



THE ACADEMY OF ALAMEDA

The Academy of Alameda Charter School Board Board Meeting

Date and Time

Thursday February 17, 2022 at 6:30 PM PST

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:Conference with Labor Negotiator Agency Representative: Executive Director Unrepresented Employees: Principals and School Psychologist	Discuss	David Forbes	15 m
D. Open Public Meeting and Report Out Any Actions From the Closed Session		David Forbes	1 m
E. Zoom Meeting Agreements and Protocol		Alex Scannell	1 m

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:

- 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."

F. The Board Reviews The Academy of Alameda's Mission and Envisioned Future Statements		David Forbes	1 m
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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.

G. General Public Comments David Forbes 5 m

II. Consent Agenda **6:56 PM**

A. Draft Meeting Minutes Approve Minutes David Forbes 1 m

Board Meeting Minutes From:

- January 27

Approve minutes for Board Meeting on January 27, 2022

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

- Approve the combined credit card statement and Bank of Marin check register from January.

C. Vote on Consent Agenda Vote David Forbes 1 m

III. Board Communications **6:59 PM**

A. Board Committee Reports Discuss David Forbes 20 m

Reports from the following committees:

- Finance Committee
- Marketing Committee
- Development Committee
- Student Success Committee
- Governance Committee

B. Update on AoA's Material Revision Discuss Matt Huxley 10 m

Executive Director, Matt Huxley, along with Principals, Miranda Thorman and Leah Rubin presented AoA's Material Revision proposal that would combine The Academy of Alameda's two charter schools into one TK-8 charter to AUSD's Board of Education.

Next Steps:

March 8: AUSD Staff Makes a recommendation to the AUSD Board of Education

March 22: The AUSD Board of Education Votes on AoA's Material Revision proposal

	Purpose	Presenter	Time
The presentation that AoA staff used for the 2/8 AUSD Board meeting is attached.			
C. AoA'S COVID-19 Mitigation Report Update	Discuss	Matt Huxley	15 m
D. LCAP Mid-Year Presentation to AoA's Board of Directors and School Community	Discuss	Matt Huxley	30 m
E. Student Success Presentation - Middle School Grading Practices	Discuss	Miranda Thorman	25 m
F. Enrollment Update	Discuss	Matt Huxley	15 m

IV. Action Items

8:54 PM

A. AoA's 2022/23 Academic Calendar	Vote	Matt Huxley	10 m
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AoA's 2022/23 Academic Calendar is aligned to AUSD's around major holidays but we annually add additional days for professional development which is why our last day of school is a week later (We also begin school for students two days later).

B. HVAC System Payment to AUSD	Vote	Matt Huxley	10 m
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AUSD has spent \$212, 603.33 to upgrade and replace AoA's aging HVAC system so that they meet COVID-19 specifications. Originally, the district asked AoA to reimburse them \$88,117.73. They are now asking for a reimbursement of \$44, 058.86. We will use ESSR III funds if the Board approves.

C. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency	Vote	David Forbes	10 m
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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 March 30, 2022 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.

	Purpose	Presenter	Time
D. School Psychologist Salary Schedule Proposal	Vote	Matt Huxley	5 m
E. Principal Salary Schedule Proposal	Vote	Matt Huxley	10 m
V. Closing Items			9:39 PM
A. Board Member Reports	Discuss	David Forbes	5 m
B. Review of Key March 10 Board Meeting Agenda Topics	Discuss	Matt Huxley	5 m
Key Topics Include:			
<ul style="list-style-type: none"> • AoA's Material Revision Update • COVID-19 Update • Approval of Board Findings Relating to Teleconference Meetings During State of Emergency • SARC Report • Summer School Program • Enrollment Update • Budget Forecast Update • 2nd Interim Reports • Fiscal 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 January 27, 2022 2022_01_27_board_meeting_minutes.pdf

DRAFT



THE ACADEMY OF ALAMEDA

The Academy of Alameda Charter School Board

Minutes

Board Meeting

Date and Time

Thursday January 27, 2022 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

Directors who arrived after the meeting opened

R. Brown, T. Ruiz

Guests Present

A. Scannell (remote), Jean Yang (remote), M. Huxley (remote), S. Perkins (remote), Sarah Kollman (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 Jan 27, 2022 at 6:30 PM.

B. Record Board Member Attendance (Roll Call)

C. CLOSED SESSION: CONFERENCE WITH LEGAL COUNCIL: Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9: 1 case

Board members, Sharon Perkins, and Matt Huxley had a closed session with Sarah Kollman of Young, Minney & Corr.

D. Open Public Meeting and Report Out Any Actions From the Closed Session

There were no comments or statements from closed session

E. Zoom Meeting Agreements and Protocol

Alex Scannell read zoom meeting agreements and protocol

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

Bill Schaff read the Academy of Alameda's Mission and Envisioned Future Statements

G. General Public Comments

There were no general public comments

II. Consent Agenda

A. Draft Meeting Minutes

D. Forbes made a motion to approve the minutes from Board Meeting on 12-15-21.

R. Whittaker seconded the motion.

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

Roll Call

K. Zimmerman Aye

R. Brown Absent

C. Robie Aye

D. Forbes Aye

R. Whittaker Aye

W. Schaff Aye

A. Price Aye

T. Ruiz Absent

K. Welch Aye

D. Forbes made a motion to Approve board minutes for the following Board meetings: 1/7/22, 1/11/22, 1/13/22, 1/20/22.

R. Whittaker seconded the motion.

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

Roll Call

K. Welch Aye

D. Forbes Aye

R. Whittaker Aye

T. Ruiz Absent

C. Robie Aye

A. Price Aye

W. Schaff Abstain

K. Zimmerman Aye

R. Brown arrived at 7:20 PM.

T. Ruiz arrived at 7:22 PM.

B. Check Registers & Credit Card Statement

C.

Vote on Consent Agenda

III. Board Communications

A. Board Committee Reports

The following committees reported progress thus far.

- Finance Committee
- Marketing Committee
- Development Committee
- Student Success Committee
- Ad Hoc ED Transition Committee
- Ad Hoc ES Search Committee

B. Fiscal Update

Jean Yang of Edtech gave a presentation on Governor Newsom's preliminary 2022/23 budget proposal released January 10, 2022 and provided a fiscal update on its impact on both of our schools.

C. Update on AoA's Material Revision

Matt Huxley gave an update presentation on The Academy of Alameda's Material Revision that was presented to AUSD on 1/25.

D. AoA'S COVID-19 Mitigation Report Update

Matt Huxley gave an update presentation on AoA's COVID-19 Mitigation Report.

IV. Action Items

A. Temporary COVID-19 Related Employee Sick Days Policy

A. Price made a motion to The Academy of Alameda will provide a minimum of 5 additional sick days (for up to the total amount of days pursuant to state law) to employees who either have to stay home as a result of testing positive for COVID - 19 or are taking care of members of their household who tested positive.

R. Whittaker seconded the motion.

The motion did not carry.

Roll Call

W. Schaff	No
R. Brown	No
K. Zimmerman	No
D. Forbes	No
K. Welch	No
A. Price	Aye
T. Ruiz	No
R. Whittaker	Aye
C. Robie	No

The Board of Directors decided to pull this topic when they learned that California's legislature was writing a new bill to restore COVID-19 sick pay similar to the legislation that ended 9/30/2021. The legislation was similar to the proposal but was even more comprehensive in nature. Board members felt it was best to

wait as it would have been challenging from an HR perspective and employees would have to operate with two sick leave policies.

B. Temporary Additional Substitute Hourly Pay for Classified Staff

R. Brown made a motion to The proposal is to pay classified staff 1.5 times their hourly rate if they are the only adult providing instructional and supervisory support to students in a classroom for the entire school day for the period of January 5th, 2022 through June 15th, 2022.

K. Welch seconded the motion.

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

Roll Call

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

C. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency

K. Welch made a motion to The Academy of Alameda Board of Directors approves continuing to hold Board meetings and Board committee meetings virtually through February 28, 2022 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.

T. Ruiz seconded the motion.

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

Roll Call

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

V. Closing Items

A. Board Member Reports

Ron reported that he alerted the principals that Alameda Little League is in motion, and potential STEM K-8 program at Stanford.

David thanked Matt and school leadership/community for handling of the potential school shooting incident.

B. Review of Key February 17 Board Meeting Agenda Topics

The board reviewed the following for Feb 17.

- AoA's Material Revision Update
- COVID-19 Update
- AUSD Bond Update
- Approval of Board Findings Relating to Teleconference Meetings During State of Emergency
- SARC Report
- Student Success Committee Presentations
- Summer School Program
- Principal Salary Schedule Proposal
- 2022/23 Bell Schedule

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:47 PM.

Respectfully Submitted,
D. Forbes

DRAFT



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The Academy of Alameda Charter School Board

Minutes

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Directors Absent

None

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Bill Schaff read the Academy of Alameda's Mission and Envisioned Future Statements

G. General Public Comments

There were no general public comments

II. Consent Agenda

A. Draft Meeting Minutes

D. Forbes made a motion to approve the minutes from Board Meeting on 12-15-21.

R. Whittaker seconded the motion.

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

Roll Call

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

D. Forbes made a motion to Approve board minutes for the following Board meetings: 1/7/22, 1/11/22, 1/13/22, 1/20/22.

R. Whittaker seconded the motion.

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

Roll Call

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

R. Brown arrived at 7:20 PM.

T. Ruiz arrived at 7:22 PM.

B. Check Registers & Credit Card Statement

C.

Vote on Consent Agenda

III. Board Communications

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R. Whittaker seconded the motion.

The motion did not carry.

Roll Call

W. Schaff	No
K. Zimmerman	No
D. Forbes	No
K. Welch	No
T. Ruiz	No
C. Robie	No
R. Brown	No
R. Whittaker	Aye
A. Price	Aye

The Board of Directors decided to pull this topic when they learned that California's legislature was writing a new bill to restore COVID-19 sick pay similar to the legislation that ended 9/30/2021. The legislation was similar to the proposal but was even more comprehensive in nature. Board members felt it was best to

wait as it would have been challenging from an HR perspective and employees would have to operate with two sick leave policies.

B. Temporary Additional Substitute Hourly Pay for Classified Staff

R. Brown made a motion to The proposal is to pay classified staff 1.5 times their hourly rate if they are the only adult providing instructional and supervisory support to students in a classroom for the entire school day for the period of January 5th, 2022 through June 15th, 2022.

K. Welch seconded the motion.

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

Roll Call

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

C. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency

K. Welch made a motion to The Academy of Alameda Board of Directors approves continuing to hold Board meetings and Board committee meetings virtually through February 28, 2022 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.

T. Ruiz seconded the motion.

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

Roll Call

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

V. Closing Items

A. Board Member Reports

Ron reported that he alerted the principals that Alameda Little League is in motion, and potential STEM K-8 program at Stanford.

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- Principal Salary Schedule Proposal
- 2022/23 Bell Schedule

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:47 PM.

