b>	
Ed Software (Schoology, Renaissance, Zearn, Zoom, etc)	\$26,000	\$45,000	Some Purchased
Technology	\$88,500	\$109,000	Some Purchased
Professional Development & Curriculum Support	\$14,500	\$35,000	Some Purchased
Beehively & Employee Tech Support	\$15,000	\$22,000	Some Purchased
Tutoring & Student Support	\$0	\$32,500	Some Purchased



# ESSR– CARES Act Funding

## Allowable Uses:

- LEAs can use ESSER funds for any activities authorized by the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act of 2000 (ESSA), Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act, the Perkins Career and Technical Education (CTE) Act, or the McKinney-Vento Homeless Assistance Act. Additional information about the allowable uses of funds can be found on the ESSER Fund
  - Sanitization supplies
  - Educational technology (hardware, software, & connectivity)
  - Mental health services & supports
  - Summer months learning opportunities
  - Staff training & PD
  - \*Discretionary funds for schools to address their needs

	Elem School	Middle School	Use Timeframe
ESSER (CARES Act)	\$30,417	\$63,693	3/13/20 – 9/30/22



# ESSER- CARES Act Funding

## Planned Expenses:

	Elem School	Middle School	Use Timeframe
ESSER (CARES Act)	\$30,417	\$63,693	3/13/20 – 9/30/22
Gov. Relief Funds (GEER)	\$10,580	\$24,841	3/13/20 – 9/30/22
<b>Total</b>	<b>\$40,997</b>	<b>\$88,534</b>	
HEPA Air Purifiers	\$16,000	\$24,000	Purchased
Sanitation & Safety Supplies	\$10,000	\$19,000	Some purchased
Hot Spots & Tech Support	\$15,000	\$25,000	Some purchased
Re-opening plan & facility preparation	\$0	\$20,600	Some Purchased



# Thoughts on out-years

- One-time funding in 20-21 totals **\$516.6K**:
  - Elem - \$184,740
  - Middle - \$331,900
- The Middle School will experience a significant decrease to ADA in 21-22, by approximately 50 ADA, which is approximately \$500K in revenue
- School demographics continue to change:
  - Out of district ADA is increasing, which will adversely affect our parcel tax revenue
  - SPED population in decreasing, but our costs are increasing
  - The FRL count at the middle school is increasing, but we will not be eligible for the Concentration Grant funding because AUSD remains below 55%

**The Academy of Alameda**

As of 09/26/20

	<b>Revised budget per board approval</b>		<b>Submitted budget</b>		<b>Variance to Budget</b>	
	<b>2020/21</b>	<b>2020/21</b>	<b>2020/21</b>	<b>2020/21</b>	<b>2020/21</b>	<b>2020/21</b>
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<b>Ending Fund Balance as a % of Expense</b>	<b>44%</b>	<b>34%</b>				
<b>Performance Bonuses</b>	<b>29,300</b>	<b>15,700</b>	<b>29,300</b>	<b>15,700</b>	<b>-</b>	<b>-</b>

**The Academy of Alameda**

As of 09/26/20

Detail	Revised budget per board approval		Submitted budget		Variance to Budget	
	2020/21	2020/21	2020/21	2020/21	2020/21	2020/21
	Current Forecast - Middle	Current Forecast - Elem	Current Forecast - Middle	Current Forecast - Elem	20-21 MS Approved Budget	20-21 ES Approved Budget
<b>Enrollment Breakdown</b>						
K	-	48	-	48	-	-
1	-	48	-	48	-	-
2	-	52	-	48	-	4
3	-	52	-	48	-	4
4	-	52	-	52	-	-
5	-	54	-	52	-	2
6	130	-	140	-	(10)	-
7	145	-	140	-	5	-
8	165	-	170	-	(5)	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
<b>Enrollment Summary</b>						
K-3	-	200	-	192	-	8
4-6	130	106	140	104	(10)	2
7-8	310	-	310	-	-	-
9-12	-	-	-	-	-	-
<b>Total Enrolled</b>	<b>440</b>	<b>306</b>	<b>450</b>	<b>296</b>	<b>(10)</b>	<b>10</b>
<b>ADA %</b>						
<b>Average</b>	<b>95%</b>	<b>96%</b>	<b>95%</b>	<b>95%</b>	<b>0%</b>	<b>1%</b>
<b>ADA</b>						
K-3	0.0	191.0	0.0	182.4	0.0	8.6
4-6	123.5	101.2	133.0	98.8	-9.5	2.4
7-8	294.5	0.0	294.5	0.0	0.0	0.0
9-12	0.0	0.0	0.0	0.0	0.0	0.0
<b>Total ADA</b>	<b>418.0</b>	<b>292.2</b>	<b>427.5</b>	<b>281.2</b>	<b>-9.5</b>	<b>11.0</b>
<b>Demographic Information</b>						
<b>Prior Year</b>						
ADA (P-2)	455	284	459	286	(4)	(1)
CALPADS Enrollment (for unduplicated % calc)	476	298	476	298	-	-
# Unduplicated (CALPADS)	255	153	255	153	-	-
# Free & Reduced Lunch (CALPADS)	240	148	240	148	-	-
# ELL (CALPADS)	56	58	56	58	-	-
<b>Current Year</b>						
CALPADS Enrollment (for unduplicated % calc)	440	306	450	296	(10)	10
# Unduplicated (CALPADS)	242	168	248	163	(6)	5
# Free & Reduced Lunch (CALPADS)	236	157	241	152	(5)	5
# ELL (CALPADS)	52	60	53	58	(1)	2
New Students	-	8	-	-	-	8

