



THE ACADEMY OF ALAMEDA

The Academy of Alameda Charter School Board Board Meeting

Date and Time

Thursday October 28, 2021 at 6:30 PM PDT

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
Opening Items			
A. Call the Meeting to Order		David Forbes	1 m
B. Record Board Member Attendance (Roll Call)		David Forbes	2 m
C. Closed Session:Executive Director Evaluation Towards Transition Goals:	Discuss	David Forbes	25 m
D. Report Any Actions Taken From the Closed Session		David Forbes	1 m
E. Open Public Meeting		David Forbes	1 m
F. Zoom Meeting Agreements and Protocol		Taqua Ammar	1 m
<p>This is a meeting of the Board. The Board is composed of 9 voting members and 1 non-voting member, the Executive Director. We are using the following protocols to guide our meeting:</p> <ul style="list-style-type: none">• This meeting is being recorded• If someone wishes to speak during the appropriate time, they will use the 'raise hand' icon or will raise their hand on video.• Please mute yourself when you enter the meeting and while someone else is talking.• Make sure your name is spelled correctly.• Use reactions to give a "thumbs-up" or "clap."			
G. The Board Reviews The Academy of Alameda's Mission and Envisioned Future Statements		David Forbes	1 m
Mission: The Academy of Alameda equitably develops students into critical thinkers			

	Purpose	Presenter	Time
and life-long learners who navigate the world with integrity, and who apply their learning to empower themselves and their communities.			

Envisioned Future:

We envision a future where all of our students are successful, and their destinies are not determined by their demographics.

H. General Public Comments		David Forbes	5 m
----------------------------	--	--------------	-----

II. Consent Agenda 7:07 PM

A. Draft Meeting Minutes	Approve Minutes	David Forbes	1 m
--------------------------	-----------------	--------------	-----

Meeting Minutes from:

- September 28 Board Meeting
- September 30 Board Meeting

Approve minutes for Board Meeting on September 30, 2021

B. Check Register & Credit Card Statement	FYI	David Forbes	1 m
---	-----	--------------	-----

Approve the credit card statements and Bank of Marin check registers for September.
*The June check register will be brought to the November 18 Board meeting as we are still coding expenditures.

C. Vote on Consent Agenda	Vote	David Forbes	1 m
---------------------------	------	--------------	-----

III. Board Communications 7:10 PM

A. Introduction of Our New Director of Operations, Sharon Perkins	FYI	Matt Huxley	10 m
---	-----	-------------	------

B. Board Committee Reports	FYI	David Forbes	15 m
----------------------------	-----	--------------	------

Committee chairs update work in committee

Goals Student Success Committee (SSC) 2021-22

Goals:

1. By June, the SSC will understand the LCAP goals for each school and the work the school is doing to address the goals. Committee members will gain a deeper understanding of how AoA addresses the diverse learning needs of its students so they are successful and their destinies are not determined by their demographics.

1. Throughout the year the SSC will support the Academic Leaders in ways to educate the Board through Board presentations about the various indicators of student success at AoA.

1. By June, the SSC will explore possibilities to improve learning outcomes and will support the Academic Leaders in communicating possibilities to the Board.

	Purpose	Presenter	Time
C. Update on AoA's Material Revision	Discuss	Matt Huxley	10 m
D. Executive Director Search Ad Hoc Committee Update	Discuss	David Forbes	5 m
E. Instructional Leader Presentation: Use of Data including Fall 21 Initial Student Data to Make Informed Program Decisions	Discuss	Leah Rubin	35 m

IV. Action Items

8:25 PM

A. Campus and Student Safety Search Policy	Vote	Matt Huxley	10 m
B. Elementary School ESSER III Expenditure Plan and ESSER III Plan Overview Presentation See attached ESSER III Plan Overview Presentation	Vote	Matt Huxley	10 m
C. Middle School ESSER III Expenditure Plan	Vote	Matt Huxley	5 m
D. New Instructional Assistant/After-School Instructor Salary Schedule Proposal	Vote	Matt Huxley	15 m
E. AoA Board Vote on Allowing Board and Board Committees to Continue to Meet Virtually Through November	Vote	David Forbes	5 m

Background:

The passage of AB 361 allows public bodies to dispense with certain normally applicable Brown Act teleconferencing requirements wherever a public body holds a meeting during a proclaimed state of emergency and one of three conditions are met:

1. State or local officials have imposed or recommended measures to promote social distancing; or
2. The meeting is for the purpose of determining, by a majority vote, whether as a result of the state of emergency, meeting in person would present imminent risks to the health or safety of attendees; or
3. The body has determined, by a majority vote, that, as a result of the state of emergency, meeting in person would present imminent risks to the health or safety of attendees.

AB 361 provides that if a state of emergency remains in place, a local agency must make the following findings by majority vote every 30 days, in order to continue using the bill's exemption to the Brown Act teleconferencing rules:

(A) The legislative body has reconsidered the circumstances of the emergency; and

(B) Either of the following circumstances exists:

(1) the state of emergency continues to directly impact the ability of board members to meet safely in person, or

(2) State or local officials continue to impose or recommend social distancing measures.

Draft Motion: The Academy of Alameda Board of Directors approves continuing to hold Board meetings and Board committee meetings virtually through November 30, 2021 due to the state of emergency related to COVID-19 that continues to directly impact the ability of board members and attendees to meet safely in person pursuant to AB 361.

F. Decision to Hold a Board Retreat or Board Meeting in January, 2022.	Vote	David Forbes	5 m
--	------	--------------	-----

Proposal to hold a regular Board meeting on Thursday, January 27 rather than holding a Board Retreat on Sunday, January 23.

	Purpose	Presenter	Time
V. Closing Items			9:15 PM
A. Board Member Reports	Discuss	David Forbes	5 m
B. Review of Key November 18 Board Meeting Agenda Topics	Discuss	Matt Huxley	5 m
Key Topics Include:			
<ul style="list-style-type: none"> • AoA Board Vote on Allowing Board and Board Committees to Meet Virtually Through December • Board Committee Reports • Update on AoA's Material Revision • ES/MS Educator Effectiveness Grant - Public Input Meeting • Financial Update • Attendance and Restorative Presentation (may be held in December) • AoA COVID-19 Mitigation Efforts Presentation • Enrollment Update • Sexual Harassment and Bullying Policy 			
C. Adjourn Meeting	Discuss	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 September 30, 2021 2021_09_28_board_meeting_minutes.pdf

DRAFT



THE ACADEMY OF ALAMEDA

The Academy of Alameda Charter School Board

Minutes

Board Meeting

Date and Time

Thursday September 30, 2021 at 6:30 PM

Directors Present

A. Price (remote), C. Robie (remote), D. Forbes (remote), K. Welch (remote), K. Zimmerman (remote), R. Brown (remote), R. Whittaker (remote), T. Ruiz (remote), W. Schaff (remote)

Directors Absent

None

Guests Present

M. Huxley (remote), M. Thorman (remote), T. Ammar (remote)

I. Opening Items

A. 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 Sep 30, 2021 at 6:03 PM.

B. Record Board Member Attendance (Roll Call)

C. Zoom Meeting Agreements and Protocol

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

D. Forbes read the mission and vision.

E. General Public Comments

No public comments.

II. Consent Agenda

A. Draft Meeting Minutes

R. Whittaker made a motion to approve the minutes from Board Meeting on 06-24-21.

A. Price seconded the motion.

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

Roll Call

C. Robie Aye
D. Forbes Aye
A. Price Aye
R. Whittaker Aye
K. Welch Abstain
K. Zimmerman Aye
W. Schaff Aye
R. Brown Aye
T. Ruiz Abstain

R. Whittaker made a motion to approve the minutes from Board Meeting on 08-26-21.

A. Price seconded the motion.

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

Roll Call

R. Whittaker Aye
D. Forbes Aye
K. Zimmerman Aye
W. Schaff Aye
K. Welch Aye
A. Price Aye
R. Brown Aye
C. Robie Aye
T. Ruiz Aye

B. Check Register & Credit Card Statement

C. Vote on Consent Agenda

R. Whittaker made a motion to approve the consent agenda minus the meeting minutes from 6/24/21.

A. Price seconded the motion.

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

Roll Call

T. Ruiz Aye
C. Robie Aye
K. Welch Aye
A. Price Aye
K. Zimmerman Aye
R. Brown Aye
R. Whittaker Aye
W. Schaff Aye
D. Forbes Aye

III. Board Communications

A. Introduction of Our New Director of Operations, Sharon Perkins

This item will be moved to the next board meeting on October 28th.

B. Board Committee Reports

W. Schaff - Reported on the Board meeting that took place on Sept. 21st to approve the 2020/21 unaudited actuals, and that the Finance Committee would be meeting on October 19.

W. Schaff - No updates on the Governance Committee.

C. Robie - Reported on the Student Success Committee that took place on Sept. 1s and said that the group created its annual goals.

R. Whittaker - Received some input from principals on expectations for fundraising. He will schedule the first Fundraising Committee meeting shortly.

K. Welch - Reported on the Marketing Committee meeting that took place on August 31st, including creating goals, upcoming projects, planning a virtual tour video, and collecting parent testimonials. The next marketing meeting was scheduled for Oct. 5th.

C. Fall 2021/22 K-8 Enrollment Report

M. Huxley gave a presentation on the Fall 2021/22 K-8 Enrollment Report for the Elementary and Middle Schools.

D. Update on Consolidating AoA's Two Schools Into One K-8

M. Huxley provided an update on combining AoA's Two Schools Into One K-8 for operational efficiencies and cost savings that would allow the school to focus even more on serving students and their families.

E. 2021/22 Enrollment Plan (For 2022/23 School Year)

M. Huxley gave a presentation on the 2021/22 Enrollment Plan (For the 2022/23 School Year)

F. Finance Update

Peter Laub and Jean Yang gave a financial forecast update.

IV. Action Items

A. Campus and Student Safety Search Policy

This item will be moved to the next board meeting on October 28th.

B. Elementary and Middle School California Dashboard Local Indicators Reports

C. Robie made a motion to Approve the Elementary School California Dashboard Local Indicators Reports.

A. Price seconded the motion.

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

Roll Call

W. Schaff Aye

R. Whittaker Aye

A. Price Aye

C. Robie Aye

R. Brown Aye

K. Welch Aye

K. Zimmerman Aye

D. Forbes Aye

T. Ruiz Aye

C. Robie made a motion to Approve the Middle School California Dashboard Local Indicators Reports.

R. Whittaker seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

R. Whittaker Aye
T. Ruiz Aye
R. Brown Aye
C. Robie Aye
A. Price Aye
K. Zimmerman Aye
W. Schaff Aye
D. Forbes Aye
K. Welch Aye

C. AoA Board Vote on Allowing Board and Board Committees to Continue to Meet Virtually Through October

C. Robie made a motion to The Academy of Alameda Board of Directors approves continuing to hold Board meetings and Board committee meetings virtually through October 31, 2021, due to the state of emergency related to COVID-19 that continues to directly impact the ability of board members and attendees to meet safely in person pursuant to AB 361.

K. Welch seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

K. Zimmerman Aye
R. Brown Aye
D. Forbes Aye
R. Whittaker Aye
C. Robie Aye
K. Welch Aye
W. Schaff Aye
T. Ruiz Aye
A. Price Aye

V. Closing Items

A. Board Member Reports

C. Robie - Nothing to report.
R. Whittaker - Thank you to the staff.
K. Zimmer - TK teachers may be required to get ECE units.
W. Schaff - Also attended TK meeting.
T. Ruiz - Nothing to report.
R. Brown - Attending back to school night and enjoyed it
K. Welch - Nothing to report.
A. Price - Nothing to report.

B. Review of Key October 28 Board Meeting Agenda Topics

Key Topics Include:

- 2021/22 Budget update
- Star Reading and Math Beginning of Year Assessment Data
- ESSER III Spending Plan
- AoA Board Vote on Allowing Board and Board Committees to Meet Virtually Through November
- Board Committee Reports
- Update and vote on consolidation of AoA's Two LEAs into One
- 2021/22 Board Development Goals Areas

- ED Transition Work Update

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:49 PM.

Respectfully Submitted,
D. Forbes

DRAFT



THE ACADEMY OF ALAMEDA

The Academy of Alameda Charter School Board

Minutes

Board Meeting

Date and Time

Tuesday September 28, 2021 at 6:00 PM

Directors Present

A. Price (remote), C. Robie (remote), D. Forbes (remote), K. Welch (remote), K. Zimmerman (remote), R. Brown (remote), R. Whittaker, T. Ruiz (remote), W. Schaff (remote)

Directors Absent

None

Directors who arrived after the meeting opened

R. Whittaker

Guests Present

Ken Yale (remote), M. Huxley (remote), T. Ammar (remote)

I. Opening Items

A. 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 Tuesday Sep 28, 2021 at 6:03 PM.

B. Record Board Member Attendance (Roll Call)

No Public Comments.

R. Whittaker arrived at 6:09 PM.

C. Zoom Meeting Agreements and Protocol

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

E. General Public Comments

There were no public comments.

II. Communication

A. Board Member Discussion On Possible Growth In the Future

In order to prepare for the upcoming Executive Director interviews, in which there is a very good possibility that candidates would ask the interview team about their thoughts on potential growth for The Academy of Alameda, the Board of Directors engaged in a conversation guided by the following essential questions:

- What are the benefits and challenges offered by each model of potential expansion? Of remaining the same size in the future?
- To what extent, if any, does the Board support the future expansion of AoA? Why or why not? Which models are of greatest interest to Board members for future exploration, if any?
- In what ways, if any, might the Board want the new Executive Director to provide leadership for future expansion? What qualifications, skills, and experiences would this require of potential ED candidates?
- What questions are ED candidates most likely to ask about future AoA expansion? How will the Board respond given their diversity of perspectives and the limited conversations to date?

There was consensus amongst Board members that possible future growth would only be in the future after deeply engaging all stakeholder groups. The current Board indicated that it wants improved outcomes for both school programs before engaging in discussions about potential growth although there was consensus that The Academy of Alameda should add a TK class prior to be being required by the state in 2026.