Respectfully Submitted,
D. Forbes

Cover Sheet

Check Registers & Credit Card Statement

Section: II. Consent Agenda
Item: B. Check Registers & Credit Card Statement
Purpose: FYI
Submitted by:
Related Material: AoA January 2022 Combined Board Check Register (1).pdf

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	12747	Amazon Capital Services	1/26/22	Bill #1FWF-X7PM-DY6R--Supplies Bill #1133-GNXD-LLKN--Supplies Bill #1RT3-WPLV-CG39--Supplies Bill #1QKJ-3W6M-FNKP--Supplies Bill #14V3-1CC6-VN7N--Supplies Bill #1MPK-LLK1-WNCX--Supplies Bill #1KYF-1JDX-LPTV--Supplies Bill #1DD4-C94X-6KHP--Supplies Bill #1RT7-VPVY-JQRC--Supplies Bill #1KTP-HLC4-4G3N--Supplies Bill #1TGT-9PD9-YRMW--Supplies Bill #1GCK-6QRV-FYYQ--Supplies Bill #1GCK-6QRV-1J3R--Supplies Bill #1LN9-N1XL-RTH4--Supplies Bill #1FX3-1GF4-V3MP--Supplies Bill #1F67-7QGW-13WR--Supplies Bill #1RDQ-6LY6-9KDM--Supplies		\$ 3,193.49
Check	12747	Amazon Capital Services	1/26/22	Bill #1NXW-FVJ3-6WTH--Supplies Bill #16YD-JHG4-VFJK--Supplies Bill #13QQ-XDK9-MY7W--Supplies Bill #1M9Q-RJNV-F4DV--Supplies Bill #1FWF-X7PM-VWVC--Supplies Bill #1YTQ-NTRK-K4TV--Supplies Bill #1MK4-41P9-HCWP--Supplies Bill #1QKJ-3W6M-LDJP--Supplies Bill #1969-46RW-3CQV--Supplies Bill #1HXL-GV9W-YMCC--Supplies Bill #1GCK-6QRV-CR6T--Supplies Bill #1MXW-R1RG-V7N3--Supplies Bill #1PKR-L69L-JHY3--Supplies		Cont'd
Check	12748	Best Instrument Repair Co.	1/26/22	Bill #B18146--Art & Music Supplies		\$ 144.50

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	12749	Gachina Landscape Management	1/26/22	Bill #E 194833--#61580 - Maintenance Contract: November 2021 Bill #E 196115--#62190 - Maintenance Contract: January 2022		\$ 1,595.00
Check	12750	Interpreters Unlimited	1/26/22	Bill #293661--Arabic Interpretation - 11/17/21 Bill #293208--Cantonese Interpretation - 12/08/21		\$ 380.00
Check	12751	MRC Smart Technology Solutions	1/26/22	Bill #IN2322969--Contract overage charge: 11/07 - 12/06/21 Bill #IN2328868--Contract overage charge: 11/15 - 12/14/21 Bill #IN2352501--Contract overage charge: 11/30 - 12/30/21		\$ 344.77
Check	12752	Jessica Serrano	1/26/22	Bill #023--DIS Svcs - December 2021		\$ 195.00
Check	12753	Starline Supply Company	1/26/22	Bill #304999--Custodial Supplies		\$ 177.20
Check	12754	Teachers on Reserve	1/26/22	Bill #89280--2nd grade general: 11/08 - 11/12/21 Bill #89369--Kinder & 2nd grade: 11/15 - 11/19/21 Bill #89476--3rd grade ELA & 2nd grade: 11/29 - 12/03/21		\$ 3,535.98
Check	12755	Teachers on Reserve	1/26/22	Bill #89208--Middle school Art: 11/08 - 11/12/21 Bill #89500--Middle school History: 12/06 - 12/10/21 Bill #89409--Middle school Science & Middle school PE: 11/29 - 12/03/21 Bill #89302--Middle school Technology: 11/15 - 11/19/21		\$ 1,752.44
Check	12756	The Education Team	1/26/22	Bill #497693--BA Only: 12/15/21 Bill #496107--BA CBEST & BA Only: 12/06 - 12/10/21 Bill #494683--BA CBEST & BA Only: 11/29 - 12/03/21		\$ 3,279.22

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	12757	The Stepping Stones Group, LLC	1/26/22	Bill #M0095432--Special Education Teacher - WST: 11/14 - 11/27/21 Bill #M0097866--Special Education Teacher - WST: 11/28 - 12/11/21 Bill #M0093885--Special Education Teacher - WST: 10/31 - 11/13/21 Bill #M0098660--Special Education Teacher - WST: 12/12 - 12/25/21		\$ 12,458.10
Check	12758	Xerox Financial Services	1/26/22	Bill #2998681--Lease Payment due 01/30/22		\$ 275.93
Check	12759	Xerox Financial Services	1/26/22	Bill #2992492--Lease Payment due 01/15/22		\$ 215.37
Check	12760	Young, Minney & Corr, LLP	1/26/22	Bill #74429--Legal Svcs' thru 12/31/21		\$ 527.25
Check	12761	Bent Lens Productions	1/28/22	Bill #AOA121321--MS/ES Promotional video		\$ 3,800.00
Check	12762	Kim Castaldo	1/28/22	Bill #080521--Reimb: Coffee & Bagels - Staff PD Day		\$ 108.65
Check	12763	California Charter Schools Association	1/31/22	Bill #011122--Membership dues		\$ 7,130.00
Check	12764	Measure Education Inc.	1/31/22	Bill #201807011252--Data Management Svcs		\$ 2,388.88
Check	12765	Art of Problem Solving	1/31/22	Bill #223620--Sales of BAO subscriptions to schools		\$ 2,400.00
Check	12766	Phoenix Reseller Group	1/31/22	Bill #010322--Samsung Chromebooks Google Chrome & Luxor Cart		\$ 7,336.86
Check	12767	Best Instrument Repair Co.	1/31/22	Bill #B18156--Art & Music Supplies		\$ 149.00
Check	12768	MRC Smart Technology Solutions	1/31/22	Bill #IN2381340--Contract overage charge: 12/15/21 - 01/14/22 Bill #IN2380010--Contract overage charge: 12/07/21 - 01/06/22		\$ 1,923.86

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	12769	New Pedagogies for Deep Learning	1/31/22	Journal #AOF A2179-- Bill #NPD L1122--NPD L Annual Membership Fee for January 2022-January 2023	Voide d	\$ -
Check	12770	Young, Minney & Corr, LLP	1/31/22	Bill #74430--Legal Svcs' thru 12/31/21		\$ 117.50
Check	12771	Amazon Capital Services	1/31/22	Bill #19XX-6176-34WF--Supplies Bill #1C77-6XF7-GQ3Q--Supplies Bill #1V4R-M6KD-KPG6--Supplies Bill #1NM6-4YGW-H6XJ--Supplies Bill #1YKW-D4GY-3V3R--Supplies Bill #117F-YCNM-J339--Supplies Bill #1HCQ-VGCN-CL6W--Supplies Bill #17C6-6JNM-Q9MR--Supplies Bill #1K6H-Y41D-LVDY--Supplies Bill #1CNR-HQ1L-1VHY--Supplies Bill #1CVM-JJ4W-P3MH--Supplies Bill #1TH7-G16H-7T6H--Supplies Bill #1XQ3-X9CC-3LDL--Supplies Bill #1THN-P1RH-3YKF--Supplies Bill #16V4-WKCN-3RDC--Supplies Bill #11YX-4MDD-RXY4--Supplies		\$ 5,022.82
Check	12771	Amazon Capital Services	1/31/22	Bill #1D6L-Y7TM-FGXP--Supplies Bill #19CX-TWRR-P79N--Supplies Bill #1WTF-FQRN-1RLR--Supplies Bill #11VX-1R9W-P4TC--Supplies Bill #1HMM-F1DM-DG4V--Supplies Bill #1X44-GDRM-7KXY--Supplies Bill #1DDY-M99N-F77L--Supplies Bill #11FG-FHWL-F4G3--Supplies Bill #1X9C-VMVM-VY41--Supplies Bill #1KK1-DGPN-FDVV--Supplies Bill #1L9F-QNDY-PW7K--Supplies Bill #1MDP-R4W4-V3RG--Supplies		Cont'd

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	12772	Amazon Capital Services	1/31/22	Bill #19LN-WTT4-F3WC--Supplies Bill #1W77-MFFV-4WC3--Supplies Bill #1TXQ-KQCV-3YGR--Supplies Bill #1GNT-R1KG-QHD6--Supplies Bill #1XCQ-QDK6-NWRC--Supplies Bill #1TMN-77RV-71MY--Supplies Bill #1711-WJWR-634M--Supplies Bill #13N1-1DRN-K4TJ--Supplies Bill #1Q1Y-TLDX-D43X--Supplies Bill #1GNT-R1KG-V7GY--Supplies Bill #1K4Q-R3YL-F6YT--Supplies Bill #1RXJ-11WM-91GG--Supplies Bill #139L-CTJG-4PFX--Supplies Bill #1CFK-4H6T-9MH6--Supplies Bill #139L-CTJG-J939--Supplies		\$ 4,433.35
Check	12772	Amazon Capital Services	1/31/22	Bill #1KPG-TPH1-36N6--Supplies Bill #1773-FHX9-CH66--Supplies Bill #1K6G-QD46-H16R--Supplies Bill #1C77-6XF7-4LWR--Supplies Bill #1PNC-PXMY-1TKK--Supplies Bill #11WD-V9YH-4TR6--Supplies Bill #1PJN-LM1K-QH6J--Supplies Bill #1NHT-KDT1-G4CJ--Supplies Bill #1XGP-XVKH-73PR--Supplies Bill #1HMM-F1DM-6HJG--Supplies Bill #1DX1-QH7N-D7HH--Supplies Bill #1M7H-VV73-6DWH--Supplies		Cont'd
Credit Card	9515-5830	Google *SVCS AOA Schools	1/3/22	01/03 - Google *SVCS AOA Schools		\$ 21.08
Credit Card	9515-5830	IHIRE LLC	1/3/22	12/27 - IHIRE LLC		\$ 299.00
Credit Card	9515-5830	PODS Enterprises, LLC	1/3/22	12/23 - PODS Enterprises, LLC		\$ 219.32
Credit Card	9515-5830	sQ* Wescafe	1/3/22	12/16 - sQ* Wescafe		\$ 1,700.00
Credit Card	9515-5830	Zoom	1/3/22	12/15 - Zoom		\$ 258.00

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
Credit Card	9515-5830	Prevent Blindness	1/3/22	12/13 - Prevent Blindness		\$ 125.00
Credit Card	9515-5830	H2O Water Company	1/3/22	12/08 - H2O Water Company		\$ 3.99
Credit Card	9515-5830	Adobe Systems Inc.	1/3/22	12/07 - Adobe Systems Inc.		\$ 359.88
Credit Card	9515-5830	Facebook	1/3/22	12/06 - Facebook		\$ 340.00
Credit Card	9515-5830	Edpuzzle	1/3/22	12/06 - EdPuzzle		\$ 12.50
Credit Card	9515-5830	Adobe Acropro Subs	1/3/22	12/03 - Adobe Acropro Subs		\$ 104.93
Credit Card	9515-5830	Target	1/3/22	12/15 - Target		\$ 95.44
Credit Card	9515-5830	Curacubby, Inc	1/3/22	12/10 - Curacubby, Inc		\$ 667.98
Credit Card	9515-5830	Sq* Levys Bagels	1/3/22	12/20 - Sq* Levys Bagels		\$ 486.40
Credit Card	9515-5830	Domino's Pizza	1/3/22	12/20 - Domino's Pizza		\$ 120.06
Credit Card	9515-5830	CDW Government	1/3/22	12/15 - CDW Government		\$ 518.80
Credit Card	9515-5830	Adobe Acropro Subs	1/3/22	12/14 - Adobe Acropro Subs		\$ 14.99
Credit Card	9515-5830	BulkBookStore	1/3/22	12/08 - BulkBookStore		\$ 1,824.94
Credit Card	9515-5830	Office Max	1/3/22	12/06 - Office Max		\$ 28.80
Credit Card	9515-5830	Adobe Acropro Subs	1/3/22	01/03 - Adobe Acropro Subs		\$ 104.93
Credit Card	9515-5830	BambooHR	1/3/22	12/30 - BambooHR		\$ 99.00