**The Academy of Alameda**

As of 09/26/20

	Revised budget per board approval		Submitted budget		Variance to Budget	
	2020/21	2020/21	2020/21	2020/21	2020/21	2020/21
	Current Forecast - Middle	Current Forecast - Elem	Current Forecast - Middle	Current Forecast - Elem	20-21 MS Approved Budget	20-21 ES Approved Budget
<b>LCFF Entitlement</b>						
8011 Charter Schools LCFF - State Aid	2,225,349	1,662,179	1,526,251	1,444,134	699,098	218,045
8012 Education Protection Account Entitlement	386,892	56,890	540,095	56,240	(153,203)	650
8096 Charter Schools in Lieu of Property Taxes	1,401,156	876,666	1,406,575	862,395	(5,419)	14,271
<b>SUBTOTAL - LCFF Entitlement</b>	<b>4,013,397</b>	<b>2,595,735</b>	<b>3,472,922</b>	<b>2,362,769</b>	<b>540,475</b>	<b>232,966</b>
<b>8100 Federal Revenue</b>						
8181 Special Education - Entitlement	55,119	34,487	55,606	34,650	(486)	(164)
8182 Special Education Reimbursement	4,916	3,437	5,027	3,307	(112)	130
8291 Title I	77,341	36,935	77,341	36,935	-	-
8292 Title II	14,336	6,974	14,336	6,974	-	-
8293 Title III	6,496	6,728	6,496	6,728	-	-
8294 Title IV	10,000	10,000	10,000	10,000	-	-
8296 Other Federal Revenue	63,692	30,417	63,692	30,417	-	-
8299 All Other Federal Revenue	234,309	132,261	101,750	42,550	132,559	89,711
					-	-
<b>SUBTOTAL - Federal Income</b>	<b>466,209</b>	<b>261,238</b>	<b>334,248</b>	<b>171,561</b>	<b>131,961</b>	<b>89,677</b>
<b>8300 Other State Revenues</b>						
8381 Special Education - Entitlement (State)	237,432	166,271	242,881	159,895	(5,449)	6,377
8382 Special Education Reimbursement (State)	27,229	19,036	27,847	18,317	(619)	718
8550 Mandated Cost Reimbursements	7,665	4,796	7,912	4,930	(246)	(134)
8560 State Lottery Revenue	83,182	58,154	67,697	44,529	15,485	13,624
8594 ASES	117,944	-	100,252	-	17,692	-
8599 Other State Revenue 9	33,899	22,062	-	-	33,899	22,062
<b>SUBTOTAL - Other State Income</b>	<b>507,350</b>	<b>270,319</b>	<b>446,589</b>	<b>227,671</b>	<b>60,761</b>	<b>42,648</b>
<b>8600 Other Local Revenue</b>						
8632 Sale of Publications	3,500	3,500	3,500	3,500	-	-
8636 Uniforms	-	-	-	-	-	-
8639 All Other Sales	600	400	610	390	(10)	10
8660 Interest	28,000	-	28,000	-	-	-
8676 After School Program Revenue	-	-	7,500	74,250	(7,500)	(74,250)
8677 After School Program - Field Trips	-	-	-	-	-	-
8682 Summer School Program	-	-	-	-	-	-
8690 Other Local Revenue	500	500	500	500	-	-
8693 Field Trips	-	-	-	-	-	-
8699 All Other Local Revenue	600	400	610	390	(10)	10
8701 Band Program	4,000	-	4,000	-	-	-
8702 Measure B1 Parcel Tax	107,432	72,633	101,037	71,741	6,395	892
8703 Measure A (2020) Parcel Tax	289,962	196,039	262,675	199,834	27,287	(3,795)
8704 Sports	-	-	-	-	-	-
					-	-
<b>SUBTOTAL - Local Revenues</b>	<b>434,594</b>	<b>273,472</b>	<b>408,432</b>	<b>350,604</b>	<b>26,162</b>	<b>(77,133)</b>
<b>8800 Donations/Fundraising</b>						
8803 Fundraising	30,000	30,000	30,000	30,000	-	-
<b>SUBTOTAL - Fundraising and Grants</b>	<b>30,000</b>	<b>30,000</b>	<b>30,000</b>	<b>30,000</b>	<b>-</b>	<b>-</b>
<b>TOTAL REVENUE</b>	<b>5,451,551</b>	<b>3,430,764</b>	<b>4,692,192</b>	<b>3,142,606</b>	<b>759,359</b>	<b>288,158</b>