III. Closing Items

A. Adjourn Meeting

Board President David Forbes adjourned the meeting at 9pm.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:00 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:
Related Material: AoA September 2021 Combined Board Check Register (1).pdf



Combined Board Check Register						
School:	AoA					
Month:	September 2021					
					Total Paid By Check:	#####
					Total Paid By Credit Card:	\$ 14,440.72

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	12554	Amazon Capital Services	9/10/21	Bill #179F-VLYH-639R--Supplies Bill #1MK1-JNGT-HNV6--Art & Music Supplies Bill #11RD-KFD6-DGMX--Art & Music Supplies Bill #1QH3-T6RG-KNX9--Books & Supplies Bill #1F13-6JMN-1KMG--Supplies Bill #1HD3-NQPP-CJ1Y--Office Supplies Bill #1VY6-F3DM-MQQV--Books & Supplies Bill #1T4V-F3TX-6FWM--Books & Supplies Bill #1VKP-LCWR-KYQ4--Books & Supplies Bill #1F9W-97RN-QPN9--Books & Supplies Bill #17Q3-WNLV-CPXX--Books & Supplies Bill #1NQR-QVG6-XPWP--Books & Supplies Bill #1WW7-RLFY-GC3G--Books & Supplies Bill #1MMD-YY4R-7J9W--Supplies Bill #1VMJ-3KQD-K9W6--Books & Supplies Bill #1YHF-C3H1-11YL--Books & Supplies Bill #1JRM-FRRT-CMMG--Supplies Bill #1VPM-TMML-GT6J--Books & Supplies		\$ 12,142.45

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.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	12554	Amazon Capital Services	9/10/21	Bill #1JH9-FPKR-346Y--Books & Supplies Bill #1WP6-CKH9-1X4K--Books & Supplies Bill #1WPG-G4YH-LNM9--Books & Supplies Bill #11RD-KFD6-6G93--Books & Supplies Bill #11QX-WX79-H9DR--Books & Supplies Bill #1XL1-FT73-D1XP--Books & Supplies Bill #1R69-9NWP-1RTX--Books & Supplies Bill #1QH3-T6RG-CHF7--Books & Supplies Bill #1VMJ-3KQD-NNJF--Books & Supplies Bill #1FMH-6VXQ-JVD3--Books & Supplies Bill #1YX7-1TKQ-F77D--Books & Supplies Bill #1VMY-TKJN-HN6N--Books & Supplies Bill #1JW6-CVWX-CJVX--Office Supplies Bill #1YHF-C3H1-FYTC--Books & Supplies Bill #1LY9-PN67-1DR3--Books & Supplies Bill #1P6J-GDDM-3R1M--Books & Supplies		Cont'd
Check	12554	Amazon Capital Services	9/10/21	Bill #1XL1-FT73-K34W--Books & Supplies Bill #11PR-4LVG-97TW--Books & Supplies Bill #1FXW-Q1W9-FHRV--Books & Supplies Bill #1WPG-G4YH-GCTL--Books & Supplies Bill #1RGR-CD4Y-6GXF--Books & Supplies Bill #1TR7-1WKG-G664--Supplies Bill #1WW7-RLFY-J4N7--Books & Supplies Bill #1H9K-TL97-7X3M--Supplies Bill #1HYX-1PFR-GK3D--Materials & Supplies Bill #1VY6-F3DM-LJHT--Books & Supplies Bill #1F9W-97RN-FNWL--Books & Supplies Bill #1FKW-YVDJ-WGYT--Books & Supplies Bill #1W6R-NHN3-9Y1Q--Supplies Bill #1KWC-LH4R-9W4L--Books & Supplies Bill #1XL1-FT73-94YP--Books & Supplies		Cont'd
Check	12555	Baker Tilly US, LLP	9/10/21	Bill #BT1882332--Preparation of 2020 exempt tax return		\$ 1,395.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	12556	Amber Cameron	9/10/21	Bill #081821--Reimb: Mileage		\$ 131.60
Check	12557	Celigo, Inc.	9/10/21	Bill #46305--Annual Subscription for CloudExtend Excel for Netsuite Individual Enterprise License		\$ 960.00
Check	12558	Diablo Paper Shredding, LLC.	9/10/21	Bill #10290--Shredding Service due by 08/16/21 Bill #10398--Shredding Service due by 08/27/21 Bill #9802--Shredding Service due by 06/21/21		\$ 228.00
Check	12559	EdTec Inc.	9/10/21	Bill #22284--Payroll Manual Check & UPS Postage Charge		\$ 124.41
Check	12560	Open Up Resources	9/10/21	Bill #INV-14870--Books & Supplies		\$ 8,372.74
Check	12561	Starline Supply Company	9/10/21	Bill #303444--Custodial Supplies Bill #303420--Custodial Supplies Bill #303457--Custodial Supplies Bill #303493--Custodial Supplies		\$ 3,344.60
Check	12562	Verizon Wireless	9/10/21	Bill #9883076437--Monthly Svc: 06/02 - 07/01/21		\$ 380.10
Check	12563	Angela Washington	9/10/21	Bill #082121--Reimb: Tutoring		\$ 2,200.00
Check	12564	Xerox Financial Services	9/10/21	Bill #2784882--Lease Payment due 09/15/21 + Past Due		\$ 722.80
Check	12565	Xerox Financial Services	9/10/21	Bill #2784883--Lease Payment due 09/15/21 + Past Due		\$ 405.74
Check	12566	Youth Passageways	9/10/21	Bill #TOTM-15190--Ever Forward Club at Academy of Alameda 2020/2021		\$ 20,000.00
Check	12567	Sara Zehnder	9/10/21	Bill #082721--Reimb: Reading lab folders		\$ 68.67
Check	12568	EdTec Inc.	9/20/21	Bill #22330--EdTec Monthly Back Office Service - September 2021		\$ 15,854.16

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.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	12569	Amazon Capital Services	9/20/21	Bill #1XKJ-R34H-9H97--Supplies Bill #1THM-L6MG-MJPX--Supplies Bill #1W3D-VJQV-DPDJ--Supplies Bill #1TMJ-XFGR-997W--Supplies Bill #1GH1-XL3M-CFV7--Supplies Bill #1TMJ-XFGR-D7X9--Supplies Bill #1FQW-HQ6P-6CVP--Books & Supplies Bill #1KJR-LG1K-CGX4--Office Supplies Bill #13G1-MMW9-JFQQ--Office Supplies Bill #1LMM-46Q6-4PTF--Supplies Bill #1FQW-HQ6P-6PMR--Supplies Bill #171N-DXTH-YXLP--Supplies Bill #17MY-RYJR-KGGF--Supplies Bill #1JTQ-X1X4-NXXD--Supplies Bill #1W6R-NHN3-4CJR--Supplies Bill #1QQC-FTD1-VR4X--Materials & Supplies		\$ 3,656.42
Check	12570	MRC Smart Technology Solutions	9/20/21	Bill #IN2108763--Contract overage charge: 07/31 - 08/30/21 Bill #IN2110205--Staple CTG Waste Bottle Xerox		\$ 179.64
Check	12571	Starline Supply Company	9/20/21	Bill #303509--Custodial Supplies Bill #303541--Custodial Supplies Bill #303508--Custodial Supplies		\$ 648.38
Check	12572	Xerox Financial Services	9/20/21	Bill #2790555--Lease Payment due 09/30/21		\$ 289.88
Check	12573	Teachers on Reserve	9/20/21	Bill #88206--MS Reading: 08/16 - 08/20/21		\$ 313.88
Check	12574	Young, Minney & Corr, LLP	9/20/21	Bill #72616--Legal Svcs' thru 08/30/21 Bill #72943--Legal Svcs' thru 08/30/21		\$ 912.80
Check	12575	Gachina Landscape Management	9/20/21	Bill #E 192760--#51566 - Maintenance Contract: September 2021		\$ 778.00
Check	12576	Document tracking Services	9/20/21	Bill #94501-183703--Document Tracking & Translations servies 07/01/21 - 06/30/22		\$ 895.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	12577	CDW Government	9/20/21	Bill #G592792--EPSON Powerlite X49 XGA 3600L PROJ		\$ 910.84
Check	12578	Alameda County Industries	9/20/21	Bill #0001449468--Garbage Svcs - August 2021		\$ 1,483.58
Check	12579	Anthem Sports, LLC	9/20/21	Bill #316160--PE Supplies		\$ 4,115.48
Check	12580	Communication Works	9/20/21	Bill #81720--Speech Therapy Svcs - August 2021		\$ 7,440.00
Check	12581	Techabee	9/20/21	Bill #2021-32--Techabee Foundational IT Svcs & Support: October - December 2021		\$ 8,400.00
Check	12582	Consortium On Reaching Excellence In Education, Inc.	9/20/21	Bill #R21-015-01--Consulting Svcs & Reading Fundamentals Materials - 08/31/21		\$ 14,204.00
Check	12583	Koya Leadership Partners LLC	9/20/21	Bill #21059-3--Third Installment Search Svcs - 09/01/21		\$ 20,000.00
Check	12584	California Choice	9/20/21	Bill #3771570--Health Ins - October 2021 Premium & Adjustments		\$ 59,363.49
Check	DB090321	Bank of Marin Visa Card	9/3/21	DB090321 - Bank of Marin Visa Card 5830		\$ 143.00
Check	DB090321A	Square, Inc.	9/3/21	DB090321A - Square, Inc.		\$ 35.00
Credit Card	9515-5830	Apple.Com	9/1/21	08/09 - Apple.Com		\$ 199.99
Credit Card	9515-5830	LinkedIn	9/1/21	08/09 - LinkedIn		\$ 145.83
Credit Card	9515-5830	Apple.Com	9/1/21	08/09 - Apple.Com		\$ 4.99
Credit Card	9515-5830	IHIRE LLC	9/1/21	08/18 - IHIRE LLC		\$ 399.00
Credit Card	9515-5830	Sq* Levys Bagels	9/1/21	08/03 - Sq* Levys Bagels		\$ 59.85
Credit Card	9515-5830	Starbucks	9/1/21	08/04 - Starbucks		\$ 35.90
Credit Card	9515-5830	Crisis Prevention Institute	9/1/21	08/04 - Crisis Prevention Institute (CPI)		\$ 691.50
Credit Card	9515-5830	Mountain Mathlanguage	9/1/21	08/04 - Mountain Mathlanguage		\$ 287.85
Credit Card	9515-5830	Office Max	9/1/21	08/05 - Office Max		\$ 1,315.31
Credit Card	9515-5830	Adobe Systems Inc.	9/1/21	08/13 - Adobe Systems Inc.		\$ 14.99
Credit Card	9515-5830	Home Depot	9/1/21	08/16 - Home Depot		\$ 109.95
Credit Card	9515-5830	Target	9/1/21	08/18 - Target		\$ 17.88
Credit Card	9515-5830	Office Max	9/1/21	08/19 - Office Max		\$ 1,759.34

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.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	9515-5830	Gopher Sport	9/1/21	08/20 - Gopher Sport		\$ 189.04
Credit Card	9515-5830	Office Max	9/1/21	08/25 - Office Max		\$ 62.31
Credit Card	9515-5830	BulkBookStore	9/1/21	08/31 - BulkBookStore		\$ 575.02
Credit Card	9515-5830	Target	9/1/21	08/04 - Target		\$ 153.20
Credit Card	9515-5830	Curacubby, Inc	9/1/21	08/10 - Curacubby, Inc		\$ 667.98
Credit Card	9515-5830	SQ* Tools 4 Reading	9/1/21	08/16 - SQ* Tools 4 Reading		\$ 160.00
Credit Card	9515-5830	Learning A-Z	9/1/21	08/23 - Learning A-Z		\$ 1,650.00
Credit Card	9515-5830	Office Max	9/1/21	08/25 - Office Max		\$ 263.51
Credit Card	9515-5830	RGS Pay	9/1/21	08/27 - RGS Pay (Really Good Stuff)		\$ 1,543.29
Credit Card	9515-5830	Pagano's Hardware	9/1/21	08/30 - Pagano's Hardware		\$ 57.52
Credit Card	9515-5830	Adobe Acropro Subs	9/1/21	08/03 - Adobe Acropro Subs		\$ 104.93
Credit Card	9515-5830	VistaPrint	9/1/21	08/04 - VistaPrint		\$ 87.67
Credit Card	9515-5830	Office Depot Inc.	9/1/21	08/06 - Office Depot Inc		\$ 204.88
Credit Card	9515-5830	sQ* Wescafe	9/1/21	08/09 - sQ* Wescafe		\$ 45.00
Credit Card	9515-5830	Yogurtland	9/1/21	08/09 - Yogurtland		\$ 45.00
Credit Card	9515-5830	Peets Coffee	9/1/21	08/09 - Peets Coffee		\$ 79.70
Credit Card	9515-5830	SQ* Crispian Bakery	9/1/21	08/09 - SQ* Crispian Bakery		\$ 176.25
Credit Card	9515-5830	VistaPrint	9/1/21	08/13 - VistaPrint		\$ 63.76
Credit Card	9515-5830	Zoom	9/1/21	08/16 - Zoom		\$ 258.00
Credit Card	9515-5830	Alameda County Industries	9/1/21	08/18 - Alameda County Industries		\$ 187.56
Credit Card	9515-5830	Alameda County Industries	9/1/21	08/18 - Alameda County Industries		\$ 1,537.43
Credit Card	9515-5830	Troy	9/1/21	08/19 - Troy		\$ 877.17
Credit Card	9515-5830	Mountain Mike's Pizza	9/1/21	08/19 - Mountain Mike's Pizza		\$ 90.80
Credit Card	9515-5830	PODS Enterprises, LLC	9/1/21	08/23 - PODS Enterprises, LLC		\$ 219.32
Credit Card	9515-5830	BambooHR	9/1/21	08/30 - BambooHR		\$ 99.00

Cover Sheet

Board Committee Reports

Section:	III. Board Communications
Item:	B. Board Committee Reports
Purpose:	FYI
Submitted by:	
Related Material:	Committee Goals 2021-22 (1).pdf

Goals Student Success Committee (SSC) 2021-22

Goals:

1. By June, the SSC will understand the LCAP goals for each school and the work the school is doing to address the goals. Committee members will gain a deeper understanding of how AoA addresses the diverse learning needs of its students so they are successful and their destinies are not determined by their demographics.
2. Throughout the year the SSC will support the Academic Leaders in ways to educate the Board through Board presentations about the various indicators of student success at AoA.
3. By June, the SSC will explore possibilities to improve learning outcomes and will support the Academic Leaders in communicating possibilities to the Board.

Cover Sheet

Instructional Leader Presentation: Use of Data including Fall 21 Initial Student Data to Make Informed Program Decisions

Section: III. Board Communications
Item: E. Instructional Leader Presentation: Use of Data including Fall 21 Initial Student Data to Make Informed Program Decisions
Purpose: Discuss
Submitted by:
Related Material: 10.28.21 Board Data Presentation (3).pdf

Instructional Leader Data Presentation



Levels Of Data

LEVEL 1

Satellite Data



Large grain size.

Illuminate patterns of achievement, equity, and teacher quality and retention.

Point us in a general direction for further investigation.

LEVEL 2

Map Data



Medium grain size.

Help us to identify reading, math, and other student skill gaps (e.g. decoding, fluency, fractions, etc.) or instructional skill gaps for teachers.

Point us in a slightly more focused direction.

LEVEL 3

Street Data



Fine-grain and ubiquitous.

- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.
- Require focused listening and observation.
- Inform and shape our next moves.

What types of data do we collect?

What is the purpose of different types of data?

How do we use data to drive planning and decision-making?

Elementary School Data

Satellite and **Map Data** help point us in a more focused direction but don't tell the whole story

- Reading and Math STAR scores
- Attendance and Discipline Data

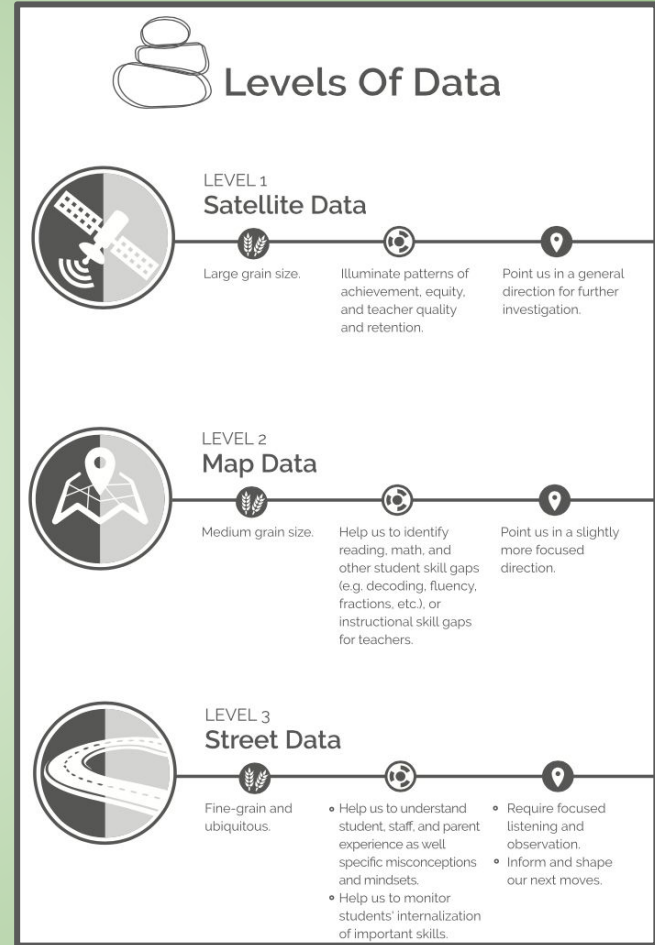
Street Data helps us target our approach

- COST Referrals for SEL needs
- Restorative Justice Practices work with students
- In-class formative and summative assessments

COST Referrals: 15 total since August, 7 SEL focused.