Cover Sheet

Update on AoA's Material Revision

Section: III. Board Communications
Item: B. Update on AoA's Material Revision
Purpose: Discuss
Submitted by:
Related Material:
AoA's Material Revision-Presentation to AUSD Board - 2-8-22 (2) (1).pdf

The Academy of Alameda's Material Revision Proposal



Presented to AUSD's Board of Education
February 8, 2022

Agenda for Tonight's Presentation

1. Rationale for the Material Revision
2. The Benefits of Merging Our Two Charters
3. What AUSD's Board Will Vote On
4. Key Revisions to the Middle School Charter
5. The Revision's Impact on the "Day-to-Day"
6. Next Steps If the Material Revision is Passed
7. Questions

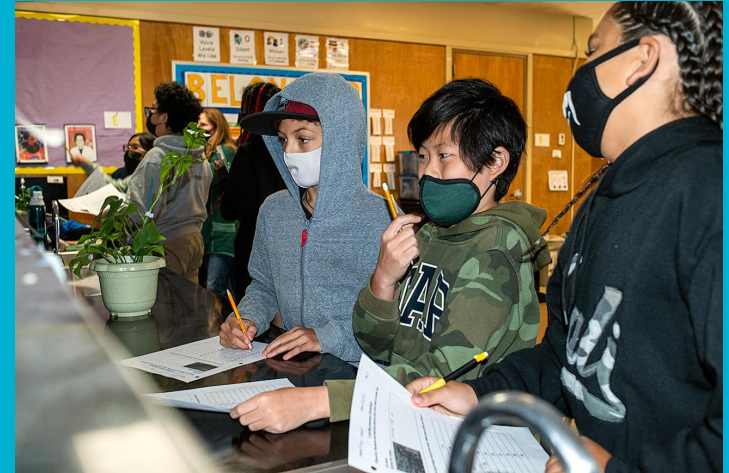


Rationale for the Material Revision

- Initial reason for starting a second charter
 - PCSGP start-up grant to provide professional development to teachers, purchase laptop carts and other technology, desks and chairs, instructional materials, classroom libraries, etc
- The benefits of merging our two charters operationally: For AoA and AUSD
 - **For AoA**
 - Maintain and report one budget to the Alameda Unified School District, the Alameda County Office of Education, and the state throughout the year (Including the 1st and 2nd interim budgets)
 - One charter renewal process every five years, instead of two
 - One annual LCAP (Local Control and Accountability Plan), instead of two
 - Complete each compliance report (there are a growing number of state and federal reports) only once, rather than twice throughout the year
 - Maintain only one Aeries, SchoolMint, ParentSquare, Zearn etc. account, instead of two

The Benefit of Merging Our Two Charters (Cont.)

- **Benefit to AUSD**
 - Significantly reduces the amount of time and resources needed by AUSD staff for oversight purposes
 - Oversight work is for one charter instead of two



What AUSD's Board Will be Voting on

- The Difference Between a Material Revision and a Renewal
 - Charter renewals are done typically every five years and are comprehensive as they cover all 15 elements of a charter
 - Rewrite or significantly update the charter including data, changes in program, laws, instructional program, etc
 - **Material revisions** are significant or important changes to a school's charter
 - AoA's material revision proposal is to merge the elementary school charter into the current middle schools charter
 - Adding grades TK-5 grades to the Middle School Charter
 - Eliminating the elementary charter
 - Creates a **TK-8th grade charter** known as **The Academy of Alameda**

Key Revisions to the Middle School Charter

Key changes include from the last charter renewal (2019/20)

- Updated applicable legal provisions
- Updated our enrollment projections to include a TK program
- Added descriptions of the elementary school program
- Updated the leadership positions to reflect slight leadership position changes and added an organizational chart
- Added employee qualifications to reflect the updated leadership positions
- Updated our admission preferences to account for merged TK-8 program
- Updated AoA's multi-year budget projections to reflect updated enrollment projections for grades TK-8



The Day-to-Day Experience for AoA's Community

- Our Staff and Families Support the Material Revision for our TK-8th Grade Charter
 - **The material revision either does not or would only minimally impact**
 - The academic programs
 - The leadership structure
 - Staffing (We already utilize some K-8 staff)
 - The relationship with our families
 - In addition to serving rising AoA 6th graders, our middle school program is also designed to effectively serve students who come from other schools
 - **Elementary student would automatically transition into our middle school program**
 - Seamless transition from the 5th to 6th grade
 - The opportunity for AoA's rising 6th graders to meet new students who come into the middle school from surrounding schools
 - Families who like our program can enroll in AoA for 8 or 9 years
 - Will increase even more, the collaboration that exists between principals and staff

Next Steps If AUSD Passes the Material Revision

- If the AUSD Board Of Directors passes AoA's material revision on March 25, we will immediately begin implementing the tasks spelled out in Element 15 of the charter including:
 - Notify families, the County Office of Education, and the California Department of Education of the merger
 - Work with Young, Minney, and Corr to close down the elementary charter which has its own CDS code and change students' records from the K-5 charter to the new TK-8 charter
 - Begin merging its operational systems, including CALPADs, Aeries, SchoolMint, Renaissance Learning, etc
 - Work with EdTec to merge fiscal systems and practices
 - Have an independent audit conducted within 6 months of the closure

Questions



Cover Sheet

AoA'S COVID-19 Mitigation Report Update

Section:	III. Board Communications
Item:	C. AoA'S COVID-19 Mitigation Report Update
Purpose:	Discuss
Submitted by:	
Related Material:	COVID Mitigation Update - 2_17 Board Meeting (2).pdf



COVID Mitigation Update

Presentation to AoA Board

2/17, 2022



Update On Key Topics After 1/27/22 Board Meeting

➤ Student Testing Plan Upon Return from The February break

- We will be testing the entire Elementary School with Rapid Tests prior to re-entering the classroom.
- The team has arranged for outdoor stations for the students to participate in while classes are being tested, to minimize indoor contact in the event of a positive case.
- We will be testing 6th grade students during tutorial the same day.

➤ Masks

- The state still requires masks to be worn indoors in K-12 schools and recommends that they be worn outdoors (AoA also requires students and staff to wear them outdoors).
- The leadership team believes that we should continue to take a cautious approach and follow Alameda County Guidance.
- Locally and around the state, school leaders are discussing a possible two-step approach to easing mask requirements when the guidance allows (Some school districts already allow students and staff not to wear masks outdoors).

➤ Sick Leave

- California restored its COVID-19 sick leave policy which takes effect on 2/19. Staff who either tested positive for COVID 19 and/or had to take care of a family member will receive additional sick days as determined by the legislation (SB 114)

Number of PCR and Rapid Antigen Tests and Positive Cases

As of Friday, 2/11 we have done just over 1,400 PCR tests and 1000 rapid tests. Below are the positive test numbers for each week for each school.

	ES	MS	Total
1/5 to 1/9	13	12	25
1/10 to 1/16	12	13	25
1/17 to 1/23	8	4	12
1/24 to 1/30	5	2	7
1/31 to 2/6	2	2	4
2/7 to 2/13	2	0	2
Staff Cases (all weeks combined)	7	6	13
On Campus Total	49	39	88

General Mitigation Strategies

- **Increased facility cleaning/sanitation**
- **Hand Sanitizer Stations**
- **Fully masked environment (indoor and outdoor)**
 - **Staff Provided KN95 masks (daily)**
 - **Majority of students wearing high grade masks**
- **Effective HVAC system with high-grade (M13) Filters**
- **Lunch**
 - All lunch outdoors when possible.
 - Seating charts for Elementary Lunch for Contact Tracing.
 - Rainy Day lunch plans for maximum distance (using gym and classrooms with extra coverage).
- **Testing**
 - Testing available onsite every Wednesday and Saturday.
 - Testing all elementary every 3 weeks (two grade levels per week).
 - Modified quarantine testing for close contacts (Antigen and PCR and upon return for positive cases.
 - Sports teams testing weekly

Questions

Cover Sheet

LCAP Mid-Year Presentation to AoA's Board of Directors and School Community

Section: III. Board Communications
Item: D. LCAP Mid-Year Presentation to AoA's Board of Directors
and School Community
Purpose: Discuss
Submitted by:
Related Material:
LCFFParentOverview_ES.pdf
LCFFParentOverview_MS.pdf
2022_Supplement_to_Annual_Update_for_2021-
22_LCAP_The_Academy_of_Alameda_Elementary_School_20220216.pdf
2022_Supplement_to_Annual_Update_for_2021-
22_LCAP_The_Academy_of_Alameda_Middle_School_20220216.pdf
LCAP Mid-Year Presentation Update on 2021_22 Goals (1).pdf

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Fall/Winter 2021/2022 Process for Engaging Our Education Partners

We will be surveying families in late February to see if there the feedback that they provided that helped us create our 2021/22 LCAP is different than what they provided last year. So far, most parents have expressed the same concerns that they had last year including providing a safe and healthy learning environment for their children, and addressing students' learning loss and their social-emotional well-being. We have focused resources in all three of these areas both last year and this year based on the feedback and input we have received.

Spring, 2021 Process Used for to Engage The Academy of Alameda's Educational Partners:

- Families:

Continually improving our two-way communication with our families is an annual LCAP goal, as we know that our entire school community benefits - especially the students who we serve. While we always reach out to families using surveys and focus groups to obtain feedback and input on various aspects of our program, the level of communication in 2020/21 was substantially increased as a result of the pandemic and because we have been serving students in a variety ways over the past year (a combination of cohort groups, and in distance only and hybrid groups) that are unfamiliar to all stakeholders in our community and thus necessitated increased communication. In addition to surveying families and holding town hall meetings, we held a 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.

- Students:

We have surveyed students grades 3 through 5 and our middle school students (grades 6-8) to obtain their feedback on elements of our distance only and hybrid learning environments and in regards to our 2021/22 full in-person reopening plans. We have also sought feedback from them in small groups including their daily homeroom check-ins.