**The Academy of Alameda**

As of 09/26/20

	Revised budget per board approval		Submitted budget		Variance to Budget		
	2020/21	2020/21	2020/21	2020/21	2020/21	2020/21	
	Current Forecast - Middle	Current Forecast - Elem	Current Forecast - Middle	Current Forecast - Elem	20-21 MS Approved Budget	20-21 ES Approved Budget	
<b>EXPENSES</b>							
<b>Compensation &amp; Benefits</b>							
<b>Certificated Employees Summary</b>							
1100	Teachers Salaries	1,656,057	1,003,014	1,680,793	953,918	(24,736)	49,097
1200	Certificated Pupil Support Salaries	204,323	79,489	208,085	72,977	(3,762)	6,512
1300	Certificated Supervisor & Administrator Salaries	288,193	228,023	374,831	223,218	(86,639)	4,805
1900	Certificated Other Salaries	70,550	87,842	69,533	84,981	1,017	2,861
	<b>SUBTOTAL - Certificated Employees</b>	<b>2,219,122</b>	<b>1,398,368</b>	<b>2,333,242</b>	<b>1,335,094</b>	<b>(114,119)</b>	<b>63,275</b>
<b>Classified Employees Summary</b>							
2100	Classified Instructional Aide Salaries	218,548	128,435	125,549	98,095	92,999	30,340
2200	Classified Support Salaries	50,293	54,550	45,238	54,000	5,056	550
2300	Classified Supervisor & Administrator Salaries	231,407	150,843	174,144	120,906	57,263	29,937
2400	Classified Clerical & Office Salaries	227,268	151,512	228,708	146,223	(1,439)	5,289
2900	Classified Other Salaries	3,100	4,400	40,094	41,309	(36,994)	(36,909)
	<b>SUBTOTAL - Classified Employees</b>	<b>730,617</b>	<b>489,740</b>	<b>613,733</b>	<b>460,532</b>	<b>116,884</b>	<b>29,208</b>
<b>3000 Employee Benefits</b>							
3100	STRS	380,568	233,840	384,565	224,239	(3,996)	9,601
3300	OASDI-Medicare-Alternative	79,943	54,967	78,195	51,572	1,747	3,394
3400	Health & Welfare Benefits	309,560	211,740	292,591	186,109	16,969	25,631
3500	Unemployment Insurance	15,782	12,044	15,706	11,804	76	240
3600	Workers Comp Insurance	33,922	21,713	33,890	20,650	32	1,064
3900	Other Employee Benefits	8,899	6,603	8,487	6,107	413	495
	<b>SUBTOTAL - Employee Benefits</b>	<b>828,673</b>	<b>540,907</b>	<b>813,434</b>	<b>500,481</b>	<b>15,240</b>	<b>40,426</b>
<b>Books &amp; Supplies Summary</b>							
4100	Approved Textbooks & Core Curricula Materials	-	-	-	-	-	-
4200	Books & Other Reference Materials	66,000	45,900	56,000	43,680	10,000	2,220
4300	Materials & Supplies	183,200	116,540	138,685	97,605	44,515	18,935
4400	Noncapitalized Equipment	235,600	171,500	86,915	62,231	148,685	109,269
4700	Food	9,000	6,000	9,150	5,850	(150)	150
	<b>SUBTOTAL - Books and Supplies</b>	<b>493,800</b>	<b>339,940</b>	<b>290,750</b>	<b>209,366</b>	<b>203,050</b>	<b>130,574</b>
<b>Services &amp; Other Operating Expenditures Summary</b>							
5100	Subagreements for Services	-	-	-	-	-	-
5200	Travel & Conferences	15,000	10,000	15,250	9,750	(250)	250
5300	Dues & Memberships	37,140	24,760	23,729	15,171	13,411	9,589
5400	Insurance	46,300	30,867	47,072	30,095	(772)	772
5500	Operations & Housekeeping	122,040	81,360	117,974	75,426	4,066	5,934
5600	Rentals, Leases, & Repairs	75,480	50,320	40,138	25,662	35,342	24,658
5800	Other Services & Operating Expenses	690,626	399,388	477,057	331,754	213,569	67,634
5900	Communications	60,000	40,000	45,750	29,250	14,250	10,750
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,046,586</b>	<b>636,695</b>	<b>766,970</b>	<b>517,108</b>	<b>279,616</b>	<b>119,587</b>
<b>6000 Capital Outlay</b>							
	<b>SUBTOTAL - Capital Outlay</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>5,318,798</b>	<b>3,405,650</b>	<b>4,818,128</b>	<b>3,022,581</b>	<b>500,670</b>	<b>383,069</b>
6900	Total Depreciation (includes Prior Years)	-	11,200	-	11,200	-	-
<b>TOTAL EXPENSES including Depreciation</b>		<b>5,318,798</b>	<b>3,416,850</b>	<b>4,818,128</b>	<b>3,033,781</b>	<b>500,670</b>	<b>383,069</b>