Discipline: 0 suspensions

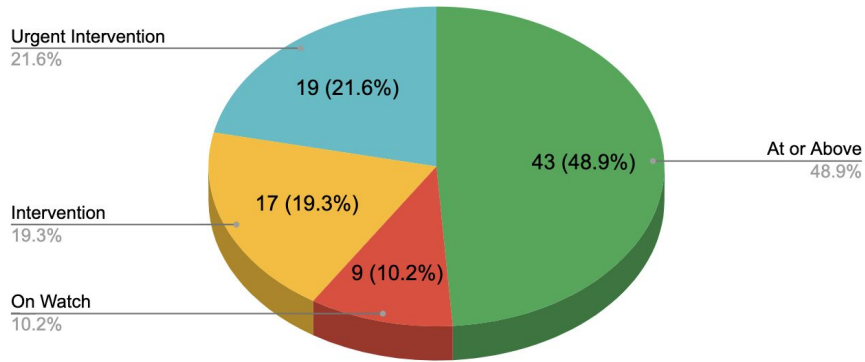
Attendance Rate: 94%



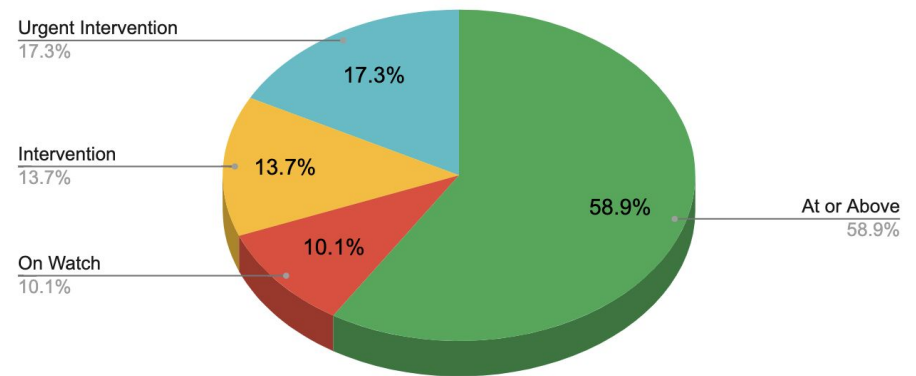


Fall Initial STAR Early Literacy and STAR Reading Data - Overall

STAR Early Literacy Screener K-1st (Fall Initial)



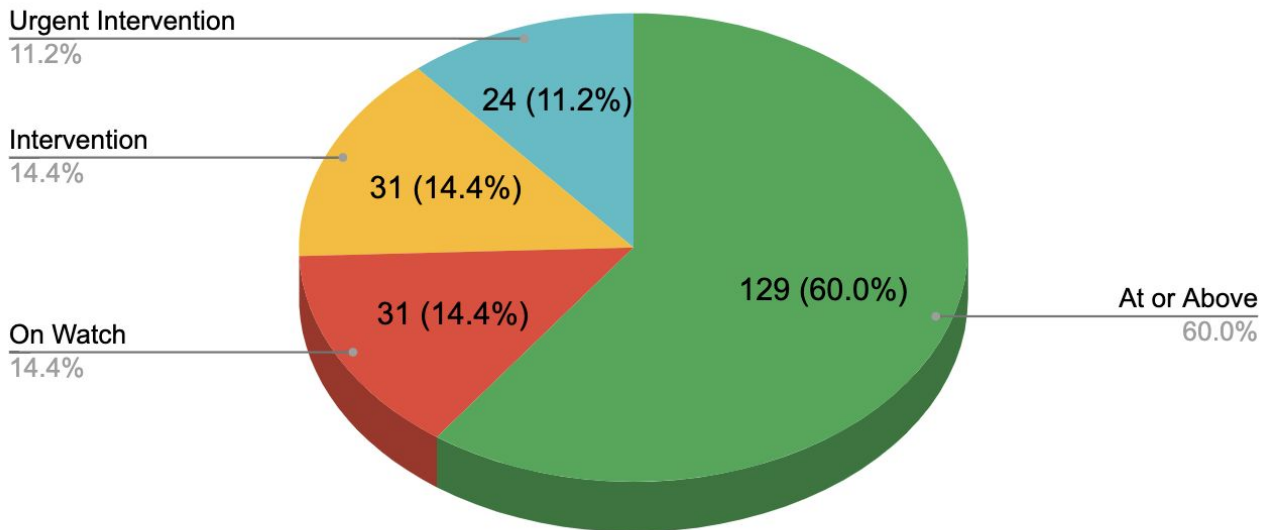
22-21 STAR Reading Screener 2nd-5th Overall (Fall Initial)





Fall Initial STAR Math Data - Overall

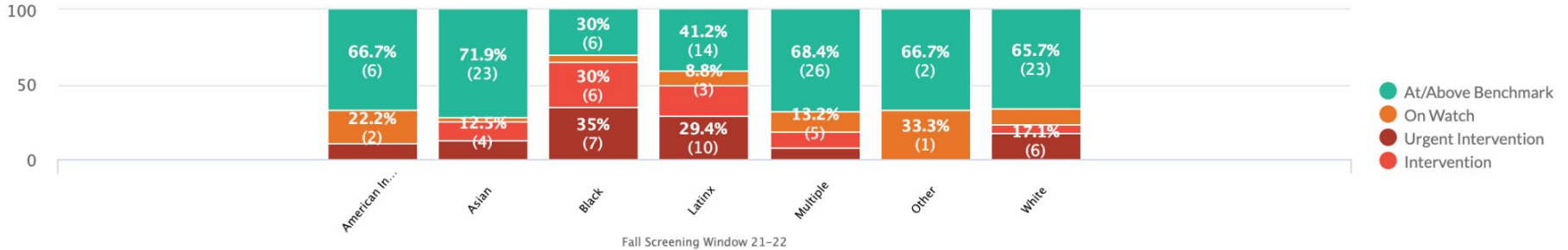
STAR Initial Math Screener 1st-5th Overall (Fall Initial)



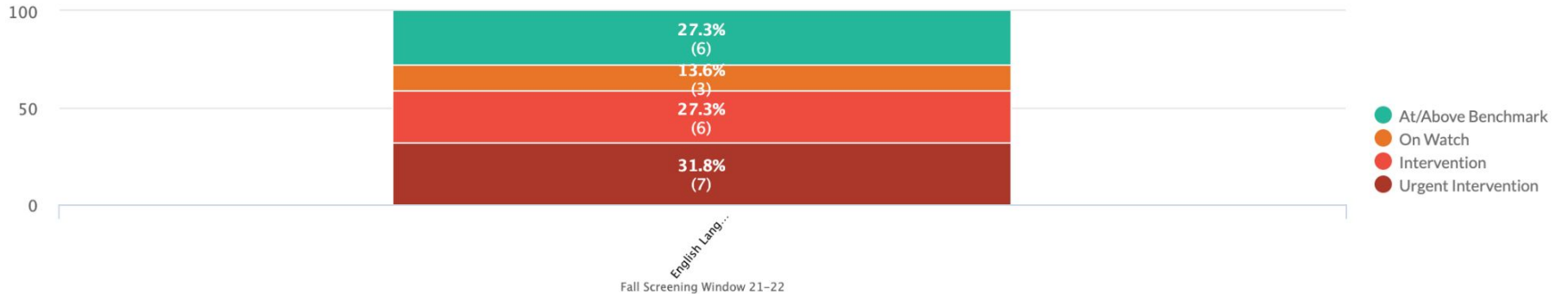


Fall Initial Reading Data Disaggregated by Primary Ethnicity and Emerging Bilingual Status

Overall – Compared By: Primary Ethnicity – Filtered By: American Indian or Alaska Native and 7 more



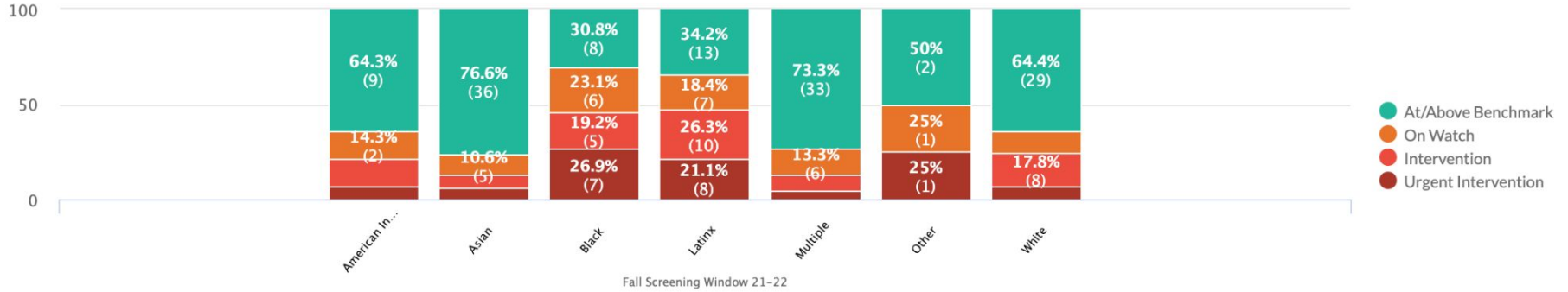
Overall – Compared By: EL Status – Filtered By: The Academy of Alameda Elementary and 1 more – Showing Currently Enrolled Students



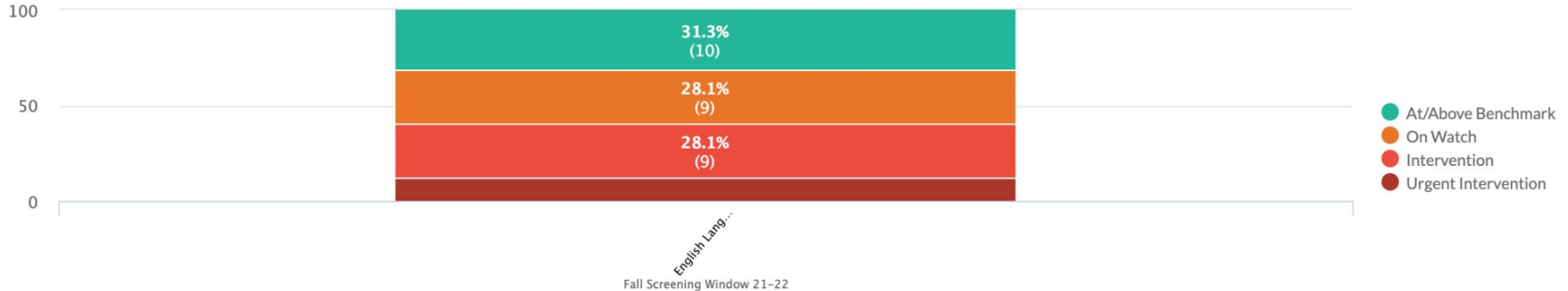


Fall Initial Math Data Disaggregated by Primary Ethnicity and Emerging Bilingual Status

Overall – Compared By: Primary Ethnicity – Filtered By: American Indian or Alaska Native and 7 more



Overall – Compared By: EL Status – Filtered By: 1st Grade and 5 more – Showing Currently Enrolled Students



Areas for Growth

- STAR Reading and Math discrepancies when disaggregated by primary ethnicity and Emerging Bilingual status
- Attendance during COVID
- Counseling Program

Our Response

- **SIPPS Placement Assessment (Phonics)**
 - All K, 1st and 2nd Grade Students
 - Any 3rd-5th Grade student who scored below grade level on STAR Reading (including “On Watch”)
 - SIPPS reading intervention groups have been created and are up and running!
- **Differentiated Blocks**
 - Zearn
 - K-5 Teachers pulling small groups in SIPPS and Math
 - Push in support for differentiated Math groups in K-5 supporting number sense
- **New ES Counselor!**
- **AoA Coaches**
- **School Wide Art Project K-5**

What intervention looks like in the classroom



Early Trimester 1 results indicate growth...



For students who identify as **Black/African American**

Fall Initial STAR Reading

T1 STAR Reading

Overall — Compared By: Primary Ethnicity — Filtered By: The Academy of Alameda Elementary and 1 more

	Fall Screening Window 21-22 ↓↑	ES End of Tri 1 21-22 ↓↑
At/Above Benchmark - Black	30%	40%
On Watch - Black	5%	
Intervention - Black	30%	25%
Urgent Intervention - Black	35%	35%

Early Trimester 1 results indicate growth...



For students who identify as **Latinx**

Fall Initial STAR Reading

T1 STAR Reading

Overall – Compared By: Primary Ethnicity – Filtered By: The Academy of Alameda Elementary and 1 more

	Fall Screening Window 21-22 ↓↑	ES End of Tri 1 21-22 ↓↑
At/Above Benchmark - Latinx	41.2%	60%
On Watch - Latinx	8.8%	8%
Intervention - Latinx	20.6%	20%
Urgent Intervention - Latinx	29.4%	12%

Early Trimester 1 results indicate growth...



For students who are currently classified as **Emerging Bilingual**

Fall Initial STAR Reading

T1 STAR Reading

Overall – Compared By: EL Status – Filtered By: The Academy of Alameda Elementary – Showing Currently Enrolled Students

	Fall Screening Window 21-22 ↕	ES End of Tri 1 21-22 ↕
At/Above Benchmark - English Language Learner	27.3%	36.8%
On Watch - English Language Learner	13.6%	31.6%
Intervention - English Language Learner	27.3%	21.1%
Urgent Intervention - English Language Learner	31.8%	10.5%



Levels Of Data

Middle School Data

Satellite and Map Data help point us in a more focused direction but don't tell the whole story

- Attendance and Discipline Data
- Reading and Math STAR scores
- Project Wayfinder screener
- Progress Grades

Street Data helps us target our approach

- MS Leadership equity learning walk
- ILT student empathy interviews
- Counseling and RJ work with students
- In-class formative and summative assessments



LEVEL 1 Satellite Data

Large grain size.

Illuminate patterns of achievement, equity, and teacher quality and retention.

Point us in a general direction for further investigation.



LEVEL 2 Map Data

Medium grain size.

Help us to identify reading, math, and other student skill gaps (e.g. decoding, fluency, fractions, etc.), or instructional skill gaps for teachers.

Point us in a slightly more focused direction.



LEVEL 3 Street Data

Fine-grain and ubiquitous.

- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.

- Require focused listening and observation.
- Inform and shape our next moves.