- Staff: We have actively engaged our school staff throughout the school year and they have had a significant impact on our total program not only throughout the school year, but especially in preparation for a full reopening in Fall, 2021/22. Teachers and other staff members have provided input in weekly professional development meetings to our Principal, Instructional Coach and Student Culture Coordinator that has helped them to develop a strong program to support the academic, social emotional, and behavioral needs of students as we emerge out of the pandemic and prepare to have all students back on campus for a full day, 180 day schedule of in-person learning.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

N/A - We do not qualify for the concentration grant as the Alameda's Unified School District's unduplicated rate is below the 55%.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

We used an extensive process to engage our educational partners last Spring (2021) to receive input and feedback regarding our LCAP Plan (See below) That feedback helped us to not only COVID-19 to develop our 2021/22 LCAP, but also our 2021 ESSER III Expenditure and Safe Return to In-Person Instruction and Continuity Plans. We had initial plans to receive more input in January but have delayed sending survey to families until mid to late February due to the challenges around the Omicron variant. The various strategies that we used to engage our educational partners are included below:

Spring, 2021 Process Used for to Engage The Academy of Alameda's Educational Partners:

- Families:

Continually improving our two-way communication with our families is an annual LCAP goals, as we know that our entire school community benefits - especially the students who we serve. While we always reach out to families using surveys and focus groups to obtain feedback and input on various aspects of our program, the level of communication in 2020/21 was substantially increased as a result of the pandemic and because we have been serving students in a variety ways over the past year (a combination of cohort groups, and in distance only and hybrid groups) that are unfamiliar to all stakeholders in our community and thus necessitated increased communication. In addition to surveying families and holding town hall meetings, we held a 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.

- Students:

We have surveyed students grades 3 through 5 and our middle school students (grades 6-8) to obtain their feedback on elements of our distance only and hybrid learning environments and in regards to our 2021/22 full in-person reopening plans. We have also sought feedback from them in small groups including their daily homeroom check-ins.

- Staff: We have actively engaged our school staff throughout the school year and they have had a significant impact on our total program not only throughout the school year, but especially in preparation for a full reopening in Fall, 2021/22. Teachers and other staff members have provided input in weekly professional development meetings to our Principal, Instructional Coach and Student Culture Coordinator that has helped them to develop a strong program to support the academic, social emotional, and behavioral needs of students as we emerge out of the pandemic and prepare to have all students back on campus for a full day, 180 day schedule of in-person learning.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The main three areas that are using funds allocated to us through the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief Act are:

1. Health and Safety Related Supplies, Equipment, and Staff

Main expenditures include: increasing our custodial support staff and cleaning/sanitation supplies, adding a part-time school nurse that works part-time Monday through Friday, and purchasing mask and outdoor equipment to allow for more outdoor eating at lunch and breaks.

2. Support Staff to Support Students Academic Well-being

We have added math and literacy instructional staff to address learning loss

3. Social Emotional Support - Curriculum and Staffing

We have purchased new advisory curriculum to support the development of students' social-emotional health and increased our counseling services to support students' mental health well-being.

Successes/Challenges We have had a lot of success in address the learning and health and safety needs of our students. I think that the only challenges were the longer than usual wait time on receiving some ordered supplies due to pipeline and inventory issues and while we were able to hire effective staff, it took longer as a result of staffing shortages and we we are looking for ways to retain the additional support staff as their services are needed in future years. Our goal is to maintain staffing - especially as the pandemic's impact will need to be addressed for at least the next couple of years (if not much longer).

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

We have used and will continue to use the additional one-time state and federal funds that we have received to align to our LCAP goals and actions and to the purposes aligned in each of those funding grants. This includes funding both the additional support staff and necessary health and safety supplies to support our effective implementation of safe and continuous in-person learning.

- To create a safe-in-person environment for students and staff, we have purchased health and safety supplies including outside lunch tables, masks, hand sanitation stations, upgraded HVAC filters and equipment, increased our custodial services , and hired a part-time school nurse.
- Because all students have been impacted by the pandemic to varying degrees, we have used additional state and federal funds to increase our staff that focus on the social-emotional health of students (and staff) as well as their academic well-being. We have hired a school counselor for the elementary school, increased our mental health staffing, and we have hired additional teachers and staff to address the reduction of learning opportunities for students - especially those who have impacted most. These include a math coach, math and literacy aides, and a teacher who works with students that have more significant learning challenges. All of these actions were specified in our 2021/22 LCAP and LCAP Update.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

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A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Fall/Winter 2021/2022 Process for Engaging Our Education Partners

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We have surveyed students grades 3 through 5 and our middle school students (grades 6-8) to obtain their feedback on elements of our distance only and hybrid learning environments and in regards to our 2021/22 full in-person reopening plans. We have also sought feedback from them in small groups including their daily homeroom check-ins.

- Staff: We have actively engaged our school staff throughout the school year and they have had a significant impact on our total program not only throughout the school year, but especially in preparation for a full reopening in Fall, 2021/22. Teachers and other staff members have provided input in weekly professional development meetings to our Principal, Instructional Coach and Student Culture Coordinator that has helped them to develop a strong program to support the academic, social emotional, and behavioral needs of students as we emerge out of the pandemic and prepare to have all students back on campus for a full day, 180 day schedule of in-person learning.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

N/A - We do not qualify for the concentration grant as the Alameda's Unified School District's unduplicated rate is below the 55%.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

We used an extensive process to engage our educational partners last Spring (2021) to receive input and feedback regarding our LCAP Plan (See below) That feedback helped us to not only COVID-19 to develop our 2021/22 LCAP, but also our 2021 ESSER III Expenditure and Safe Return to In-Person Instruction and Continuity Plans. We had initial plans to receive more input in January but have delayed sending survey to families until mid to late February due to the challenges around the Omicron variant. The various strategies that we used to engage our educational partners are included below:

Spring, 2021 Process Used for to Engage The Academy of Alameda's Educational Partners:

- Families:

Continually improving our two-way communication with our families is an annual LCAP goals, as we know that our entire school community benefits - especially the students who we serve. While we always reach out to families using surveys and focus groups to obtain feedback and input on various aspects of our program, the level of communication in 2020/21 was substantially increased as a result of the pandemic and because we have been serving students in a variety ways over the past year (a combination of cohort groups, and in distance only and hybrid groups) that are unfamiliar to all stakeholders in our community and thus necessitated increased communication. In addition to surveying families and holding town hall meetings, we held a 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.

- Students:

We have surveyed students grades 3 through 5 and our middle school students (grades 6-8) to obtain their feedback on elements of our distance only and hybrid learning environments and in regards to our 2021/22 full in-person reopening plans. We have also sought feedback from them in small groups including their daily homeroom check-ins.

- Staff: We have actively engaged our school staff throughout the school year and they have had a significant impact on our total program not only throughout the school year, but especially in preparation for a full reopening in Fall, 2021/22. Teachers and other staff members have provided input in weekly professional development meetings to our Principal, Instructional Coach and Student Culture Coordinator that has helped them to develop a strong program to support the academic, social emotional, and behavioral needs of students as we emerge out of the pandemic and prepare to have all students back on campus for a full day, 180 day schedule of in-person learning.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The main three areas that are using funds allocated to us through the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief Act are:

1. Health and Safety Related Supplies, Equipment, and Staff

Main expenditures include: increasing our custodial support staff and cleaning/sanitation supplies, adding a part-time school nurse that works part-time Monday through Friday, and purchasing mask and outdoor equipment to allow for more outdoor eating at lunch and breaks.

2. Support Staff to Support Students Academic Well-being

We have added math and literacy instructional staff to address learning loss

3. Social Emotional Support - Curriculum and Staffing

We have purchased new advisory curriculum to support the development of students' social-emotional health and increased our counseling services to support students' mental health well-being.

Successes/Challenges We have had a lot of success in address the learning and health and safety needs of our students. I think that the only challenges were the longer than usual wait time on receiving some ordered supplies due to pipeline and inventory issues and while we were able to hire effective staff, it took longer as a result of staffing shortages and we we are looking for ways to retain the additional support staff as their services are needed in future years. Our goal is to maintain staffing - especially as the pandemic's impact will need to be addressed for at least the next couple of years (if not much longer).

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

We have used and will continue to use the additional one-time state and federal funds that we have received to align to our LCAP goals and actions and to the purposes aligned in each of those funding grants. This includes funding both the additional support staff and necessary health and safety supplies to support our effective implementation of safe and continuous in-person learning.

- To create a safe-in-person environment for students and staff, we have purchased health and safety supplies including outside lunch tables, masks, hand sanitation stations, upgraded HVAC filters and equipment, increased our custodial services , and hired a part-time school nurse.
- Because all students have been impacted by the pandemic to varying degrees, we have used additional state and federal funds to increase our staff that focus on the social-emotional health of students (and staff) as well as their academic well-being. We have hired a school counselor for the elementary school, increased our mental health staffing, and we have hired additional teachers and staff to address the reduction of learning opportunities for students - especially those who have impacted most. These include a math coach, math and literacy aides, and a teacher who works with students that have more significant learning challenges. All of these actions were specified in our 2021/22 LCAP and LCAP Update.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

LCAP Mid-Year Presentation

Update on 2021/22 Goals



Board Meeting

2/17/2022

LCAP MID-Year Overview Requirements

Because school received additional funds after the LCAP was written, the state is requesting LEAs to provide the following information for accountability purposes:

1. The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
2. All available mid-year outcome data related to metrics identified in the 2021–22 LCAP;
3. Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP and;
4. An Updated 2021/22 LCFF Budget overview for Parents

*Regarding numbers 2 and 3, I asked Principals to select a high leverage action or two from each LCAP goal area and to report out on its success thus far using the metric listed in the LCAP and to report the amount of funds specific to the goal area that were included in the LCAP and/or added to after additional fund were received.

Local Control Funding Formula (LCFF) Budget Overview for Parents

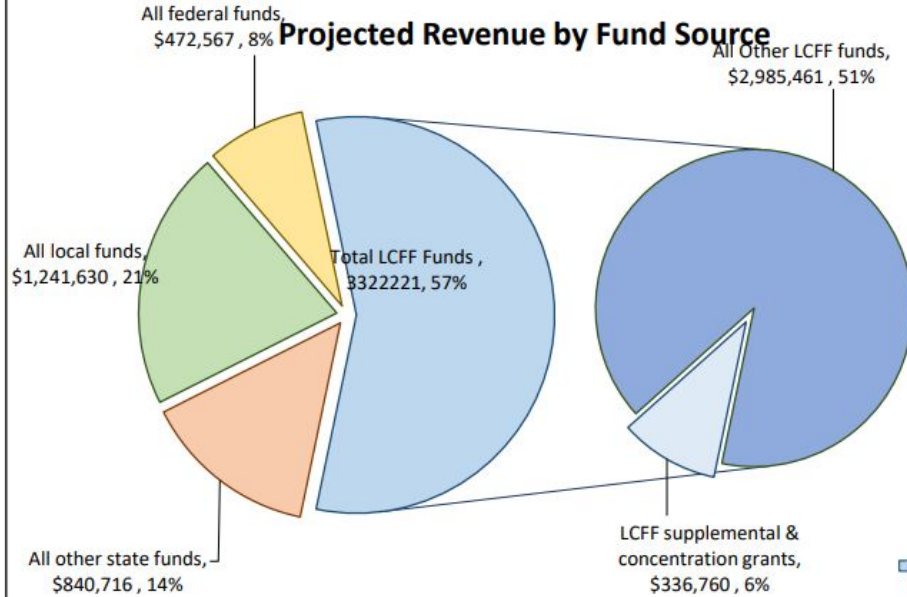
The LCFF Budget Overview for Parents is representation of:

1. How much total funding a school receives for the current school year, including
2. How much of the funding is allocated in the LCAP and more specifically how much is designated for high needs students for the current school year.
3. A look at how much of the allocated budget for high needs students was spent in the prior school year.