# Cover Sheet

## 20/21 Local Continuity and Attendance Plan (LCAP)

**Section:** IV. Action Items  
**Item:** C. 20/21 Local Continuity and Attendance Plan (LCAP)  
**Purpose:** Vote

**Submitted by:**

**Related Material:**

2020\_Learning\_Continuity\_and\_Attendance\_Plan\_The\_Academy\_of\_Alameda\_Elementary\_School\_20200926  
(3).pdf

2020\_Learning\_Continuity\_and\_Attendance\_Plan\_The\_Academy\_of\_Alameda\_Middle\_School\_20200926  
(2).pdf

# Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Academy of Alameda Elementary School	Matt Huxley Executive Director	mhuxley@aoaschools.org (510) 748-4017

## General Information

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

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

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

# Stakeholder Engagement

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

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

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

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

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

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

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

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

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

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

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

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

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

# Continuity of Learning

## In-Person Instructional Offerings

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

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

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

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

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

**Academic Success** – We are committed to providing rigorous curriculum and instruction to ensure that learning continues in all environments. By utilizing the same teachers and curriculum in distance, hybrid, and in-person learning environments, we can provide continuity for students. We are utilizing Schoology, a Learning Management System that is adaptable to multiple environments. We are also utilizing a Multi-Tiered System for student support, starting with STAR testing to make sure we are meeting all student needs.

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

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

Description	Total Funds	Contributing
PPE Safety Supplies	14,000	No

Description	Total Funds	Contributing
<p>Cloth and disposable masks to ensure that students, staff, and family entering schools are minimizing the spread respiratory droplets while on campus. The school will also purchase shields, where necessary, for staff and students. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol will be available in every classroom and all bathrooms. In addition, hand sanitizing stations will be positioned around the school.</p>		
<p><b>Increased Custodial Services</b> AoA will have sufficient custodial staff to ensure that the campus is disinfected during the day. In addition, classrooms, bathrooms, and office spaces will be disinfected every night.</p>	20,000	No
<p><b>Risk Prevention Coordination &amp; Campus Supervision</b> AoA will work with a consultant to develop the safety protocol plans for students and staff returning to campus. The Coordinator will identify the additional campus supervision needed to ensure staff and student safety. In addition, the Coordinator will identify areas of the building (including bathrooms, office space, and classrooms) that need improvement to mitigate the risk of COVID-19 spread while on campus. The Coordinator will also identify areas that should have plexi-glass dividers to provide barriers between people while on campus.</p>	62,500	No
<p><b>Cleaning Supplies</b> AoA will purchase cleaning supplies that allow for routine disinfection of high-touch surfaces on a regular basis throughout the day for every classroom and office space. In addition, AoA will purchase additional cleaning supplies to ensure that deep cleaning will occur on a regular basis.</p>	14,000	No
<p><b>ParentSquare - Daily Healthy Screening App &amp; Communication</b> AoA will purchase a parent and staff communication application that allows for the daily health screening to be completed and monitored prior to any staff or students arriving on campus. School staff will monitor the responses and communicate with families if they report potential</p>	1,720	No