Satellite/Map Data

Discipline: 2 full-day suspensions; very low # of referrals

Attendance: 96.45%

STAR Reading

Level 4=16%/18%/17%

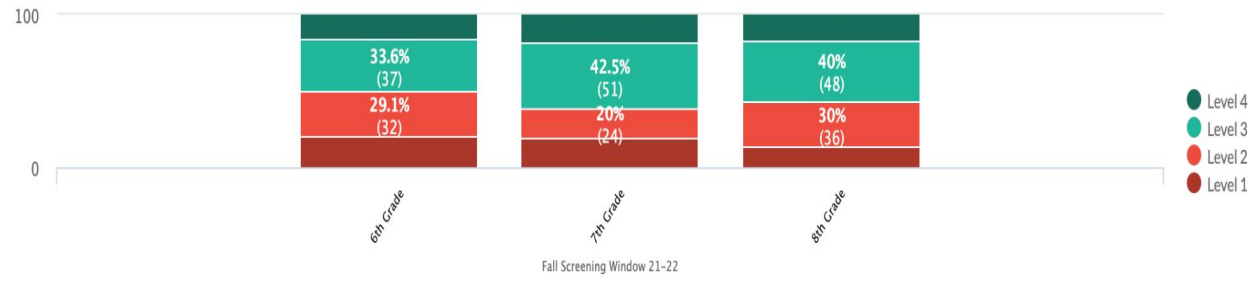
Level 1=21%/19%/13%

STAR Math

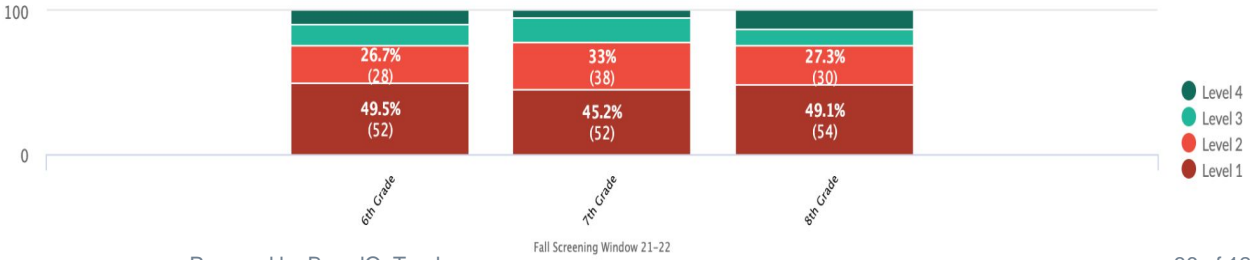
Level 4=8%/4%/13/5

Level 3=15%/17%/11%

Overall – Compared By: Current Grade Level – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students



Overall – Compared By: Current Grade Level – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students



Satellite/Map Data: Project Wayfinder Screener

Survey taken in first 30 days of school - 73% participation

How connected do you feel to the adults at your school?	
Not at all-Slightly: 45%	Somewhat-Extremely: 55%
Overall, how much do you feel like you belong at your school? (not all students answered)	
Do not belong at all-Belong a little bit: 24%	Belong Somewhat-Completely Belong: 61%
I feel safe to express my thoughts and opinions at school. (not all students answered)	
Strongly Disagree-Disagree: 48%	Neither Agree/Disagree-Strongly Agree: 46%

Satellite/Map Data: Progress Grades for mid-1 Trimester

48% total grades = A

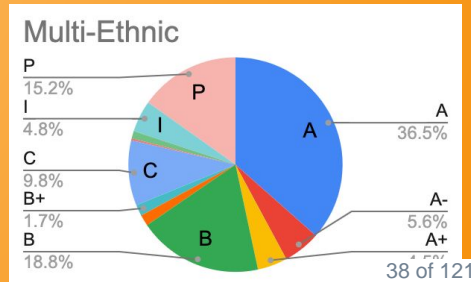
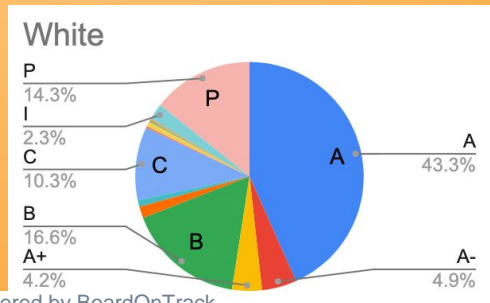
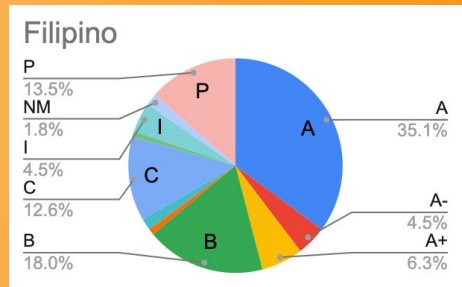
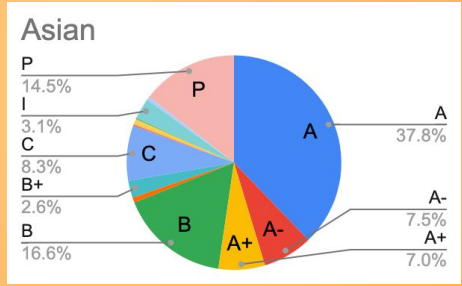
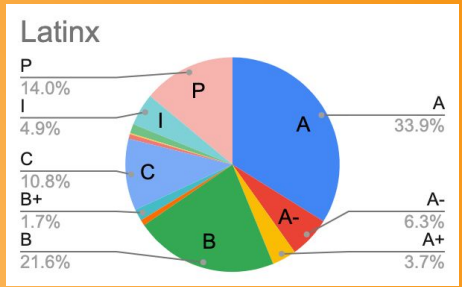
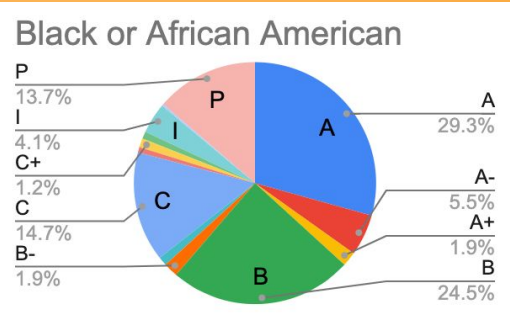
27% total grades = B

16% total grades = C

1% total grades = D

6% total grades = Incomplete

(Pass is in Tutorial class - not included in percentages above)



What can we learn from Satellite/Map Data?

Highlights

- Strong average daily attendance
- Decrease (from 2019-2020) in discipline incidents and suspensions
- Overall growth in STAR Reading from Fall 2020-Fall 2021
- Grading for Equity implementation success
 - Lower discrepancy in grades by primary ethnicity
 - Fewer students with Ds/Fs (or Incompletes)
 - Greater accuracy and clarity in grading policies and what grades mean
- Majority of students feel sense of belonging and connection to adults at school

What can we learn from Satellite/Map Data?

Areas for Growth - where do we need to deepen our data investigation?

- STAR Math scores have dropped from Fall 2020-Fall 2021
- STAR Reading and Math discrepancies when disaggregated by primary ethnicity and EL status
- 45% of students report not feeling connected to an adult/48% of students do not feel safe to express thoughts and opinions at school
- How are we supporting students with grades of C and below?

Street Data

Middle School Leadership Team Equity Learning Walk

- Teachers are skilled in content and responding to student needs
- Diversity in curriculum especially in Humanities
- Clarity and structure in the classroom
- Less student-student interaction/a lot of teacher talk time
- Lack of diverse visual representation in many classrooms

Instructional Leadership Team Student Empathy Interviews

- Students report being happy to be back in school and see AoA as a “good” school
- Students say they can learn at school and like their teachers
- Students say they feel safe to be themselves
- Students feel more sensitive to volume levels, tone, and peers
- Students have a hard time articulating how they learn

Addressing Needs and Next Steps

Math

- Tier 1 - work with Math Coach
- Intervention: Math Aides/Tutorial intervention (monitoring progress)

Literacy intervention

- Tier 1 - performance tasks and skills alignment
- Intervention: New curriculum successful so far (monitoring progress)

EL Support

- Area of high need - exploring new K-8 position

Teaching and Learning/Grading

- How are we making sure students can be independent learners by 8th grade graduation?
- Investigating grading systems that allow us to better articulate learning to students and families?
- Supporting teachers to provide diverse representation in curriculum and classrooms

School Culture

- How can we continue to support positive trends?
- How can we improve student belonging and sense of connection?

Special Education Data Sources

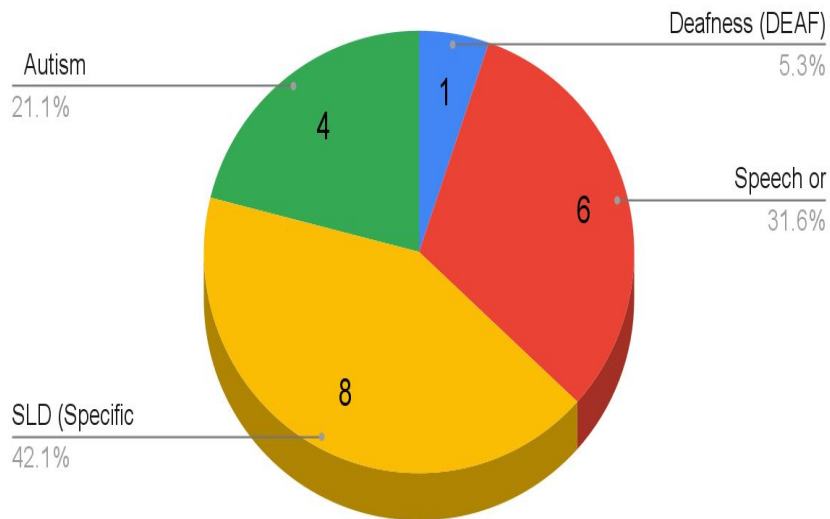
- Progress on IEP goals (end of trimesters)
- Grades (including work completion rates, feedback on assignments, scores on formative and summative assessments)
- Teacher, IA and Ed Specialist feedback
- STAR scores, CAASPP scores, scores on Eligibility review assessments (given every 3 years)

How many AoA students have IEPs?

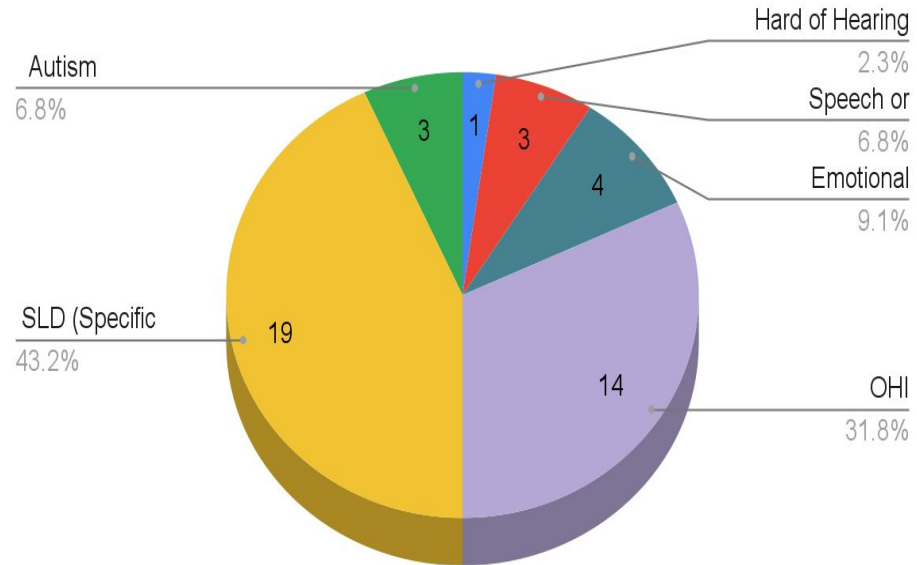
	AoA Elementary School	AoA Middle School	AUSD
% in Special education	7% , or 19 students (6 pending, potentially 9%)	12% , or 45 students (5 pending, potentially 13%)	12% (2020)
% socioeconomically disadvantaged (2020)	47% (49% 2021)	52% (58% 2021)	27% (2020)

Current Eligibility Areas

Elementary School Eligibility Categories, 2021



Middle School Eligibility Categories 2021



Range of student needs and services

	Elementary School	Middle School
Above 90% of school day in gen ed	74% (14 out of 19)	87% (39 out of 44)
Range in number of goals	Academic: 1 to 10 (most students have 5-6)	Academic: 2 to 9 (most students have 3-5)
Range in SAI service minutes	60 minutes weekly to 500 minutes weekly	30 minutes weekly to 600 minutes weekly
IA needs (changes yearly)	One student 1:1, Five extensive needs for push-in	Four students IAs in all classes, larger need for push-in,
Current number of students with behavior goals and/or plans	16 (2019-2020= 8) (2020-2021= 9)	3

Next Steps

Short term

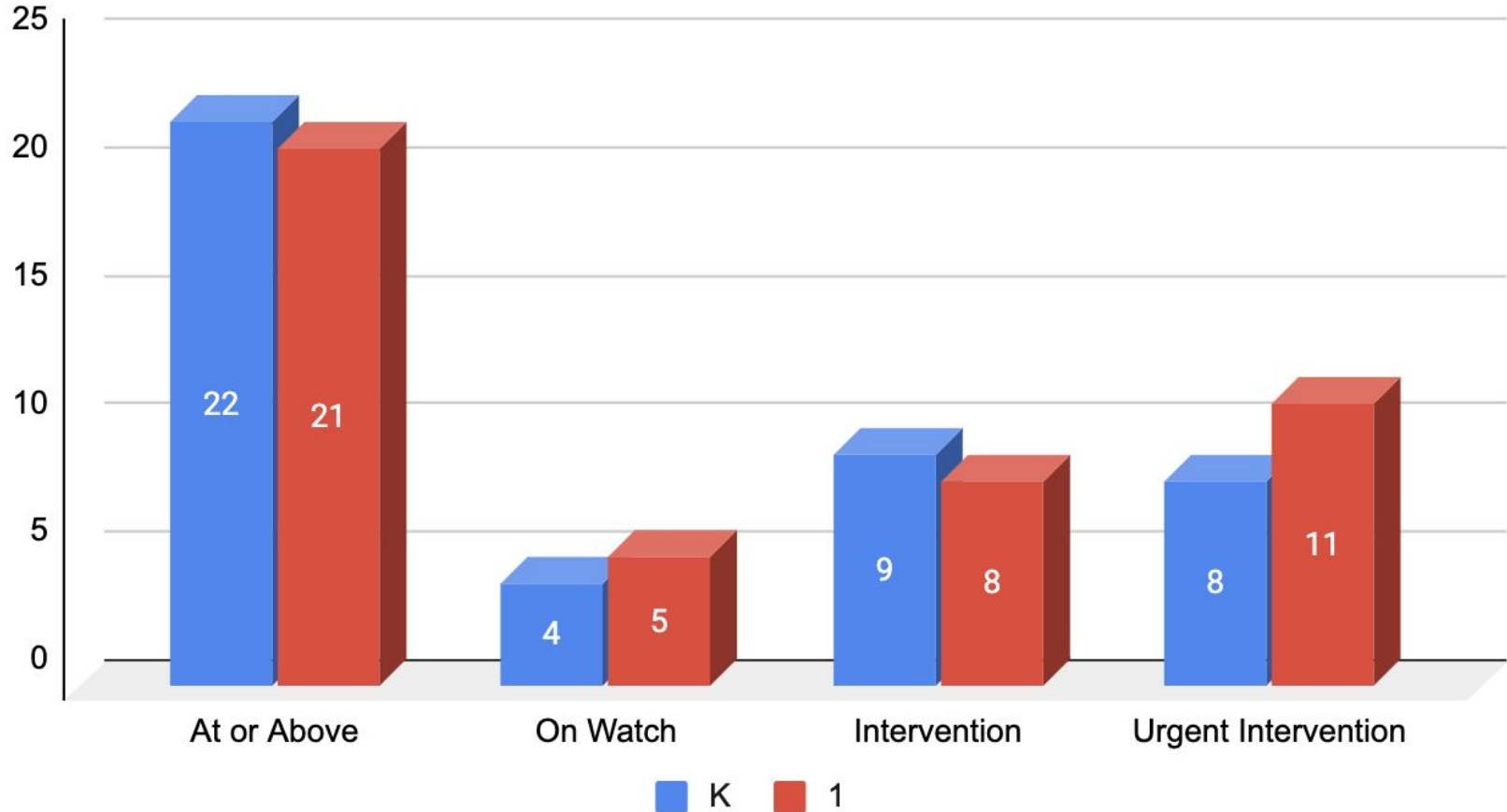
- Increasing our capacity to support students with IEPs who also have high behavior support needs
 - Hiring a Registered Behavior Technician to support creating, updating and implementing behavior plans
- Increasing Education Specialists capacity for intensive reading intervention
- Hire a School Psychologist (ES- 12 assessments; MS- 26; other duties)