Middle School - LCFF Budget Overview for Parents

Budget Overview for the 2021 - 22 School Year

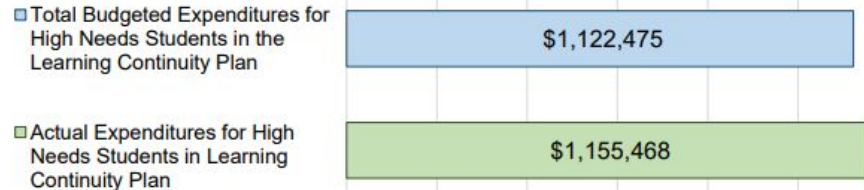
Projected Revenue by Fund Source



Budgeted Expenditures in the LCAP



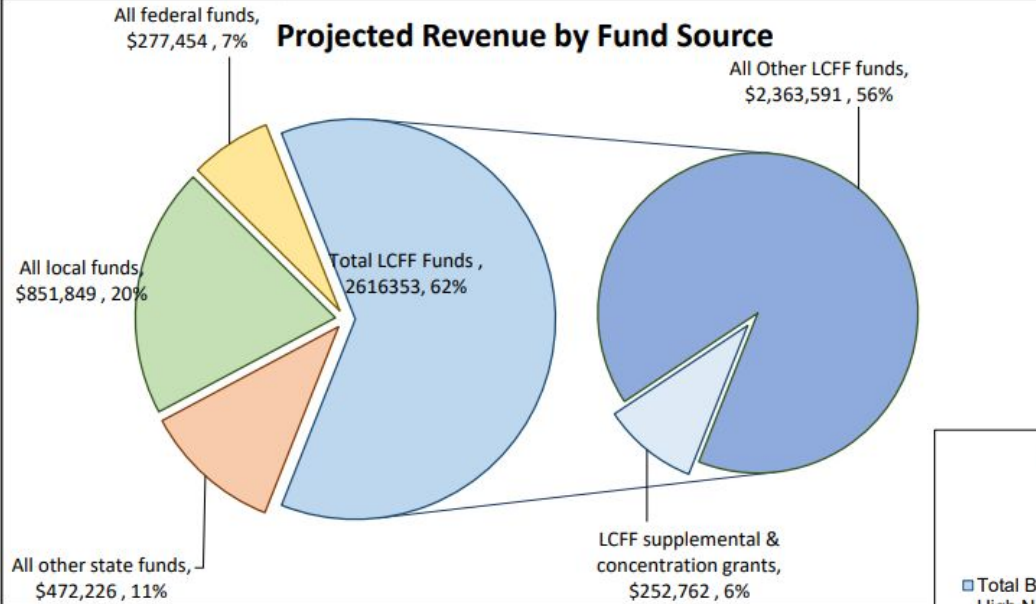
Prior Year Expenditures: Increased or Improved Services for High Needs Students



Elementary School - LCFF Budget Overview for Parents

Budget Overview for the 2021 - 22 School Year

Projected Revenue by Fund Source



Budgeted Expenditures in the LCAP



Prior Year Expenditures: Increased or Improved Services for High Needs Students



Elementary School Mid-Year LCAP Update

ES Goal 1: Effective Instruction, Challenging Curriculum, and Enrichment Opportunities

Actions:

- 1. Strengthening our ELA Program:**
- 2. Addition of Reading Instructional Aides:**
3. Math and Science Programs: Continue to implement standards based curriculum
4. Culturally Responsive Curriculum:
5. Special Education Program
6. Continue to develop our English Learner Development Program :

Goal 1: Update on Focused Actions

1. **Strengthening our Reading Program:**
 - a. **Implemented SIPPs Phonics Reading Program**
 - i. Began training and implementation of the SIPPs in August of 2021
 - b. **Addition of two full time Reading Instructional Aides**
 - c. **Success Metrics**
 - i. Early Literacy (K-1) saw an 11% increase in students meeting “At or Above” in the first trimester
 - ii. 2-5 saw a 9% increase in students meeting “At or Above” in the first trimester
 - d. **Dedicated Funds To Above Actions: \$97,000**
 - i. **Compensation and professional development**



Goal 2: Empower Students and Eliminate Barriers

Actions:

- 1. Further Develop Counseling Program**
2. Implement SEL Curriculum (RULER)

Goal 2: Update on Focused Actions

1. Further Develop Counseling Program

- a. Hired a full time dedicated Elementary School Counselor (PPS, LPCC)
- b. Since October 2021:
 - i. 12 students have received ongoing 1:1 counseling cycle
 - ii. Push in “Community Building” Lessons in upper grades
 - iii. Social Skills small groups
- c. Dedicated Funds - \$90,000
 - i. Compensation

Goal 3: Two-Way Communication and Effective Family Engagement

Actions:

1. **Further Develop Two-Way with Families**
2. Family Engagement Events
3. Kindergarten Home Visits
4. School-Based Parent Advisory Committee
5. Family Engagement Coordinator
6. Improve the District English Learner Advisory Committee

Goal 3: Update on Focused Actions

1. **Further Developed our Two-way Communication Plan**
 - a. Frequent communication and coordination of communication to families
 - b. Survey to gather input to be sent to students and families in early March to inform 2022/23 LCAP/Improvement Plans
 - c. Survey data to be collected in March. Anecdotal evidence is that communication to families has been effective due to in-person praise and complementary emails.
 - d. Dedicated Funds: \$18,000
 - i. ParentSquare and Panorama Surveys

Middle School Mid-Year LCAP Update

MS Goal 1: Effective Instruction, Challenging Curriculum and Enrichment Opportunities for All Students

Actions:

1. Improved Tier 1 instructional program (focus on literacy skills and Deep Learning initiative)
2. Improve Math Intervention/advanced programs
- 3. Improve literacy Intervention/advanced programs**
4. Further develop culturally responsive program
5. Further develop ELD program
6. Further develop after-school and extended year programs
7. Increase experiential and enriched learning opportunities

MS Goal 1: Update on Focused Actions

1. Improve literacy Intervention/advanced programs

- a. Adopted new curriculum for reading intervention: Third Quest
- b. Success Metrics
 - i. Students are more engaged and focused in Reading Lab
 - ii. Students are making gains of 35+ words correct per minute
 - iii. Many students made gains in the STAR reading assessment
- c. Dedicated Funds: \$100,000
 - i. Compensation for full-time literacy intervention teacher and curriculum

MS Goal 2: Empower Students and Eliminate Barriers

Actions:

1. Counseling program/COST
2. **Further Develop Our SEL Program**
3. Attendance and Grade Incentives
4. Restorative Justice Program
5. Student Engagement (Club, sports and assemblies)

MS Goal 2: Update on Focused Actions

1. Further Develop AoA Middle School's SEL Program

- a. **Adoption of Project Wayfinder, increase mental health support, PD for teachers**
- b. **Data**
 - i. 95% ADA (goal is 96%)
 - ii. Chronic Absenteeism currently tracking at 8.5% (2018-2019 was 9.5%)
 - iii. Suspension rates are down from 2019-2020 (2% of students have been suspended)
 - iv. Counselors have 37 students on regular caseload (does not include drop-ins)
 - v. PD for staff on restorative circles, tools for emotional regulation in class, and how to support positive language on campus
- c. **Dedicated Funds - \$100,000**
 - i. **Compensation (Increase .6 FTE Mental Health Clinician and adoption of project Wayfinder curriculum and professional development**

MS Goal 3: Two-Way Communication and Effective Family Engagement

Actions:

1. Further develop two-way communication plan
2. Family engagement events and committees
3. School based parent advisory committees
4. Family Engagement Coordinator
5. Develop an ELAC Committee

MS Goal 3: Two-way communication and Effective Family Engagement

1. Further Developed our Two-way Communication Plan

- a. Frequent communication and coordination of communication to families
- b. Survey to gather input to be sent to students and families in early March to inform 2022/23 LCAP/Improvement Plans
- c. Survey data to be collected in March. Anecdotaly, evidence is that communication to families has been effective this year
- d. Dedicated Funds - \$18,000
 - i. ParentSquare and Panorama Surveys