Description	Total Funds	Contributing
signs of COVID-19 to ensure the students, families, and/or staff do not come to campus with possible symptoms.		
<p><b>Health Supplies</b>  AoA will ensure that every classroom has a thermometer to screen student temperatures and mitigate potential spread of COVID-19. In addition, AoA will designate a room on campus to safely isolate any students who develop possible signs of COVID-19 while on campus. Visual cues and materials will be placed around the school to ensure appropriate social distance and appropriate hand washing procedures.</p>	14,000	No
<p><b>COVID 19 Testing for staff</b>  When the school is able to return to campus, AoA will ensure that staff will be tested in accordance with state and county regulations, at a minimum.</p>	24,000	No
<p><b>Air Filtration Units</b>  AoA purchased air filtration units for every classroom and office space to mitigate the spread of COVID-19. In addition, AoA will increase the frequency of filter replacements to ensure the systems are working at optimal capacity.</p>	20,000	No



## Distance Learning Program

### Continuity of Instruction

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

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

We have designed a daily schedule for students that is predictable and accessible. This schedule includes synchronous live teaching via Zoom, as well as asynchronous learning students will be working on independently. Additionally, the offering of small group instruction to support the growth of discreet reading skills each has been built in to the daily schedule.

Our curriculum is aligned to the Common Core and Social Justice Standards from Teaching Tolerance Anti-Bias Framework. Our Instructional Coach, along with teachers have transitioned the core curriculum in English-Language Arts, Math, and Equity Studies to Schoology, a Learning Management System (LMS) that The Academy of Alameda has adopted to support distance learning. Each teacher has their own Schoology "course", which allows for ease of implementation from the teacher perspective, and ease of accessibility from the student perspective. Additionally, Teachers prepare 6 weeks worth of materials that include math workbooks (from the Eureka curriculum), as well as books, novels and writing materials.

Support for Schoology LMS is offered to both teachers and students to maximize the effectiveness of this resource. AoA has created a login guide, and has partnered with BeeHively to support with technical needs as they arise.

In addition to adopting the Schoology LMS, The Academy of Alameda has invested in additional education technology that supports our curricula, such as Zearn, BrainPop, Headsprout, Raz-Kids, and MyOn.

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

### Access to Devices and Connectivity

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

We have surveyed families on an ongoing basis to determine their needs for Chromebooks and Internet connectivity, We have distributed laptops to 75% of our families and have provided 45 hotspots. This is a significant investment and while we have received state funding, it has had an impact on our budget - especially in regards to providing our families with internet hotspots. Our hope is to receive additional

funding for technology as we anticipate that more families will need wireless connectivity. Regardless, we will make sure that all of our students have access to the tools and services that they need to be successful at home when they are participating in distance learning.

## **Pupil Participation and Progress**

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

The Academy of Alameda Elementary School has established an online attendance process that all classroom teachers use to document student daily attendance. This document also includes communication information from families that notes what communication was made when a student was not present. Instructional Aides have been assigned to each grade level to support classroom teachers with reaching out and connecting with the students who are late to their synchronous class. Students who are not present receive a call from the Instructional Aide, and support is provided if they are unable to log on. Student participation and engagement will be monitored via completion of work via Schoology.

Teachers will establish daily live contact primarily via Zoom virtual meeting, but can also include a variety of daily live contact options, including phone calls, texts, emails, etc. Our staff communicate with families regularly via ParentSquare to ensure all stakeholders are informed.

Our Coordinator of Student Culture is making regular phone calls to students who miss synchronous sessions several times a week to provide support.

## **Distance Learning Professional Development**

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

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

Additionally, professional development centered around creating a strong classroom culture virtually, and supporting the socio-emotional needs of students during this very stressful time is ongoing.