Long term

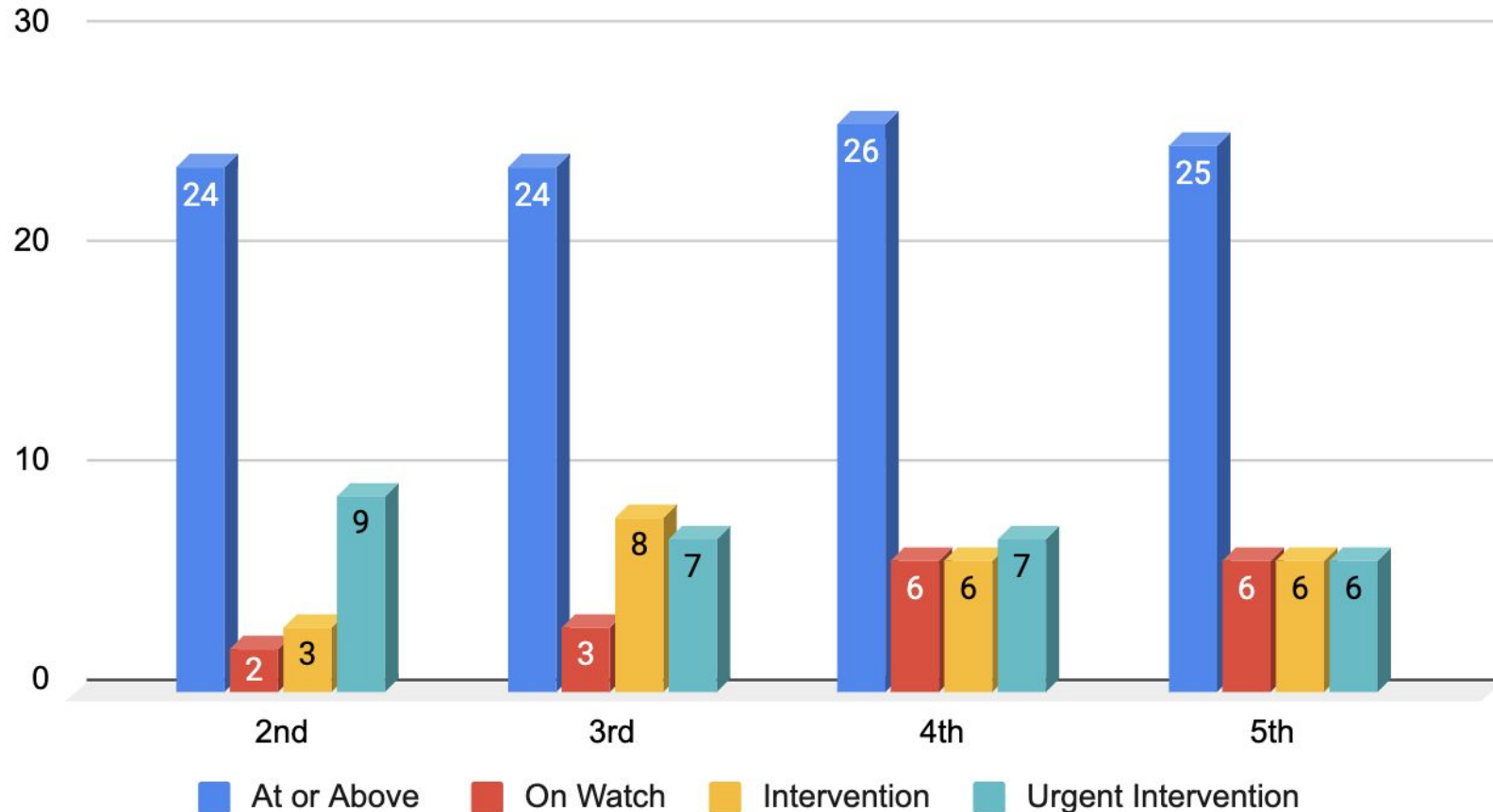
- Increasing familiarity/skill with modifying curriculum (both general education and special education teachers)
- Collaboration or Co-Teaching; inclusive model serving wider range of needs
- Increasing skill of Instructional Aides through training

Appendix: ES STAR Data

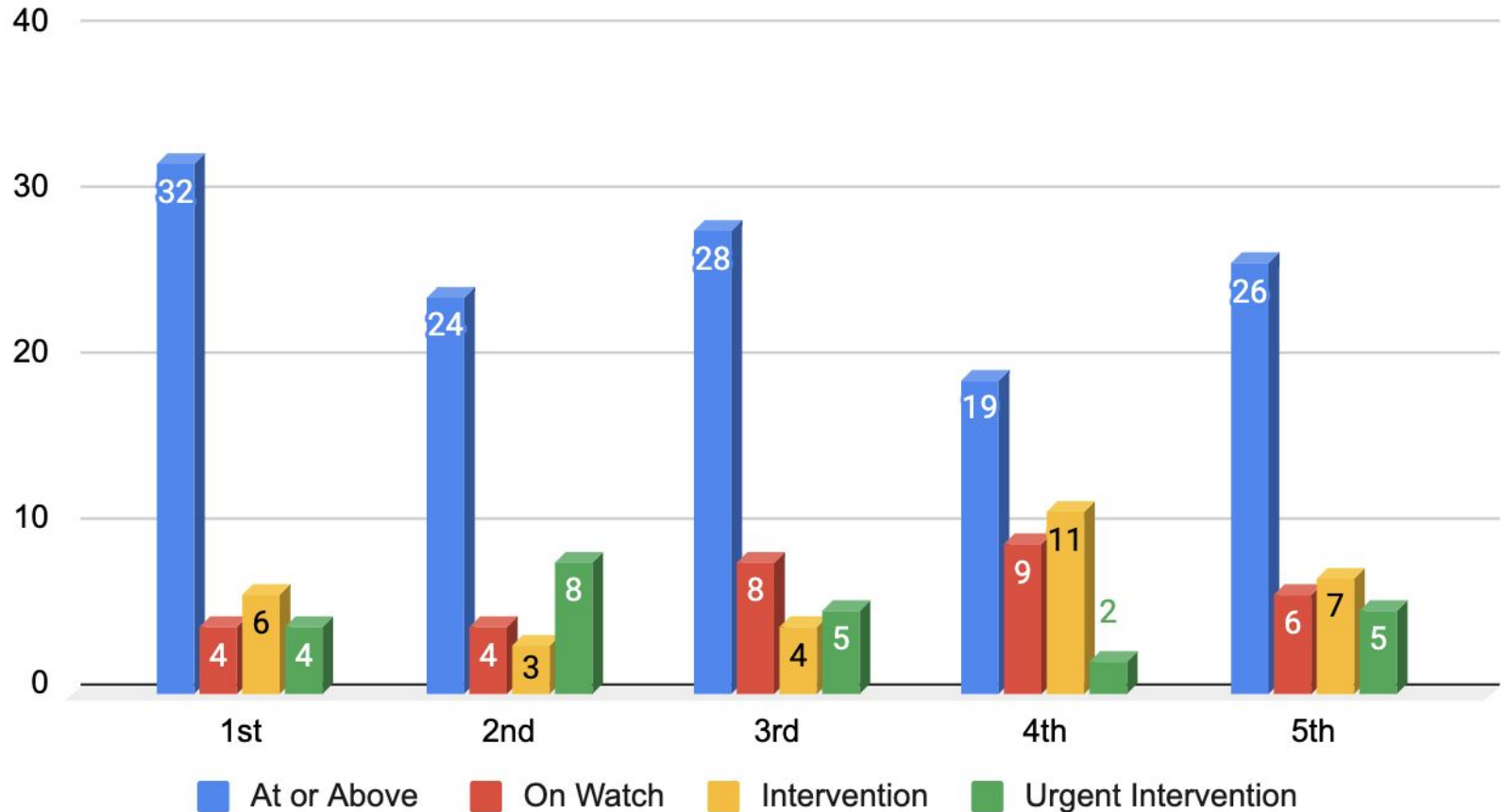
STAR Early Literacy Screener K-1st By Grade (Fall Initial)



STAR Reading Screener 2nd-5th By Grade (Fall Initial)



STAR Math Screener 1st-5th By Grade (Fall Initial)

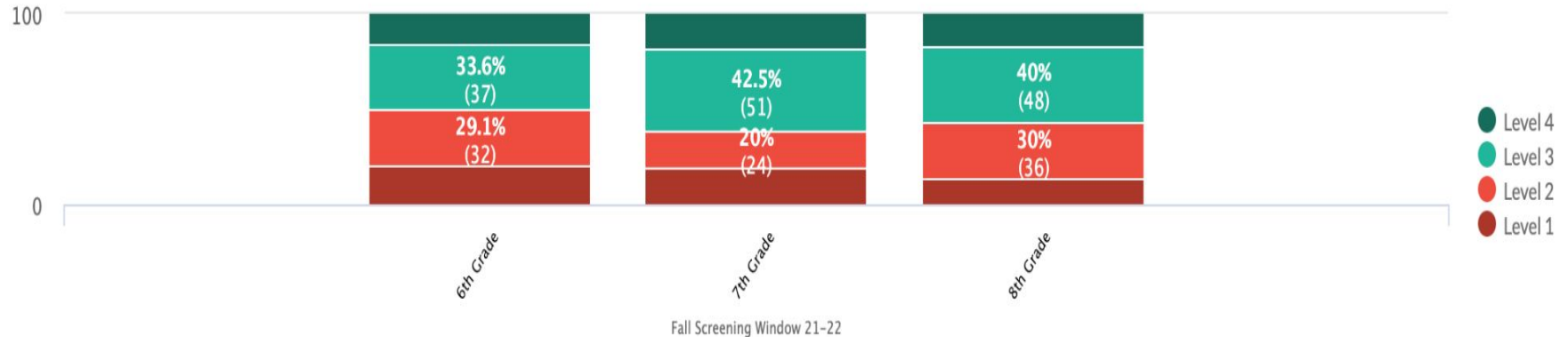


Appendix: MS STAR Data

STAR Reading Proficiency (based on state benchmark)

Fall 2021 by Grade Level

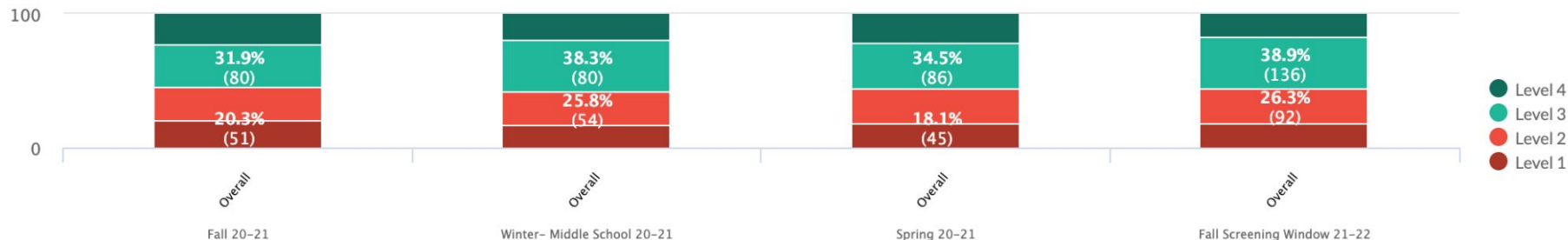
Overall – Compared By: Current Grade Level – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students



STAR Reading Proficiency (based on state benchmark)

6th-8th Fall 2020-Fall 2021

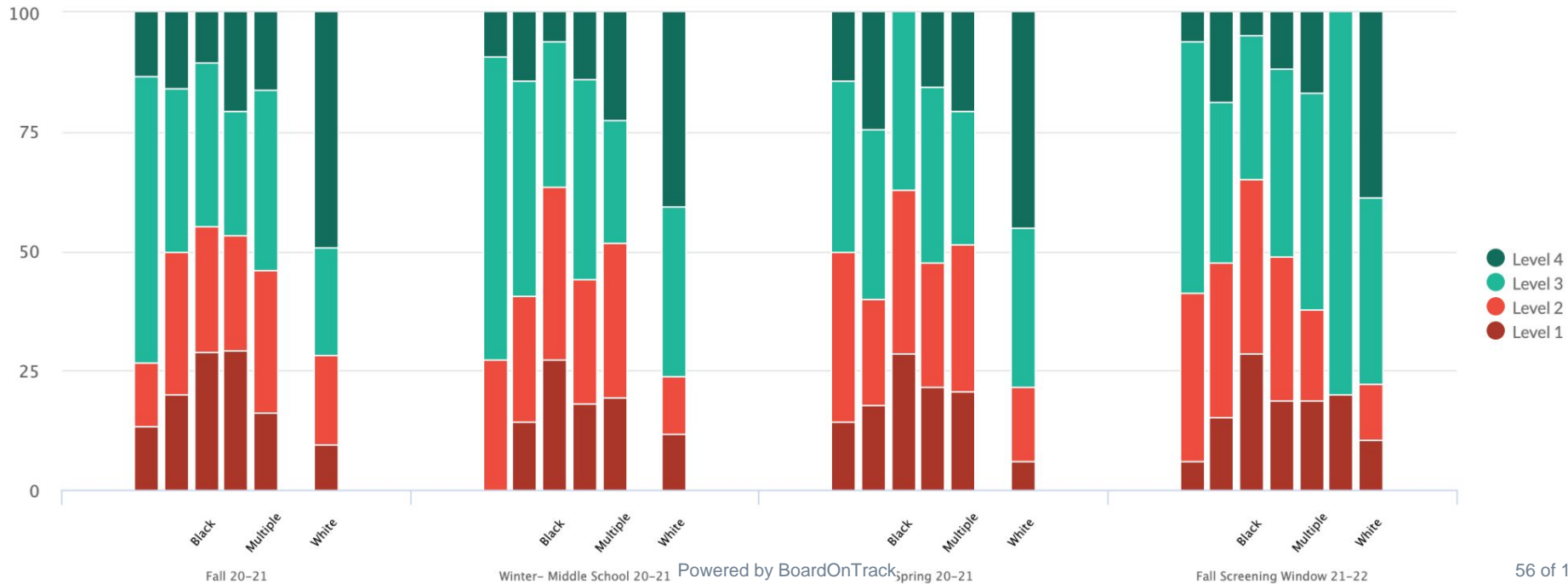
Overall – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students



STAR Reading Proficiency (based on state benchmark)

Fall 2020-Fall 2021 6th-8th primary ethnicity comparison

Overall – Compared By: Primary Ethnicity – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students



STAR Reading Proficiency (based on state benchmark)

Fall 2021: 6th-8th by EL Status

Overall – Compared By: EL Status – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students