Questions

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Academy of Alameda

CDS Code: 1611190131805

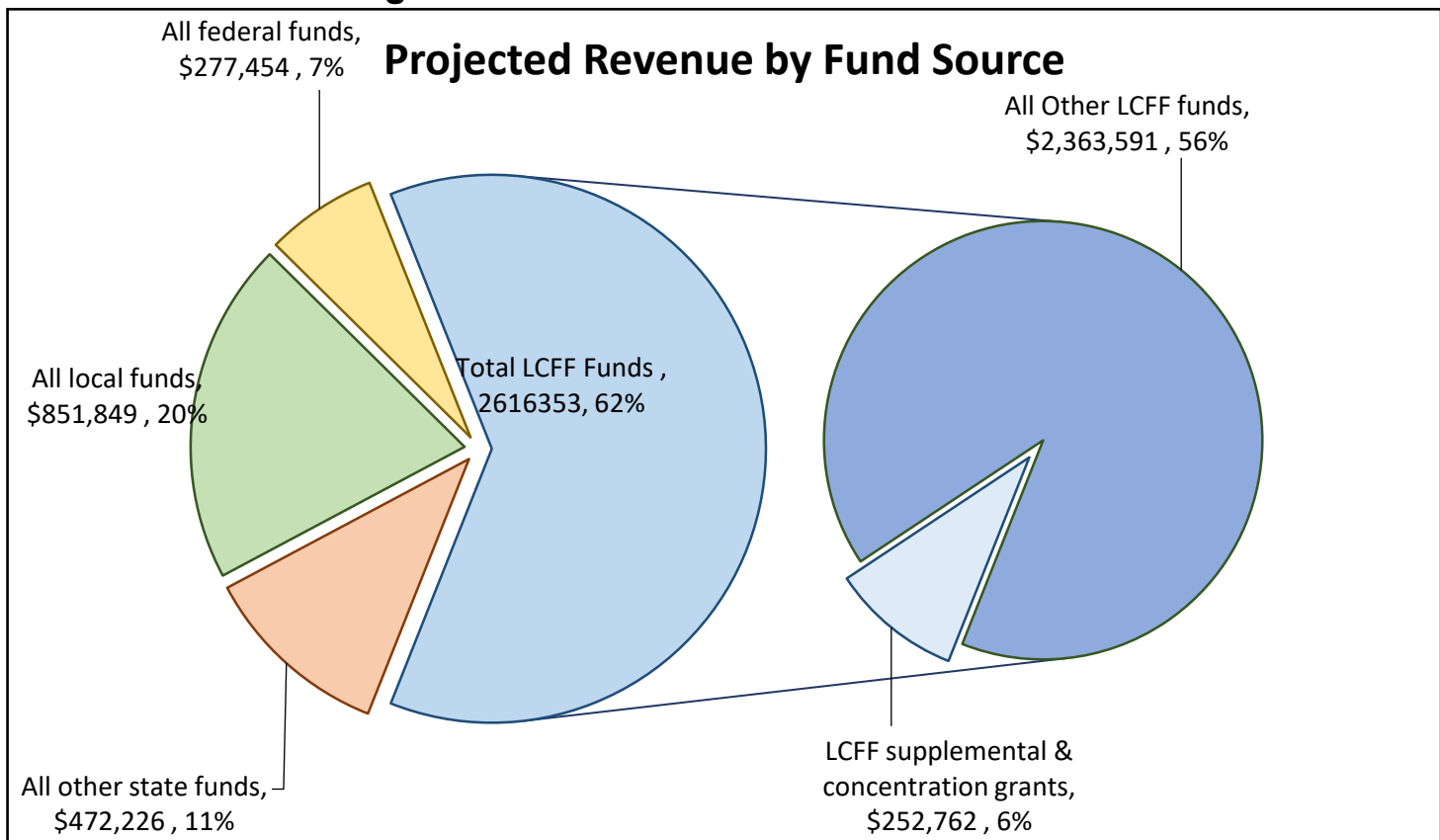
School Year: 2021 – 22

LEA contact information: Matthew Huxley

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

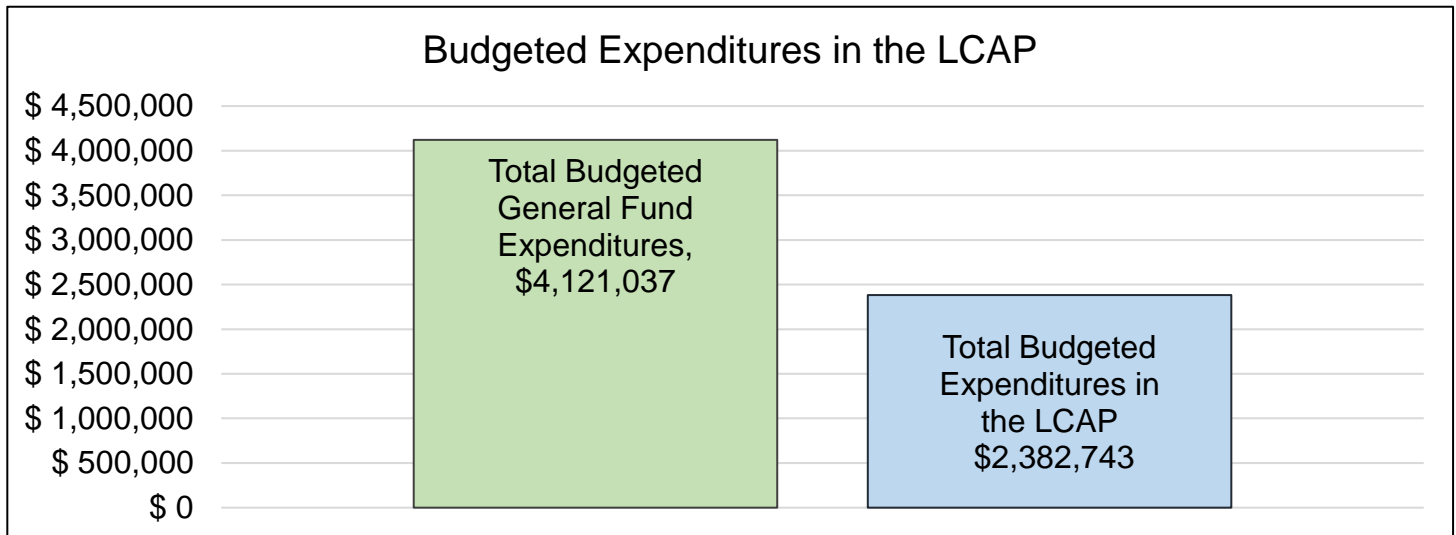


This chart shows the total general purpose revenue The Academy of Alameda expects to receive in the coming year from all sources.

The total revenue projected for The Academy of Alameda is \$4,217,882.00, of which \$2,616,353.00 is Local Control Funding Formula (LCFF), \$472,226.00 is other state funds, \$851,849.00 is local funds, and \$277,454.00 is federal funds. Of the \$2,616,353.00 in LCFF Funds, \$252,762.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much The Academy of Alameda plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

The Academy of Alameda plans to spend \$4,121,037.00 for the 2021 – 22 school year. Of that amount, \$2,382,743.00 is tied to actions/services in the LCAP and \$1,738,294.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

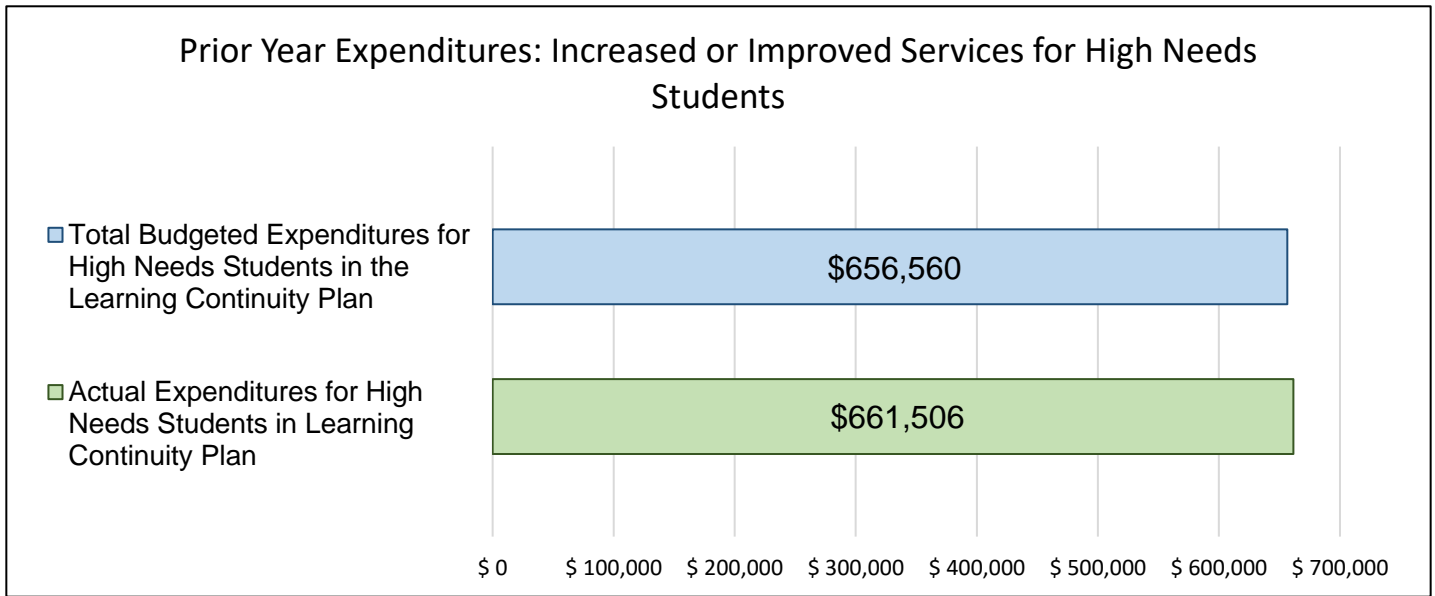
The expenditures identified in the LCAP pertain to expenses around student achievement and school culture. Expenditures for general operating expensive and administration is not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, The Academy of Alameda is projecting it will receive \$252,762.00 based on the enrollment of foster youth, English learner, and low-income students. The Academy of Alameda must describe how it intends to increase or improve services for high needs students in the LCAP. The Academy of Alameda plans to spend \$317,817.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what The Academy of Alameda budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what The Academy of Alameda estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, The Academy of Alameda's Learning Continuity Plan budgeted \$656,560.00 for planned actions to increase or improve services for high needs students. The Academy of Alameda actually spent \$661,506.00 for actions to increase or improve services for high needs students in 2020 – 21.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Academy of Alameda