## **Staff Roles and Responsibilities**

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

We are utilizing staff differently in both our distance learning only and blended learning (a hybrid of distance and on-site learning) environments in order to support high-level student outcomes. Because we are not currently offering after-school care, we are utilizing our instructional assistants and after-school staff to work with specific groups of students who need higher levels of both academic and social

emotional support. Because we are only offering physical education (PE) a couple of times a week, we are also using our three PE teachers to work with specific groups of students identified by our Coordination of Services Team (COST). While most teacher and administrative roles/duties have changed only slightly as a result of COVID-19, our instructional support team has had the biggest shifts in terms of their roles and responsibilities, as they are pushing into virtual classrooms and then managing small groups of students during their asynchronous learning class periods. We have also scheduled them to participate in more professional development opportunities, as they are working closer with teachers and other instructional and support staff. We have also paired up support and administrative staff with teachers to co-host home rooms five days a week.

While the bell schedule will alter slightly if and when students return back to school, the roles of instructional, administrative and support staff will alternate only slightly. The real difference will be how that support looks as all staff will take on different roles related to keeping themselves, the rest of the staff and students safe. While all of the adults in our schools are responsible for safety, that responsibility will be significantly increase to ensure that our campus environment and culture mitigate the possibility of adults and children being affected by the coronavirus. We plan to add employees if and when students return to school as we will need additional staff to supervise the campus to make sure that students are meeting state and county safety guidelines (distancing, wearing masks, etc.).

(reviewed by Miranda and Amber)

## Supports for Pupils with Unique Needs

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

The Academy of Alameda Elementary School is committed to supporting English Learners (EL) during distance learning by continuing to embed ELD strategies in our curriculum. This integration is offered across all subject areas. To ensure all students, including our ELs are showing growth in areas of reading and math, STAR assessments and Zearn Math assessments allow teachers to remotely monitor student progress and identify areas of growth, and areas where further support is needed.

Students with exceptional needs in the Academy of Alameda Elementary school programs range from students identified with mild to significant disabilities. Whether during distance learning or in-person instruction, all students on the continuum have a team of educators who routinely monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional and health/medical. During distance learning, this team expands to include additional individuals who provide targeted input on the student's progress, development, and needs in a remote setting, as well as recommending support for families as they assist their children.

For students whose needs go beyond academics, The Academy of Alameda Elementary School is in partnership with Alameda Unified School District to provide free meals to any Academy of Alameda student. This food service is available for pick up Tuesdays and Fridays on campus. Our Coordinator of Student Culture will make socially distant home visits to ensure the appropriate support is provided to students and families to ensure learning.

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

Description	Total Funds	Contributing
<p><b>SPED Instructional Assistants &amp; Psychologists</b> Continue with staffing that allows the school to adapt for delivery of services in distance learning and also supports IEP outcomes. AoA will also purchase online assessment programs.</p>	363,000	No
<p><b>Collaboration Time</b> Provide teachers with consistent collaboration time that focuses on addressing learning loss, identifying learning gaps, and responds to the needs of AoA's most vulnerable students. Continued physical education and Spanish enrichment programs will be offered to students throughout the day to provide for additional teacher collaboration time.</p>	117,000	Yes
<p><b>Devices &amp; Connectivity</b> Provide all students with a device to access distance learning. WiFi hotspots will be provided as needed to ensure that students have adequate connectivity to access instruction. Other technology will be provided to students as needed to ensure access to the curriculum.</p>	98,500	Yes
<p><b>Increased Technology Support</b> Hire a 0.4 FTE Technology Coordinator to assist with device repair and technology needs. Contract with Beehively for additional technology support for students, family, and staff to ensure maximum access and engagement to the distance learning program.</p>	36,000	No
<p><b>Coordinator of Student Culture &amp; Classroom Assistants Support</b> Maintain current staffing for a Coordinator of Student Culture to help provide enrichment activities that will increase engagement to the school. Classroom assistance will be provided to every class to ensure that all students enrolled in AoA are accessing live Zoom classes and communicating needs to the teachers.</p>	160,000	Yes