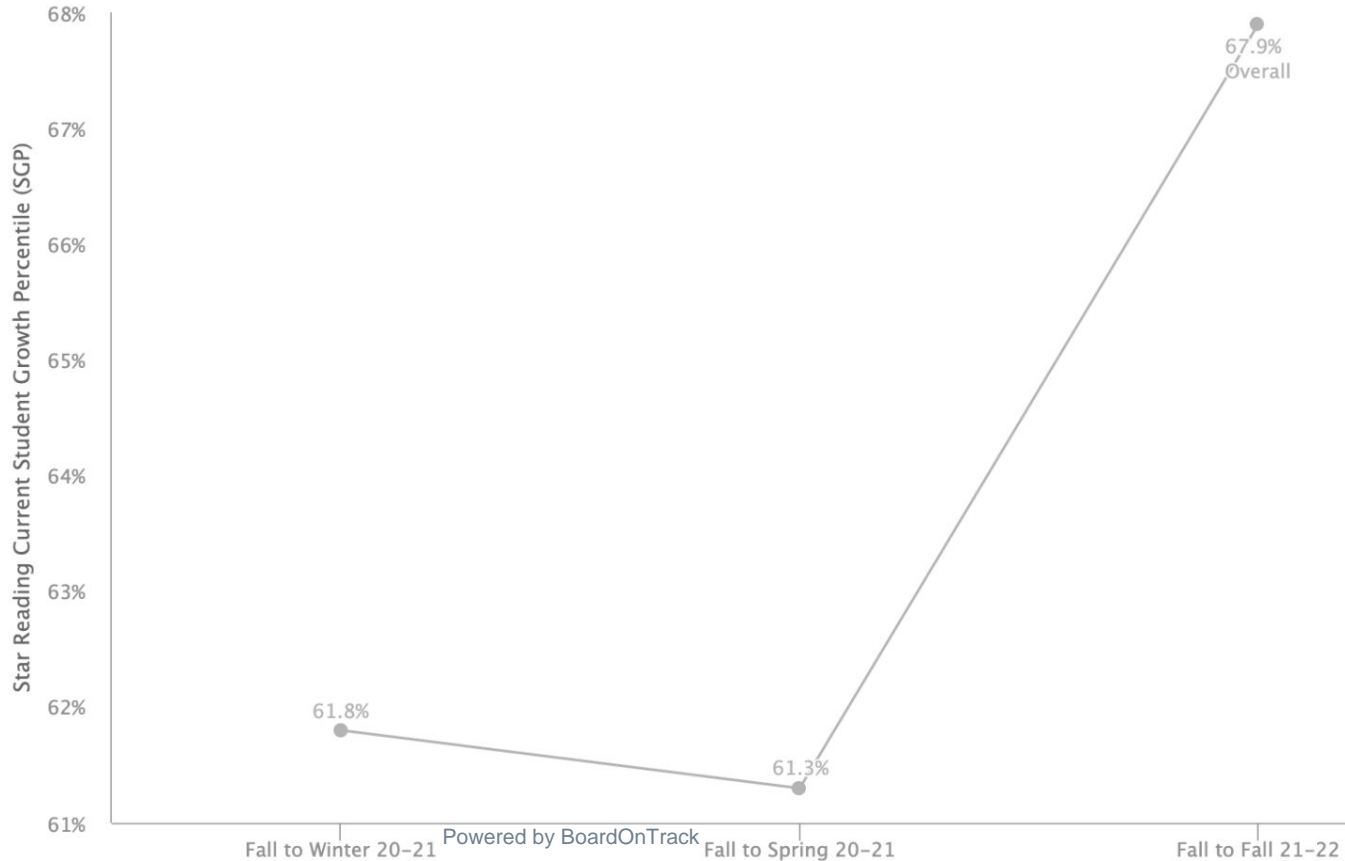


STAR Reading Growth Percentile: Fall 2020-Fall 2021 6th-8th

Filtered By: 6th Grade and 2 more — Showing Currently Enrolled Students

ADJUST DISPLAY
Click to hide or hover to highlight

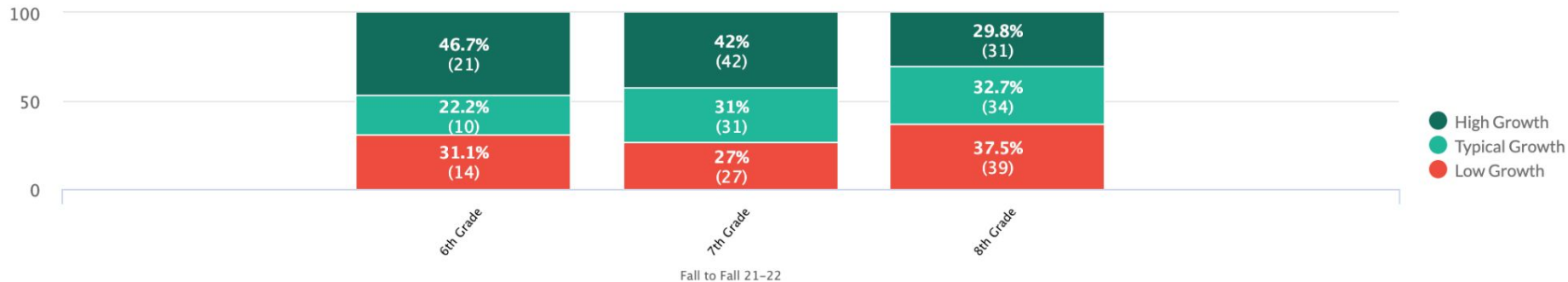
Overall



STAR Reading Growth Percentile

Fall 2021 by Grade Level

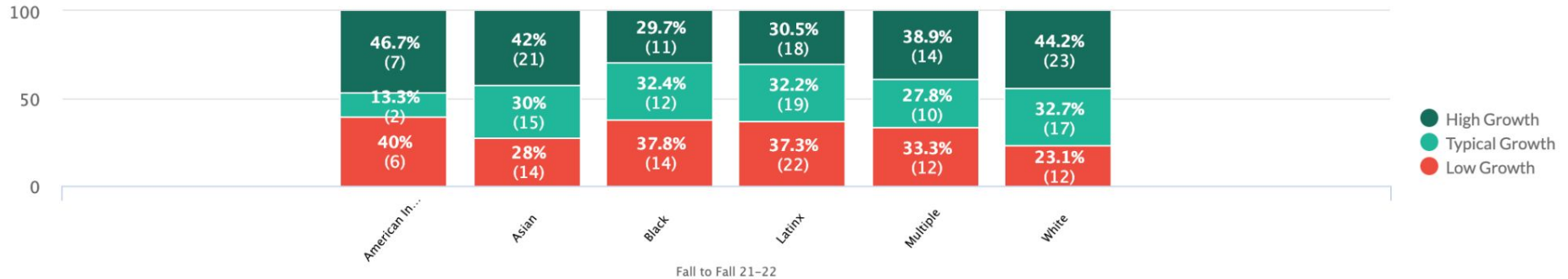
Compared By: Current Grade Level – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students



STAR Reading Growth Percentile

Fall 2021: 6th-8th Primary Ethnicity comparison

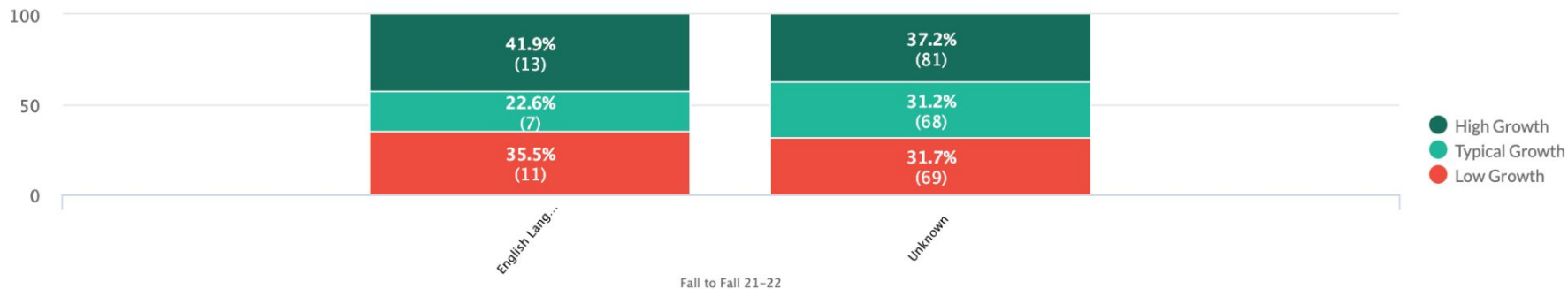
Compared By: Primary Ethnicity – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students



STAR Reading Growth Percentile

Fall 2021: 6th-8th by EL Status

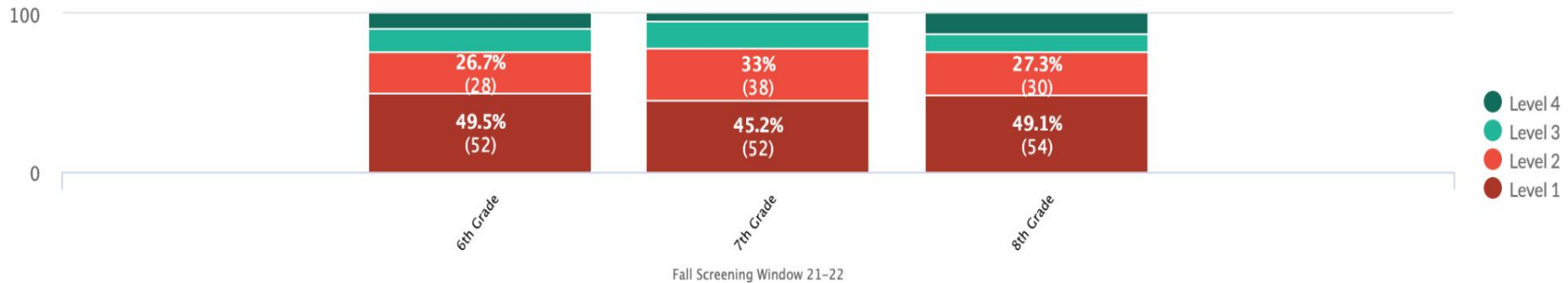
Compared By: EL Status – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students



STAR Math Proficiency (based on state benchmark)

Fall 2021 by Grade Level

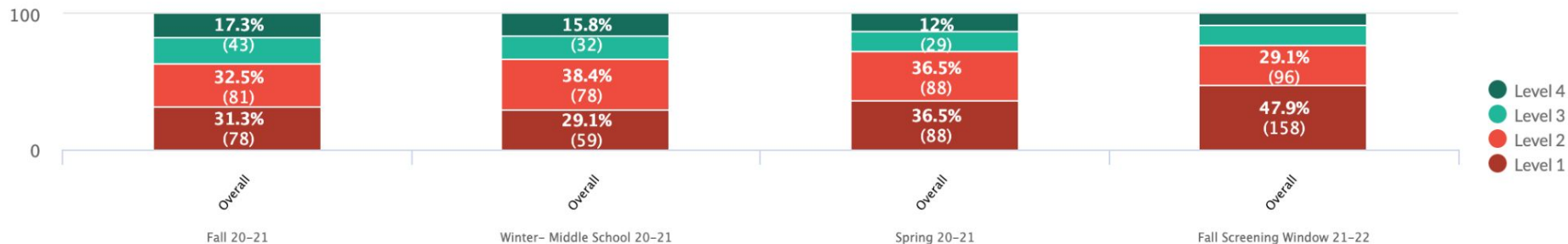
Overall – Compared By: Current Grade Level – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students



STAR Math Proficiency (based on state benchmark)

6th-8th Fall 2020-Fall 2021

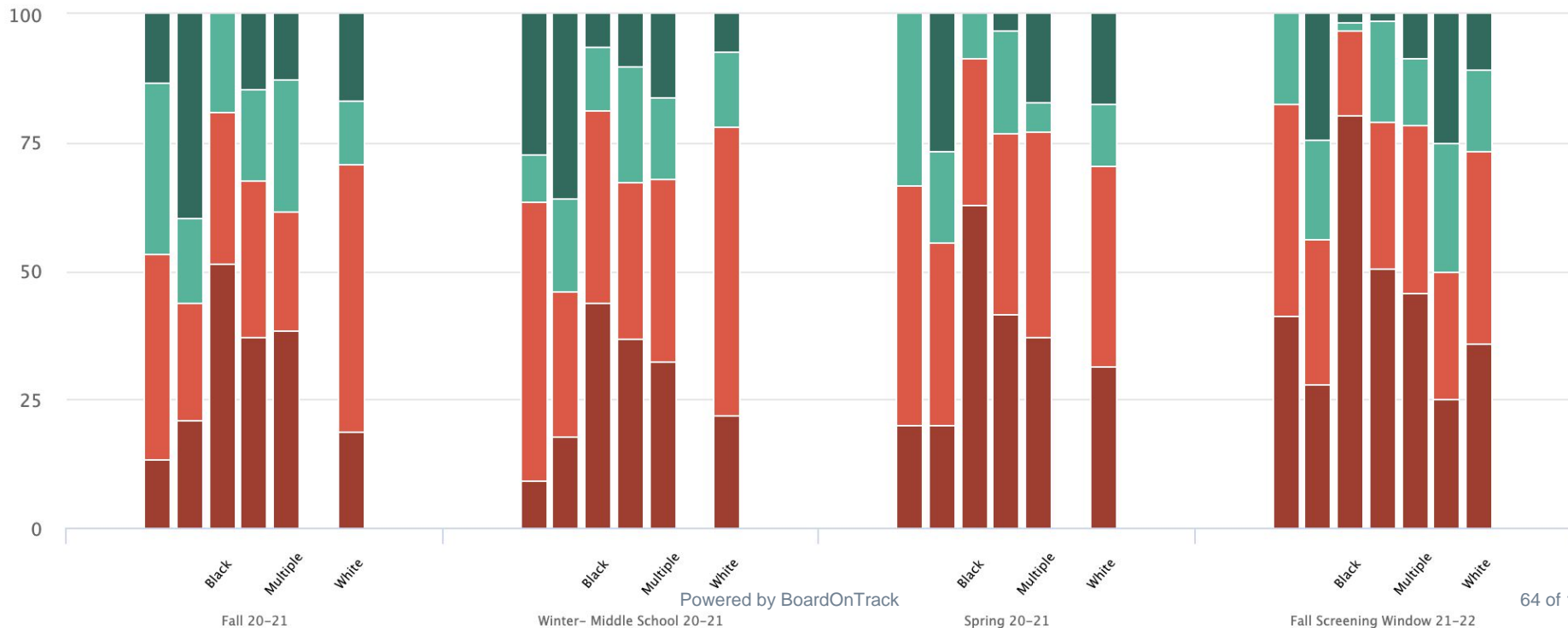
Overall – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students



STAR Math Proficiency (based on state benchmark)

Fall 2020-Fall 2021 6th-8th primary ethnicity comparison

Overall – Compared By: Primary Ethnicity – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students



STAR Math Proficiency (based on state benchmark)

Fall 2021: 6th-8th by EL Status

Overall – Compared By: EL Status – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students