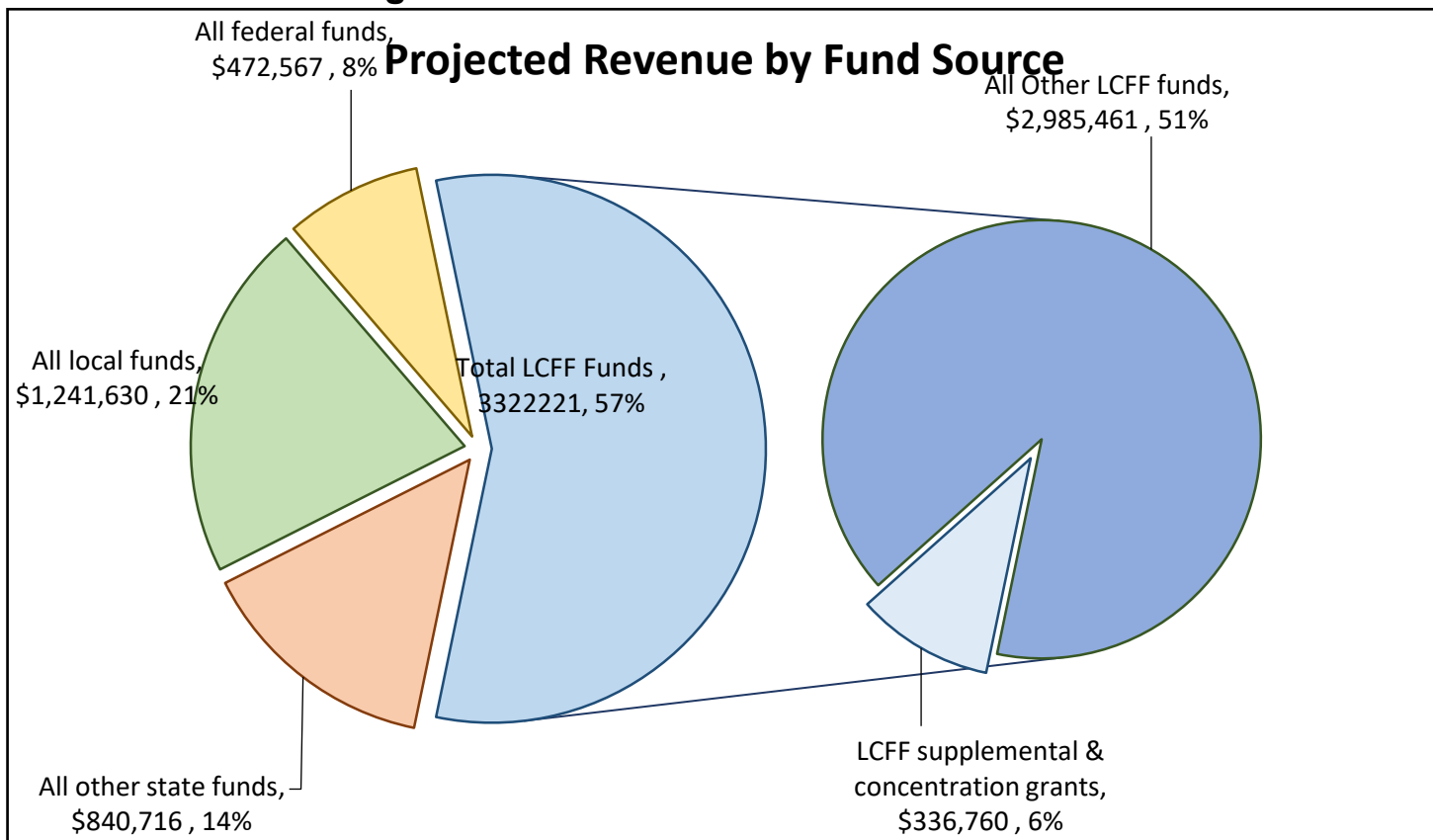
CDS Code: 1611190122085

School Year: 2021 – 22

LEA contact information: Matthew Huxley

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

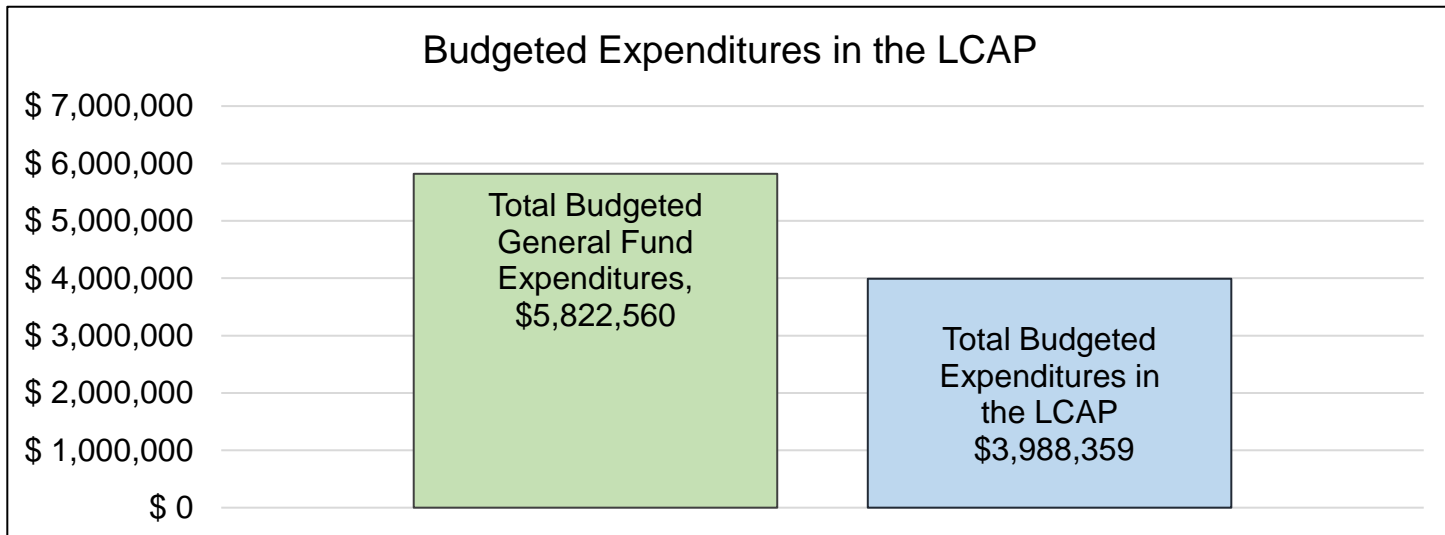


This chart shows the total general purpose revenue The Academy of Alameda expects to receive in the coming year from all sources.

The total revenue projected for The Academy of Alameda is \$5,877,134.00, of which \$3,322,221.00 is Local Control Funding Formula (LCFF), \$840,716.00 is other state funds, \$1,241,630.00 is local funds, and \$472,567.00 is federal funds. Of the \$3,322,221.00 in LCFF Funds, \$336,760.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much The Academy of Alameda plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

The Academy of Alameda plans to spend \$5,822,560.00 for the 2021 – 22 school year. Of that amount, \$3,988,359.00 is tied to actions/services in the LCAP and \$1,834,201.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

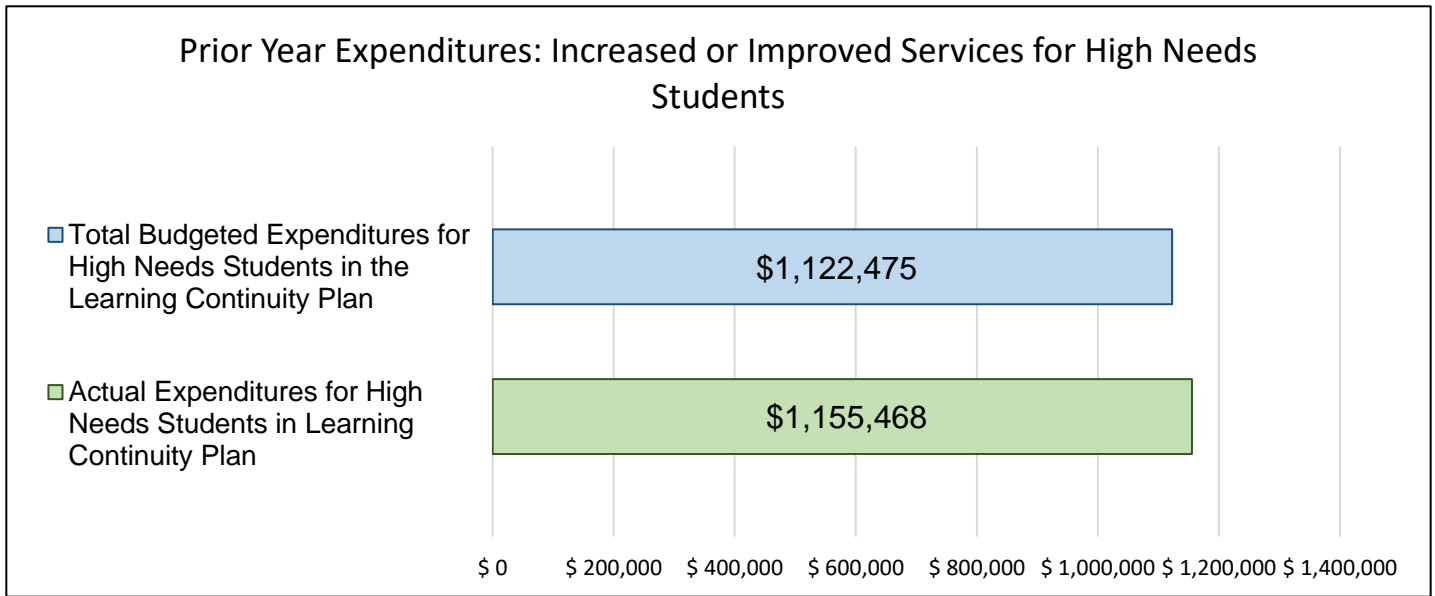
The expenditures identified in the LCAP pertain to expenses around student achievement and school culture. Expenditures for general operating expense and administration is not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, The Academy of Alameda is projecting it will receive \$336,760.00 based on the enrollment of foster youth, English learner, and low-income students. The Academy of Alameda must describe how it intends to increase or improve services for high needs students in the LCAP. The Academy of Alameda plans to spend \$1,393,293.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



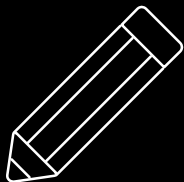
This chart compares what The Academy of Alameda budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what The Academy of Alameda estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, The Academy of Alameda's Learning Continuity Plan budgeted \$1,122,475.00 for planned actions to increase or improve services for high needs students. The Academy of Alameda actually spent \$1,155,468.00 for actions to increase or improve services for high needs students in 2020 – 21.

Cover Sheet

Student Success Presentation - Middle School Grading Practices

Section:	III. Board Communications
Item:	E. Student Success Presentation - Middle School Grading Practices
Purpose:	Discuss
Submitted by:	
Related Material:	AoA Board Presentation - MS grading practices.pdf



Equitable Grading Update

1

How We Got Here

2019-2020 School Year

- Inconsistent practices
- No path forward for students with low grades
- Racial/Socioeconomic disparities
- How are we assessing and measuring learning?
- COVID shift (no Fs)



2020–2021 School Year

- Introduced Grading for Equity
- Year one implementation
- Piloting 1-4 scale
- Family communication
- Built Performance Task Template with Building 21
- Started exploring Competency-Based Learning Model as a way to support our Deeper Learning initiatives

Learning Objective #1	I can create a clear claim .		
4- Exceeding	3- Meeting	2- Approaching	1- Not Yet
I understand how to construct a clear claim , and I demonstrated these skills clearly in my paragraph.	I can mostly understand how to construct a clear claim , but some of my paragraph doesn't show this.	I'm starting to get how to construct a clear claim , but my paragraph shows that I still need someone to coach me through it.	I'm just starting to learn how to construct a clear claim , and my paragraph shows I don't really understand it yet.
WHY? Justify your choice:			

Competency-based Learning Model

- Students Advance upon Demonstrated Mastery
- **Explicit and Measurable Learning Objectives Empower Students**
- **Assessment Is Meaningful and a Positive Learning Experience for Students**
- Students Receive Rapid, Differentiated Support
- Learning Outcomes Emphasize Application and Creation of Knowledge

“CBE has become the new grammar of schooling, where students progress based on evidence of mastery and not seat time, and equity for all students is embedded in the culture, beliefs, practices, structures, and systems of our schools.” - Sandra Moumoutjis

Building 21

- Founded 2 lab schools that fully implement CBE in Philadelphia
- Provide individualized coaching to other schools to work on CBE implementation
- Provide open-source materials to facilitate CBE

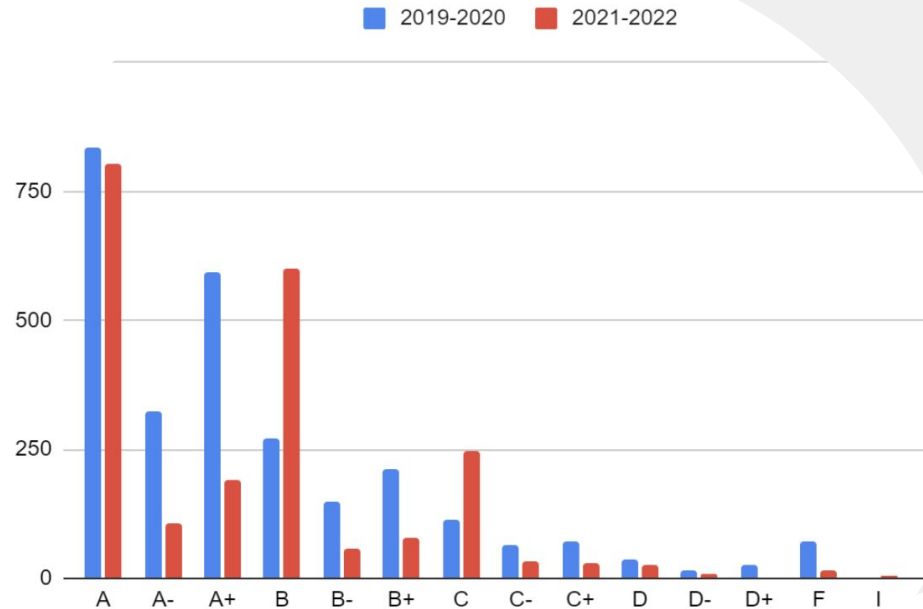


2

Progress Made

2021-2022 School Year

- Second Year Grading for Equity Implementation
- Using 1-4 scale
- Piloting summative-only grades
- Performance Task implementation
- Family communication



Student Feedback



"Moving to an all summative grade helps me feel less pressured. I have been learning and practicing at my own pace. I feel like this method represents our learning better. This learning method makes it so that students can learn and practice without worry and we can put a lot of effort in summatives and not get sidetracked by formatives." - Long

"The summative is like a way to present what I've learned with the practices. Something I like about not having practices count against me is that I can make mistakes. Having room to improve and make mistakes helps me feel more at ease. I can also use comments on the formatives to help me realize what to work on and what to do on the summative." - Christine