Description	Total Funds	Contributing
<p><b>Streamlined Enrollment &amp; Attendance Process</b>  Maintain current office staff to ensure that student engagement is entered into Aeries on a daily basis and provide customer service support to families who have questions regarding the school day or school support programs. AoA will use SchoolMint, Aeries, and ParentSquare as platforms to ensure that all students who wish to enroll or are enrolled at AoA have access to the enrollment center. Office staff will also assist the Homeless Coordinator with supports needed for any of AoA's homeless families.</p>	85,760	Yes
<p><b>Distance Learning Professional Development</b>  AoA will provide teachers with professional development that addresses equity issues in education. In addition, staff will receive professional development on high-quality distance learning programs.</p>	32,000	Yes
<p><b>Remote Work Stipends for Staff</b>  All staff will be provided with a monthly stipend to assist with any increased costs for working remotely. Staff are also able to coordinate an on-site work schedule with the Principal if that is preferred.</p>	16,500	No
<p><b>Instructional Coach Support</b>  The Instructional Coach will lead AoA's distance learning program and ensure that skills and strategies learning in professional development are applied in the classroom. In addition, the Instructional Coach will assist teachers with embedding strong ELD instruction into the curriculum.</p>	110,500	Yes
<p><b>Online Curriculum &amp; Increased Printed Materials</b>  AoA has purchased a variety of online classroom curriculum and Zoom licenses to delivery instruction. AoA has also purchased hard copies of workbooks for students upon request.</p>	84,800	Yes

Description	Total Funds	Contributing

## Pupil Learning Loss

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

All students will be assessed in Reading and Math three times during the school year using Star Reading and Star Math by Renaissance Learning. Star assessments can be administered remotely as needed. The initial assessment takes place in September 2020, with the 2nd occurring in November 2020 and the third in March 2021. Teachers administer the Star assessments in their classes. Progress monitoring meetings, which include school administrators and intervention staff, will occur following the Star assessment to review the data to assess learning loss and gains. Teachers will also access the data to alert them to student need and influence planning targeted supports for specific students. Teachers also conduct immediate, informal assessments by use of tools such as exit tickets, quizzes, or short assignments designed to measure understanding in order to gauge student learning on a frequent basis (minimum weekly).

## Pupil Learning Loss Strategies

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

The initial step in addressing possible learning loss is to assess what exactly the loss is. For returning students, we referred to existing data from last Spring to determine what interventions they may require at the beginning of the school year. After using both informal and formal assessments tools this Fall, such as Star Reading and Math, a progress monitoring team will convene to review and interpret the data, looking for patterns or themes across grade levels and subject, as well examining individual student scores to determine a need for intervention support. Math support during distance learning is offered during the scheduled 'gradual release' which follows the daily math lesson. This schedule allows teachers to work with students who need additional support. Additional support in reading occurs during small group reading time in the afternoons. Foster youth as well as students who are experiencing homelessness are supported by our school counselor, who coordinates services with outside agencies as needed. Students with IEPs will be provided their services according to a similar model to our on-campus full inclusion program, which offers push-in support during synchronous lessons and one-on-one or small group support sessions during asynchronous learning times during distance learning. Our daily schedule provides increased collaboration time among Education Specialists, General Education Teachers and Instructional Aides in order to better meet the needs of all of our students during general education classes. Students who are English Learners are supported in their classes by teachers using best practices and guidance that our staff learned from BeGlad training. Our

instructional coaches reinforce these best practices during coaching sessions with teachers. Our administration also gathers feedback from our ELAC committee to continuously improve our support of students who are English Learners.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

Both informal and formal data gathered by teachers will measure learning growth to determine the effectiveness of our program. Classroom teachers will gather more specific data on a monthly basis, using tools such as Running Record, Phonemic Awareness Screeners, or math inventories. The progress monitoring team will convene every six weeks to review the data collected by these tools and determine the effectiveness of our interventions, making adjustments as needed. All students will be administered Star Reading and Star Math three times a year. The 2nd administration, which will take place in November 2020, will provide data to review to help determine the effectiveness of our support program. The Star data can be disaggregated to look at race, gender, EL status, and free/reduced lunch status to help us measure our effectiveness and improve equitable outcomes as needed.

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

Description	Total Funds	Contributing
Reading Intervention Teacher Small group instruction and intervention for students who may have experienced learning loss.	77,000	
Use Star Early Literacy, Star Reading and Star Math to measure student baseline performance and growth in order to more equitably distribute resources.		
Hire additional Instructional Aides to support general education classes and our Special Education program, ensuring access to small group support for students.		

## Mental Health and Social and Emotional Well-Being

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

While we have always intentionally emphasized the mental health and social emotional well-being of the students in all aspects of our school program, we have increased and adjusted services due to the COVID-19 pandemic. Going into the 2020/21 school year, we had already compiled a list of students who had little engagement and/or struggled with assignment completion - despite the layered intervention strategies that we employed. Our Coordinator of Student Culture contacted a targeted group of students and their families prior to school beginning so that she could build relationships and determine and mitigate factors that prevented students from being engaged in the Spring.