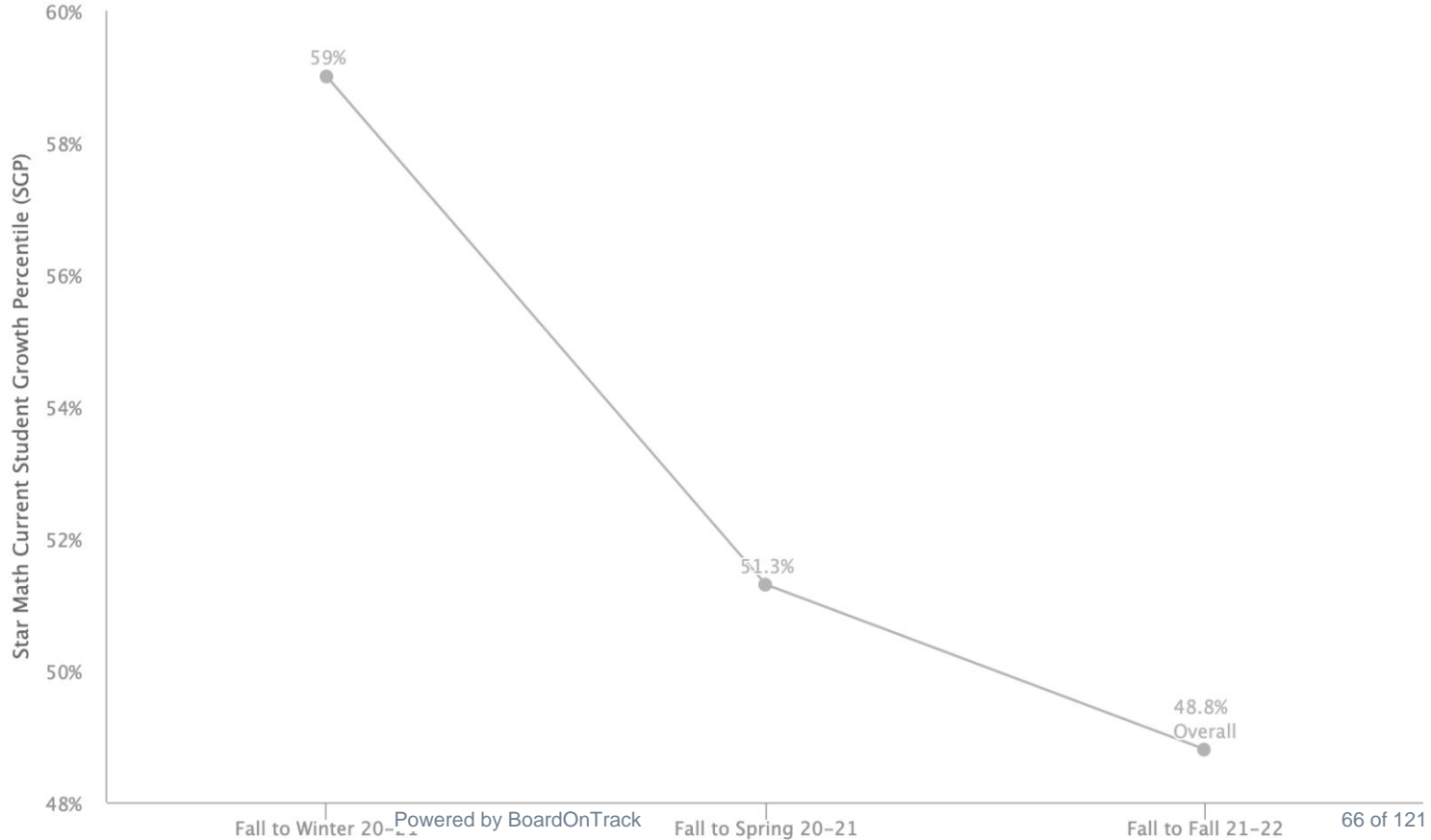


STAR Math Growth Percentile: Fall 2020-Fall 2021 6th-8th

Filtered By: 6th Grade and 2 more — Showing Currently Enrolled Students

ADJUST DISPLAY
Click to hide or hover to highlight

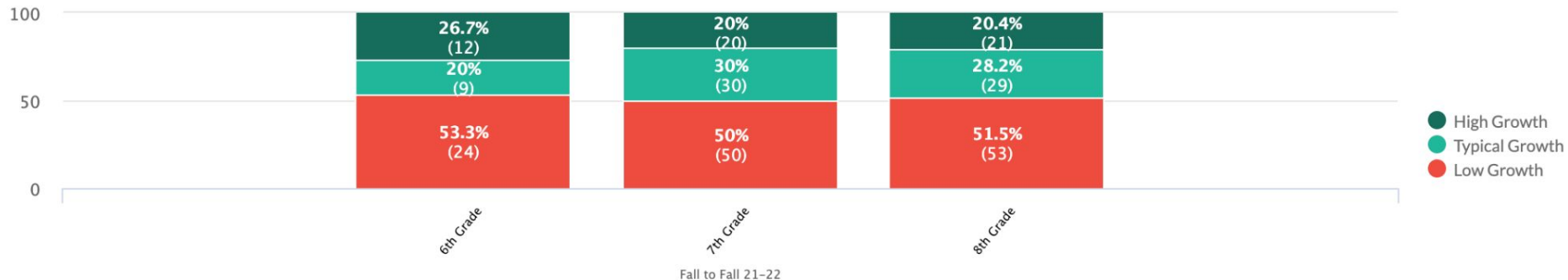
Overall



STAR Math Growth Percentile

Fall 2021 by Grade Level

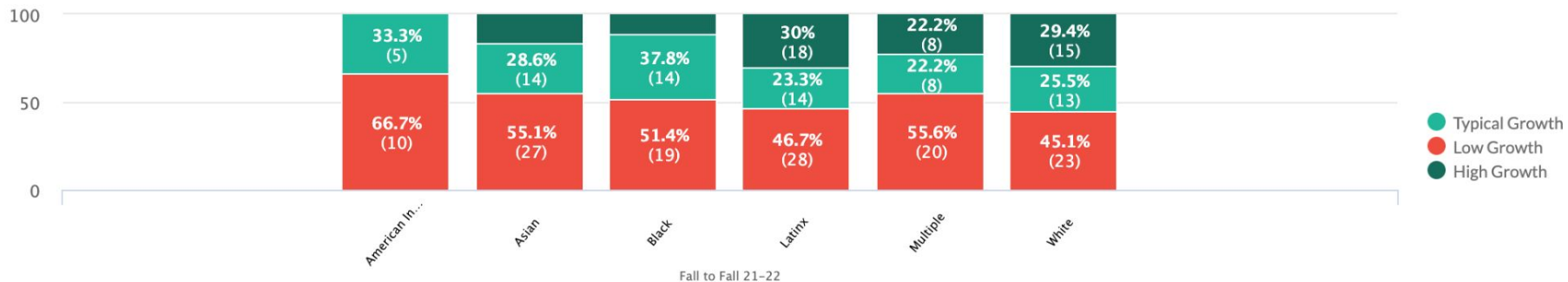
Compared By: Current Grade Level – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students



STAR Math Growth Percentile

Fall 2021: Primary Ethnicity comparison

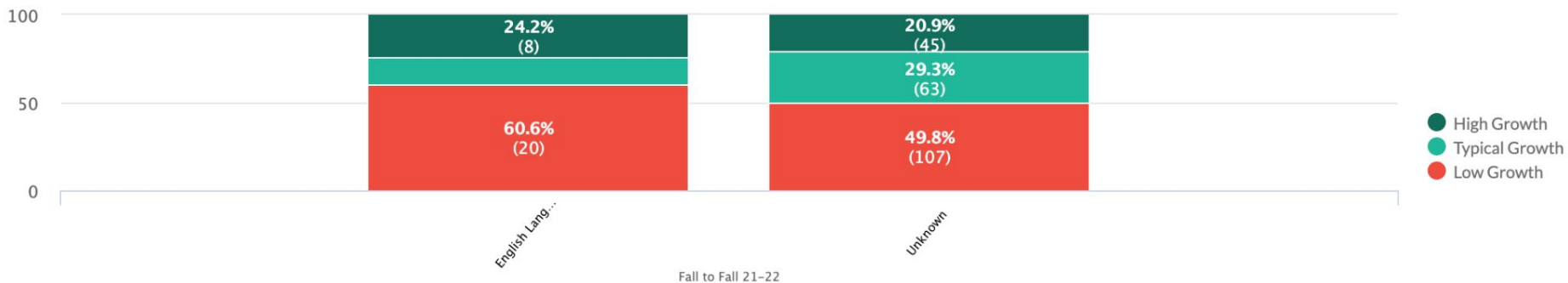
Compared By: Primary Ethnicity – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students



STAR Math Growth Percentile

Fall 2021: EL Status comparison

Compared By: EL Status – Filtered By: 6th Grade and 2 more – Showing Currently Enrolled Students



Cover Sheet

Campus and Student Safety Search Policy

Section:	IV. Action Items
Item:	A. Campus and Student Safety Search Policy
Purpose:	Vote
Submitted by:	
Related Material:	Student and Campus Safety Search Policy (2).pdf Student and Campus Safety Search Policy Proposal.pdf



The Academy of Alameda

A K-8 Public Charter School Organization

Student and Campus Safety Search Policy

Statement of Findings

The Academy of Alameda (“AoA”) recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or AoA’s rules and regulations, jeopardizes the health, safety and welfare of students and AoA employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, The academy of Alameda adopts this Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Definitions

“*Reasonable Suspicion*” means a sufficient probability that the search will reveal evidence the student has violated or is violating the law or AoA’s rules and regulations. Certainty is not required. Articulate facts must support a school official’s reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

§ A "violation of either the law or AoA’s rules and regulations” includes, but is not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in AoA’s rules or regulations.

“Personal electronic device” means a device that stores, generates, or transmits information in electronic form, and is not owned or otherwise loaned to the student by Charter School.

Notice

Written notice of this Policy shall be provided to students and their parents and/or guardians at the start of each school year and/or upon enrollment during the school year. A summary of this Policy shall also be placed in the Student Handbook and other materials, as appropriate, to be disseminated by The Academy of Alameda to students, parents and/or guardians and AoA’s School employees. The Executive Director or designee shall ensure that AoA staff who conduct student searches receive training regarding the requirements of this policy and other applicable law as appropriate.

Student Searches

An AoA administrator (or designated employee), along with a member of the Restorative Justice Team, may conduct a reasonable search of a student’s person and/or personal effects (e.g., desks, purses, backpacks, school-owned computers) if a school administrator has reasonable suspicion that the student is engaged in or has engaged in illegal activity or a violation of AoA’s rules and regulations. Whether a search is reasonable depends on the context within which a search takes place

The search of a student and/or of their personal effects must be:

Justified at its Inception: There are reasonable grounds for suspecting the search will turn up evidence that the student is violating or has violated the law or The Academy of Alameda’s rules. Articulable facts must support an administrator’s reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch; and

Reasonable in Scope: The measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Searches of Private Electronic Devices

A student’s personal cell phone, smartphone, or other personal electronic device shall not be searched by Charter School officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any *situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device*. If a staff member has a good faith belief that the device is lost, stolen, or abandoned, the staff member may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

Nothing in this Policy prohibits AoA from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of AoA's rules or regulations.

Required Conduct of Searches

Additionally, any search of a student and/or of their personal effects shall be:

1. Conducted in the presence of at least two (2) administrators or designated personnel including a trusted adult whenever possible
2. Conducted out of the presence of other students to maintain student confidentiality
3. Conducted in a manner that does not involve:
 - a) Conducting a body cavity search of a student manually or with an instrument; or
 - b) Removing or arranging any or all of the clothing of a student to permit visual inspection of the underclothing, breast, buttocks, or genitalia of the student.

Documented by keeping a log of the search methods as well as a written description and/or pictures of any prohibited or illegal items ultimately seized as a result of the search.

Student Use Areas

Student use areas, including, but not limited to, instructional and recreational space, are considered AoA property and remain at all times under the control of AoA. Periodic general inspections of instructional space and other areas of the school may be conducted by AoA officials at any time without notice.

Lockers

Student lockers are school property and remain at all times under the control of AoA. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials.

The acceptance and use of locker facilities on AoA's campus by any student shall constitute consent by the student to the search of such locker facilities by authorized AoA personnel and/or law enforcement. Inspections of lockers may be conducted by AoA personnel and/or law enforcement.

Seizure of Illegal, Unauthorized, or Contraband Materials

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition.

Consequences

If illegal, unauthorized or contraband materials are discovered during a search, including but not limited to searches conducted by AoA administrators, AoA will impose consequences in accordance with its restorative policies and procedures. AoA will use restorative justice principles and practices to address violations whenever possible and appropriate before imposing more punitive consequences. AoA administrators shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

Video Surveillance and Other Recording Devices

AoA may utilize video surveillance devices in all common areas of the school campus including, but not limited to, outdoor spaces, entrances and exits, parking lots, stairwells, hallways, classrooms, the main office, school buses, and any other commonly used spaces. AoA shall not utilize video surveillance devices in private spaces such as restrooms and locker rooms. AoA intent and purpose in utilizing video surveillance devices is to ensure student and staff health, welfare, and safety in order to maintain safe and orderly conduct throughout the school day.

AoA shall not use audio recording where there is an expectation of privacy without prior consent of all parties subject to recording. Students, staff, parents, and other members of the public are similarly prohibited from audio recording on AoA's campus without prior consent. This policy does not prohibit AoA from recording classes as needed for student achievement nor any other permissible audio recording by AoA otherwise provided under the law.

Video surveillance recordings are not considered student education records unless the recording is maintained and (1) intended for use in a disciplinary action or proceeding, (2) depicts an activity that shows a student violating the law, (3) shows a student getting injured, attacked, victimized, ill, or having a health emergency, (4) contains personally identifiable information from a student's educational record. A video surveillance recording is not considered a student's education record when the student's image is incidental to the activity shown in the recording or when the student is participating in a public activity.

AoA shall comply with all state and federal law regarding access to, review, and disclosure of student records, including Family Educational Rights and Privacy Act (FERPA). This includes compliance with lawful requests under the California Public Records Act, from law enforcement and other appropriate agencies. The Academy of Alameda will evaluate the legality of any requests in advance of disclosure and will comply with all notice requirements under FERPA.

Adopted: [INSERT DATE], 2021

Updated: [INSERT DATE]



Student and Campus Safety Search Policy Proposal

Presentation to AoA's Board
October 28 2021



Overview

- The Board initially rejected passage of the Student and Campus Safety Plan as it contained objectionable language that was not consistent with Aoa's values and mission
- The Executive Director met with two Board members to revise the policy based on feedback from other Board members and staff
- The Executive Director sent the revised policy to Young Minney & Corr (YM&C) for further review including its recommendation regarding one main question: Did AoA administrators need to contact the police if illegal materials were discovered in a search including contraband even if they were so minor as to not pose a threat to the safety and well-being of our school community
- YM&C cited Education Code (48902 c) that explicitly states that the police must be notified if illegal materials are found in a search.
- Language consistent with that recommendation is included in the new proposed policy

Revisions to the original policy brought to the Board include:

- We removed reference to canine searches
- We changed the name of the policy from the Campus Search and Seizure Policy to the Student and Campus Safety Search Policy
- We removed the following passage: The Charter School official must assess the reliability of the student or person providing the information, the degree of danger to others, and the immediacy of the need for a search.
- We added that a search must be made by two people including a member from the restorative team (not at least one person)
- We took out the term imposed discipline and added that restorative strategies would be used
- Under **Notice**, we added The Executive Director or designee shall ensure that AoA staff who conduct student searches receive training regarding the requirements of this policy and other applicable law as appropriate.

Proposal to AoA's Board Of Directors

Proposal: The Academy of Alameda Board of Directors adopts the Student and Campus Safety Search Policy

Cover Sheet

Elementary School ESSER III Expenditure Plan and ESSER III Plan Overview Presentation

Section: IV. Action Items
Item: B. Elementary School ESSER III Expenditure Plan and ESSER III Plan Overview Presentation
Purpose: Vote
Submitted by:
Related Material: AoA Elementary Plan 2021_ESSER_III_Expenditure_Plan_.pdf
ES_MS ESSER III EXPENDITURE PLAN.pdf

ESSER III Expenditure Plan

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

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Our 2021/22 LCAP Plan	AoA's Website: aoaschools.org under Our Board - Public Information and Accountability
2021 Safe Return to In-person Instruction and Continuity Plan	AoA's Website: aoaschools.org under Our Board - Public Information and Accountability

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

25,928

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	280,218
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	70,055
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

350,273

Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

It has been even more critical over the past 1 ½ years because of the challenges faced by our community during the pandemic, to receive input from all of our main stakeholder groups - students, staff, (our Board) and our families. That input helped us shape our return to school plan last Spring and significantly impacted our LCAP Plan which focused on strategies and actions to address student learning loss including more opportunities for students to engage in deep learning opportunities deeply, and a comprehensive plan for the safe return to onsite learning and instruction for all students and staff. In addition to ongoing surveys sent to all three groups that asked for specific feedback regarding our health and safety protocols, we provided ongoing opportunities to staff during weekly professional development meetings to both provide intentional feedback (in large and small focus groups) specific to existing plans and to shape the 2021/22 plan to return to full-day, in-person learning. Equally important was staff input that resulted in creating an effective instructional plan to assess students’ current learning levels especially in math and reading upon their return this fall, as well as their social emotional status. Because we assessed students throughout the 2020/21 school year, we knew that we had to increase services to address learning loss as well as increased needs for social emotions and mental health support.

Our Families:

In addition to surveying families and holding town hall meetings, we held two formal parent advisory committee Zoom workshops with advisory committee members that included representatives of our English Learner Advisory Committee. We also held a meeting on June 17 for all families to get final input into our 2021/22 LCAP - which again - focused on both a safe return to school this fall and the incorporation of increased services to address learning loss and to support students' social emotional well being. One of our highest ratings cited by parents from our parent/guardians satisfaction survey results was the level of two-way communication that existed between home and school and parents ability to provide input to school leaders.

A description of how the development of the plan was influenced by community input.

The input that we received from The Academy of Alameda Elementary School community significantly influenced our ESSER III Expenditure Plan that both addresses lost instructional time and the strategies that we incorporated for continuous and safe in-person learning. The input from all stakeholder groups was fairly consistent. All expressed concerns (although at various levels) about returning to school fully in-person in the Fall - especially as many students learned from home virtually for the entire 2020/21 school year and both parents and staff wanted expressed their concerns around the loss instructional time that occurred last year - even while we continually received high marks from our stakeholders regarding both our distance-only plan and hybrid learning plans that incorporated on-site and virtual learning. Our stakeholder groups were equally and sometimes even more concerned that our plan include strategies to effectively address our students social emotional well-being and mental health. While the overall plan to address both areas is more comprehensive, we utilized resources gained from ESSER III to focus on the following actions.

- We hired additional mental health counselors and student support staff to provide students with increased mental health support services. This includes hiring a full-time Mental Health Clinician (an increase of .6 FTE), and a dedicated K-5 School Counselor. Support staff included adding additional supervision personnel and instructional assistants for small group instruction for targeted intervention - especially in math and literacy.
- We purchased additional COVID safety supplies and increased custodial services (disinfectants, soap, etc.) to be used by our custodial company to clean the campus continually through the day and to more deeply clean it at night. We also purchased large canopies and additional lunch tables to build our capacity to have student eat outdoors during breaks, lunch, and after school.
- We increased instructional coaching staff to provide support to teachers to increase differentiation to meet diverse learning needs and to implement intervention programming in math.
- We purchased additional Chromebooks so that we have one for each student

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

280,218

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #2, Action #4	Student Mental Health Support	Hire additional mental health counselors and student support staff to provide students with increased mental health supports, including a Mental Health Clinician, and a dedicated ES School Counselor	226846
	Student Health Support	Purchase additional COVID safety supplies	38400
	Classroom Supplies/Additional Technology	Purchase additional supplies for spaces to promote COVID safety, such as desks, tent canopies, group tables, etc.	14972

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

70055

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 1	Instructional Coach	Increase instructional coaching staff to provide support to teachers to increase differentiation to meet diverse learning needs and to implement intervention programming in Math.	16031
LCAP Goal 1	SPED Contractors	Increase SPED support through contractors.	6000
	Computers/Technology	Increase funds to purchase chromebooks, headphones, to move towards a 1:1 blended learning model, integrating the use of educational applications that support curriculum during differentiated blocks.	48024

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

N/A - We allocated all ESSER III funds

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and

expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>We hired additional mental health counselors and student support staff to provide students with increased mental health support services. This includes hiring a full-time Mental Health Clinician (an increase of .6 FTE), and a dedicated K-5 School Counselor.</p>	<p>The COST team meets to discuss students on an ongoing basis, and collaborates on best practices and individualized strategies that meet the socio emotional need of the students. Students needs are tracked to ensure that progress is being made.</p>	<p>Bi-weekly COST meetings and counseling meetings, as well as 1:1 check-ins between the Elementary School Principal and counselors.</p>
<p>We hired a a part-time math coach and Reading Instructional Assistants.</p> <p>Additionally, we increased our instructional coaching staff to provide support to teachers to increase differentiation to meet diverse learning needs and to implement intervention programming in Math and ELA, as well as ELD support.</p>	<p>We will utilize STAR reading and math tests every trimester a year to establish a baseline and refer students to intervention, evaluate student growth, and continue to adjust intervention programming to meet student needs. Our teachers also utilize regular formative and summative assessments, as well as curriculum based assessments to provide students opportunities to learn, reflect, and grow their skills.</p> <p>Our teachers meet in both grade level teams and across content areas to collaborate around students and curricular best practices.</p>	<p>STAR reading and math testing every trimester, and weekly or more frequent in-class formative assessments.</p>

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

ES/MS ESSER III EXPENDITURE PLAN

PRESENTATION TO AoA BOARD
10/28/21

ESSER III Expenditure Plan Overview

- Charter School, County Office of Education, and Districts that received ESSER III Elementary and Secondary School Emergency Relief (ESSER III) funds are required to create an expenditure plan.
- AoA Instructional Leaders and the Executive Director met with our EdTec Client Managers to decide how to best allocate funds to address:
 - **The successful implementation of continuous and safe in-person learning and**
 - **The impact of lost instructional time**
- Our ESSER III funds are being used along with other state and federal funds to invest in strategies that address the academic success and social well-being of students - all whom have been impacted by the pandemic to varying degrees.

How Our Schools USED ESSER III Federal Funding (ES)

Our Elementary School used ESSR III funding to invest in resources/support staff including:

- Additional mental health supports (Counselor, additional mental health counseling (increase FTE of our Mental Health Clinician)
- Equipment (Canopies and lunch benches) and supplies that allow for outdoor eating and increased distances between student while eating at lunch and breaks
- Additional technology
- Math coaching to support teachers implementation of math intervention strategies

How Our Schools USED ESSER III Federal Funding (MS)

Our Middle School used ESSR III funding to invest in resources/support staff including:

- Hire additional mental health counselors and student support staff to provide students with increased mental health supports.
- Purchase additional Chromebooks and other classroom technology to support classroom Tier 1 and 2 instruction in the classroom. Provide IT support for classroom technology.
- Purchase additional COVID safety supplies and custodial staff support to prevent spread of COVID-19 to allow for safe in-person learning.
- Increase instructional coaching staff to provide support to teachers to increase differentiation to meet diverse learning needs and to implement intervention programming in math.
- Purchase additional reading and math intervention curriculum for Tier 2 and 3 intervention small groups and classes

Proposals to AoA Board

Proposal 1: The Academy of Alameda Board votes yes on adopting the elementary school's ESSER III Funding Plan

Proposal 2: The Academy of Alameda Board votes yes on adopting the middle school's ESSER III Funding Plan

Cover Sheet

Middle School ESSER III Expenditure Plan

Section: IV. Action Items
Item: C. Middle School ESSER III Expenditure Plan
Purpose: Vote
Submitted by:
Related Material:
The Academy of Alameda 2021 ESSER III Expenditure Plan.pdf

ESSER III Expenditure Plan

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

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Our 2021/22 LCAP Plan	AoA's Website: aoaschools.org under Our Board - Public Information and Accountability
Our 2021 Safe Return to In-person Instruction and Continuity Plan	Our 2021 Safe Return to In-person Instruction and Continuity Plan

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

46,119

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	486,740
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	136,315
Use of Any Remaining Funds	

Total ESSER III funds included in this plan

623,055

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

It has been even more critical over the past 1 ½ years because of the challenges faced by our community during the pandemic, to receive input from all of our main stakeholder groups - students, staff, (our Board) and our families. That input helped us shape our return to school plan last Spring and significantly impacted our LCAP Plan which focused on strategies and actions to address student learning loss including more opportunities for students to engage in deep learning opportunities deeply, and a comprehensive plan for the safe return to onsite learning and instruction for all students and staff. In addition to ongoing surveys sent to all three groups that asked for specific feedback regarding our health and safety protocols, we provided ongoing opportunities to staff during weekly professional development meetings to both provide intentional feedback (in large and small focus groups) specific to existing plans and to shape the 2021/22 plan to return to full-day, in-person learning. Equally important was staff input that resulted in creating an effective instructional plan to assess students' current learning levels especially in math and reading upon their return this fall, as well as their social emotional status. Because we assessed students throughout the 2020/21 school year, we knew that we had to increase services to address learning loss as well as increased needs for social emotions and mental health support.

Our Families:

In addition to surveying families and holding town hall meetings, we held two formal parent advisory committee Zoom workshops with advisory committee members that included representatives of our English Learner Advisory Committee. We also held a meeting on June 17 for all families to get final input into our 2021/22 LCAP - which again - focused on both a safe return to school this fall and the incorporation of increased services to address learning loss and to support students' social emotional well being. One of our highest ratings cited by parents from our parent/guardians satisfaction survey results was the level of two-way communication that existed between home and school and parents ability to provide input to school leaders.

A description of how the development of the plan was influenced by community input.

The input that we received from The Academy of Alameda Middle School community significantly influenced our ESSER III Expenditure Plan that both addresses lost instructional time and the strategies that we incorporated for continuous and safe in-person learning. The input from all stakeholder groups was fairly consistent. All expressed concerns (although at various levels) about returning to school fully in-person in the Fall - especially as many students learned from home virtually for the entire 2020/21 school year and both parents and staff wanted expressed their concerns around the loss instructional time that occurred last year - even while we continually received high marks from our stakeholders regarding both our distance-only plan and hybrid learning plans that incorporated on-site and virtual learning. Our stakeholder groups were equally and sometimes even more concerned that our plan include strategies to effectively address our students social emotional well-being and mental health. While the overall plan to address both areas is more comprehensive, we utilized resources gained from ESSER III to focus on the following actions.

- We purchased additional COVID safety supplies and custodial staff support to prevent spread of COVID-19 to allow for safe in-person learning.
- We purchased additional Chromebooks and other classroom technology to support classroom Tier 1 and 2 instruction in the classroom. We purchased additional IT support for classroom technology.
- We hired an additional mental health counselors and student support staff to provide students with increased mental health support services.
- We increased our instructional coaching staff to provide support to teachers to increase differentiation to meet diverse learning needs and to implement intervention programming in Math and ELA, as well as ELD support.
- We purchased additional reading and math intervention curriculum for Tier 2 and 3 intervention small groups and classes.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

486,740.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #2, Action #1	Mental Health Support	Hire additional mental health counselors and student support staff to provide students with increased mental health supports.	\$110,465.00
LCAP, Goal #1, Action #1/2/3	Educational Technology and Support	Purchase additional Chromebooks and other classroom technology to support classroom Tier 1 and 2 instruction in the classroom. Provide IT support for classroom technology.	\$96,386.00
	Facility COVID Safety	Purchase additional COVID safety supplies and custodial staff support to prevent spread of COVID-19 to allow for safe in-person learning.	\$279,889.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

136,315

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal #1, Action #2, 3, 5	Instructional Coaching and Intervention Coordination	Increase instructional coaching staff to provide support to teachers to increase differentiation to meet diverse learning needs and to implement intervention programming in Math and ELA, as well as ELD support.	\$110,065.
LCAP, Goal #1, Action #2, 3	Reading and Math intervention curriculum	Purchase additional reading and math intervention curriculum for Tier 2 and 3 intervention small groups and classes.	\$26,250.

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

N/A - We expended all ESSER III Funds

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>We hired additional mental health counselors and student support staff to provide students with increased mental health support services</p>	<p>Our COST (Coordination of Support Team) meets every other week to review students of concern based on data including grades, attendance, behavior, and teacher/staff referrals. This team responds to student needs by coordinating academic, behavior, and social-emotional supports. Our counseling team meets weekly and reviews all referrals for support from staff and students. This team places students on the appropriate counselor's case load for regular counseling support and may refer students to support groups run by counselors.</p>	<p>Bi-weekly COST meetings, weekly counseling meetings, surveys two times/year</p>
<p>We increased our instructional coaching staff to provide support to teachers to increase differentiation to meet diverse learning needs and to implement intervention programming in Math and ELA, as well as ELD support.</p> <p>Additionally, we have hired two Literacy Aides who serve students K-5 in small reading groups.</p>	<p>We will utilize STAR reading and math tests each trimester to establish a baseline and refer students to intervention, evaluate student growth, and continue to adjust intervention programming to meet student needs. Our teachers also utilize regular formative and summative assessments to provide students opportunities to learn, reflect, and grow their skills. Our teachers meet in both grade level teams and across content areas to collaborate around students and curricular best practices.</p>	<p>STAR reading and math testing every trimester, and weekly or more frequent in-class formative assessments.</p>

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

Cover Sheet

New Instructional Assistant/After-School Instructor Salary Schedule Proposal

Section: IV. Action Items
Item: D. New Instructional Assistant/After-School Instructor Salary
Schedule Proposal
Purpose: Vote
Submitted by:
Related Material:
Classified Instructional Support Staff - Salary Schedule (1).pdf
Proposal to Increase the Salary Schedule of Instructional Assistants_After-School
Instructors (3).pdf

(I1) - Classified Instructional Support Staff I

Step	Column 1	Column 2
	HS / GED / AA	BA
1	\$19.00	\$20.00
2	\$19.95	\$21.00
3	\$20.95	\$22.05
4	\$21.99	\$23.15
5	\$23.09	\$24.31
6	\$24.25	\$25.53

*Instructional support staff may be eligible for a \$1 per hour increase based on subject expertise in literacy and math and ability to lead small group or individual instruction.

Instructional Support Staff Salary Proposal

Proposal to AoA Board
10/28/2021

Proposal Overview

- Instructional IAs (IAs) and After-school instructors play an important role at AoA - both during the day and in our after-school programs
- Instructional support positions include: Special education IAs, kindergarten IAs, after-school program/supervision instructors, and *literary and math intervention classroom IAs
- Traditionally there has been a fairly high turnover rate for IA positions
- We are having challenges hiring IA employees as our salary schedule is not as competitive as it once was with surrounding districts
- The proposal is to move to a 2-column salary schedule (instead of 3) based on level of education and to increase the starting rate by \$2 per hour
- The new, proposed salary schedule increase makes us very competitive in terms of both attracting new employees and retaining current ones.
- The increase in the proposed salary schedule is being recommended unanimously by the AoA's Finance Committee.

*Hired with additional one-time state and federal funding

Current Salary Schedule v. Proposed one

Current Schedule

Step	Column 1	Column 2	Column 3
	<i>HS / GED</i>	<i>AA</i>	<i>BA</i>
1	16.00	17.00	18.00
2	16.80	17.85	18.90
3	17.64	18.74	19.85
4	18.52	19.68	20.84
5	19.45	20.66	21.88
6	20.42	21.70	22.97

Proposed Schedule

(I1) - Classified Instructional Support Staff I

Step	Column 1	Column 2
	<i>HS / GED / AA</i>	<i>BA</i>
1	\$19.00	\$20.00
2	\$19.95	\$21.00
3	\$20.95	\$22.05
4	\$21.99	\$23.15
5	\$23.09	\$24.31
6	\$24.25	\$25.53

*Instructional support staff may be eligible for a \$1 per hour increase based on subject expertise in literacy and math and ability to lead small group or individual instruction.

Salary Increase Considerations

- Instructional support staff play an role in The Academy's core academic program as well as its after-school program
- An increase in the salary schedule is sustainable both this year and next year due to additional state and federal funding, although, an increase in revenue - especially growing enrollment must increase in out years Including next year) to maintain current numbers or reductions in other expenditures must be made.
- It will be important for AoA leaders to review its use of instructional support staff to make sure that the various instructional roles are being effectively leveraged in comparison to other staffing possibilities to meet its mission and vision.

Instructional Support Staff Salary Proposal

Proposal: The Academy of Alameda Board of Directors adopts the new, increased Instructional Support Staff salary schedule.