Besides having a strong academic program that is focused on engaging students behaviorally, emotionally, and intellectually, we also offer students virtual clubs, and incorporate fun, interesting and engaging assemblies designed to incorporate social emotional learning and connection to the school (school spirit). These include themed dress up days, spirit weeks, and student leadership opportunities. Our Culture and Climate Coordinator will also create 1:1 check in times for students who need an extra touch point from an adult during the day. These important program components will occur both in our distance and a blended learning environment (virtual and on-campus).

The Academy of Alameda Elementary School believes that supporting all staff with prioritizing their mental health and overall well being is invaluable in creating a supportive and impactful school community. Additional Services for Employees include Employee Assistance Program (EAP) that is free for all of our employees. The Employee Assistance Program offers a comprehensive, interactive service that provides expert content and unique tools to assist our employees in every aspect of their life. The types of services that the EAP provides are confidential emotional support, work-life solutions, legal guidance, financial resources, and additional online support. Additionally, intentional time is allotted during professional developments and 1:1 check ins to make space for community building and wellness check ins.

## Pupil and Family Engagement and Outreach

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

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



Proactive actions included:

- Dedicated communication to ES families via ParentSquare highlighting the importance of attendance.
- Instructional Aide assigned to each grade level to support with making calls/supporting students who synchronous learning.
- Teacher led Virtual Home Visits before school started to build early engagement, trust, and relationship building.
- The Culture and Climate coordinator began reaching out to families of students two weeks before 8/24 (the first day of school), who were identified to have struggled with virtual attendance in the Spring.
- School-wide community building via clubs.
- Social-emotional professional development PD, focusing on the trauma impact to students in a global pandemic, wellness circles, and creating positive and predictable student schedules.
- Ongoing teacher and staff PD on virtual engagement
- Clear student and family facing log in directions, with references (Better technology will support stronger engagement and attendance

Responsive actions include:

- Staff will make phone calls the first week to reach out to students who are not attending synchronous learning
- The Student Culture Coordinator focused on students who are consistently unable to log on, and provide support as needed.
- Review of attendance in weekly COST meetings
- Attendance Celebrations
- Student Attendance Review Team (SART) will initiate meetings early if needed.
- Initiation of the Student Attendance Review Board (SARB) if necessary.

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

## School Nutrition

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

The Academy of Alameda has a Food Services MOU with our authorizing District, AUSD (Alameda Unified School District). The AUSD breakfast and lunch staff provides breakfast and lunch onsite (in a "grab and go" format twice a week) for all of our our students - including those who qualify for free and reduced lunch. Our lunch service occurs when students are in a distance learning only environment and when

students return to onsite learning in a blended environment (combination of onsite and distance learning). That information is posted on our website and we send frequent communication to our families as reminders.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.20%	239,660

### Required Descriptions

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

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

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

#### Services for Students from Low-Income Families

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

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

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

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

#### Services for English Learners

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

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

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

#### Services for Foster Youth

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

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

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

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

# Learning Continuity and Attendance Plan Template (2020–21)

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

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

## General Information

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

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

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

# Stakeholder Engagement

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

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

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

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

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

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

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

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

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

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

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

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

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

# Continuity of Learning

## In-Person Instructional Offerings

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

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

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

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

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

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

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



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

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

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

## Distance Learning Program

### Continuity of Instruction

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

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

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

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

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

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

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

## Access to Devices and Connectivity

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

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

## Pupil Participation and Progress

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

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

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

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

## Distance Learning Professional Development

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

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

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

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

## Staff Roles and Responsibilities

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

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

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

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

## **Supports for Pupils with Unique Needs**

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

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

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

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

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

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

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

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

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



Description	Total Funds	Contributing

## Pupil Learning Loss

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

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

## Pupil Learning Loss Strategies

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

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

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

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

### Effectiveness of Implemented Pupil Learning Loss Strategies

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

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

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

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

## Mental Health and Social and Emotional Well-Being

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

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

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

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

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

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

## Pupil and Family Engagement and Outreach

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

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

### Proactive actions included:

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

### Responsive Actions

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

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

## School Nutrition

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

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

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

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

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

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

## Required Descriptions

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

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

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

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

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

support staff are also reaching out.

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

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

#### Services for English Learners

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

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

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

#### Services for Foster Youth

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

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

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