Student Feedback



"I think that the summatives being 100% of my grade helps because that means that the practice isn't graded. Practice shouldn't be graded because it is just practice. It's like a sport, you go to practice and those are just to practice what you've been learning and to get better. Then at a real game, it is what really matters." - Piper

"The move helped me better understand my learning by requiring me to give it my all on each summative assignment. Another thing that the move helped me understand my learning is that I need to give 100% of my attention to my teacher. I feel like this does better represent my learning. I feel like this because I try the most when we do summative assignments. Something I like about not having to practice count against me is that there is now less stress. Another thing is that it helps me focus on important assignments." - Daxing

3

Next Steps

Identified Areas for Improvement

- Better system for calculating grades when grading for competency mastery rather than point averages
- Better growth tracking system
- Better communication for students and families
- Continue staff development for competency-based learning
- Connect 6-core Competencies to performance tasks


Responding to areas for improvement

- Plan to work with Building 21 as a Learning Innovation site over the next calendar year on our next steps
- This Spring:
 - Pilot competency tracker and progress report for 2 classes
 - Build competencies for all classes
 - Plan on-going staff development
 - Decide on grade-reporting for 22-23 SY

Report Comparison





Per	Course Title	Teacher Name	Prg	Tri	Prg	Tri	Prg	Tri	CI	WH	Comments
0	Tutorial 7	Starch, S	P	P							
1	Alg Foundation2	Colon, B	A	A-							Student has been an active participant in our class. I appreciate your student's engagement! Student has demonstrated mastery of skills through formative and summative assignments in class.
2	Sci/health 7	Starch, S	B	B			B				Student has been an active participant in our class. I appreciate your student's engagement! Student has recently shown growth in mastery of skills through formative and summative assessments.
3	Beginning Band	Hardman, B	B	A							Student has been an active participant in our class. I appreciate your student's engagement! Student has demonstrated mastery of skills through formative and summative assignments in class.
4	Eng/lang Art 7	McGeorge, A	B	C							Student is progressing towards mastery. Student would benefit from working on practice materials with teacher. Please see teacher during tutorial for 1:1 support.
5	Hist/soc Sci 7	Lobatz Sloane, M	C	C							
6	PE/7th Gr	Benson, L	A	B+							

Graduation Progress

Start Date:	9/1/2019	ON PACE You are on pace to complete all required portfolios by your graduation date goal.
Graduation Date Goal:	6/1/2023	
 66%		
<small>There are 29 total portfolios required to completed for graduation and you are 66% complete. You have completed 19 portfolios and are currently working on 6.</small>		

Competency Portfolio Progress

Key: P1 ■ P2 ■ P3 ■ P4 ■

ENGLISH LANGUAGE ARTS			ELECTIVES		
					
PERFORMANCE LEVEL	GROWTH	GRADE CONVERSION	TOTAL PROGRESS		
11	0.4	A	6 out of 10 requirements completed.		
In Progress			In Progress		
<small>Nice job! You are performing at a level of 11.0 which will convert to an A. You will earn credit with this performance level when you complete your entire portfolio.</small>			<small>Additional comments: You are doing wonderful.</small>		
HABITS OF SUCCESS			HEALTH AND WELLNESS		
					
PERFORMANCE LEVEL	GROWTH	GRADE CONVERSION	PERFORMANCE LEVEL	GROWTH	GRADE CONVERSION
9.3	0.9	B			
In Progress			Requirements Complete		
<small>It looks like your performance level is too low to earn credit and you haven't made enough growth. This means that you won't get credit. Make sure you are doing your revisions and keep trying to score higher ratings. You can do it!</small>			<small>Additional comments: Congratulations! You have earned all the health and wellness portfolios necessary toward graduation!</small>		
<small>Additional comments:</small>			<small>Additional comments:</small>		

Next Steps 22-23

- Continue to work with Building 21 to
 - Implement competency tracker and progress report in all classes
 - Continue staff development in CBE and Deep Learning
 - Choose platform for full grading implementation
 - Strengthen parent/guardian communication (including recruitment)

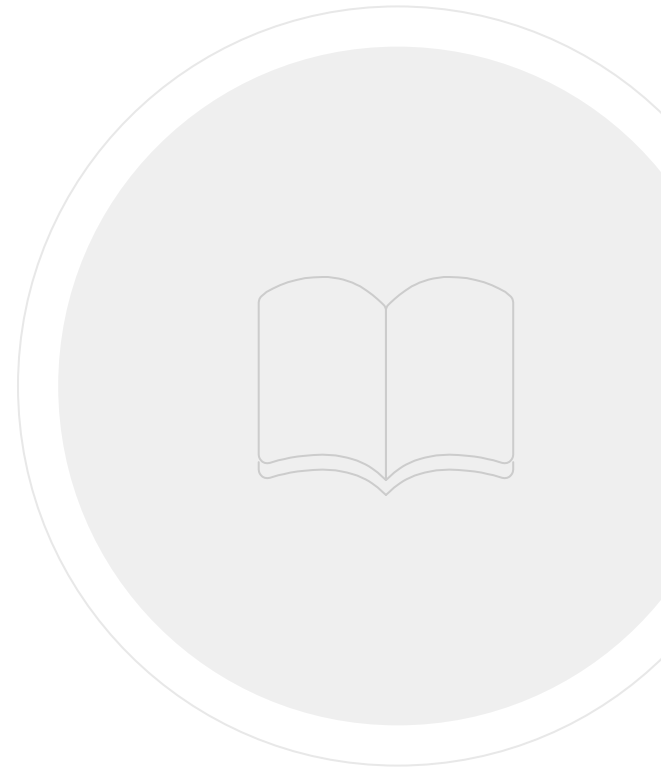
Further Reading

Detailed definition of CBE

- Building 21 Website

Standards Based vs Competency Based Learning

Why Standards Based Grading (references similar rationale to shifting grading systems)



Cover Sheet

Enrollment Update

Section: III. Board Communications
Item: F. Enrollment Update
Purpose: Discuss
Submitted by:
Related Material: Application_Enrollment Update to AoA's Board - 2-17-22 (1).pdf

2022/23 Enrollment/Applications Update


Presentation to AoA's Board of Directors

2/17/2022

Key Recent Marketing Actions

1. Increased our Google and Facebook Ads
 - a. This has generated significant inquiry (Just over 70 leads)
 - b. I emailed all families - a number had follow up questions
2. Sent a postcard to all residents in Alameda and one zip code in Oakland (94607) - a total of 62,791 postcards
3. Surveyed 5th grade families (42 of 44 5th grade families have said that they are returning - 2 are undecided)
4. Principals held virtual events and are continuing to hold onsite tours
 - a. Middle school tour every Tuesday through March
 - b. Two K-5 onsite 5 tours

In January, our Google Search, Facebook and Instagram enrollment campaigns connected 35 families with The Academy. As parents and guardians seek out enrollment information or scroll through their social media feeds, these ads are keeping focus on the unique education we offer students.

<p>35</p> <p>Family Leads</p>  <p>December Family Leads: 31</p>	<p>34,118</p> <p>Enrollment Ads Seen</p> 	<p>438</p> <p>Enrollment Ads Clicked</p> 	<p>10.18%</p> <p>Google Search Click Thru Rate</p>  <p>Education & Instruction Industry Average: 2.33%</p>	<p>\$2.53</p> <p>Overall Cost Per Click</p>  <p>Education & Instruction Industry Average: \$2.02</p>
<p>17</p> <p>Google Search Leads</p> 	<p>2</p> <p>Google Phone Call Leads</p> 	<p>16</p> <p>Facebook/Instagram Leads</p>  <p>Powered by BoardOnTrack</p>	<p>\$42.54</p> <p>Ad Spend Cost Per Family Lead</p>  <p>December Cost Per Lead: \$41.78</p>	<p>\$1,489.24</p> <p>Total Ad Spend</p> 

Current Applications

Grade Level	# of Current Applicants /Enrollment Goal	In-District #'s	Outside of District #'s
K	92/48	54	38
1	17	13	4
2	20	7	13
3	19	8	11
4	24	7	18
5	18	8	10
6	120/135	70	50
7	24 (Current 6th - 118)	7	17
8	15 (Current 7th - 121)	12	3

Enrollment 2019-2022 and Goal for 2022/23

Enrollment #'s	Elementary School	Middle School	Total
2019/20	298	476	774
2020/21	303	439	742
2021/22	275	370	645
2022/23 Goal	296	385	681

Enrollment Strategies Moving Forward

Key Enrollment Dates

- Enrollment Window Closes February 28
- Lottery March 10

Strategies to build 2022/23 enrollment numbers include:

- Continue to hold onsite tours
- Implement Family Ambassador Program
- Continue social media campaign through June (and possibly through the summer)
- Leverage current parents to promote enrollment
- Hold early Welcome New Families Events (Mid April)

AoA Family Ambassador Program

- Goal: Connect Current Families (Ambassadors) to potential new families
 - 1 Ambassador for every 8 to 10 potential families
 - 2 to 3 contact from application to enrollment
 - Contact 1 goal: (Contact in December) Welcome new potential family, answer or direct questions that they might have
 - Contact 2 (Contact in early February) Check to see if they have questions, are still interested, welcome new applicants
 - Contact 3 goal: (Contact in late March/early April) Welcome new AoA families, invite to new families event
- Support Needed to Implement Program
 - Family Ambassador Lead/s to coordinate program with Matt
 - Recruit Parent Ambassadors for each grade level - If we need to focus this year, it's most important to have K and middle school ambassadors.
 - Create script/s for ambassadors
 - Create logistics plan

Cover Sheet

AoA's 2022/23 Academic Calendar

Section:	IV. Action Items
Item:	A. AoA's 2022/23 Academic Calendar
Purpose:	Vote
Submitted by:	
Related Material:	Academic Calendar DRAFT 2022-2023 (1).pdf

DRAFT The Academy of Alameda 2022-2023 School Calendar

Revised on

□	NO SCHOOL - Holiday/Break
■	NO SCHOOL - Professional Development (PD) / Teacher Work Day
□	
()	1/2 Day - ES (12:10pm Dismissal) MS (12:30pm Dismissal)
*	Quarter End Date
ES	Elementary School Only
MS	Middle School Only
No Indication = Both ES & MS	

MONTH	M	T	W	TH	F	ident. Days	ulative Days	
JULY 2022					1			
	4	5	6	7	8			
	11	12	13	14	15			
	18	19	20	21	22			
	25	26	27	28	29			
AUGUST 2022	1	2	3	4	5			Aug 3-5: New Teacher Training
	8	9	10	11	12			Aug 8-16: PD/Teacher Work Days
	15	16	17	18	19	11	11	Aug 17: 1st Day of School
	22	23	24	25	26			
	29	30	31					
SEPTEMBER 2022				1	2			Sept 5 : NO SCHOOL (<i>Labor Day Holiday</i>)
	5	6	7	8	9			Sept 15?: Back to School Night
	12	13	14	15	16	21	32	Sept 23: 1/2 Day for students (PD)
	19	20	21	22	(23)			
	26	27	28	29	30			
OCTOBER 2022	3	4	5	6	7			
	10	11	12	13	14			Oct 10: NO SCHOOL (<i>Indigenous Peoples Day</i>)
	17	18	19	20	21	20	52	
	24	25	26	27	28			
	31							
NOVEMBER 2022		1	2	3	4			Nov 9: End of Trimester
	7	8	9*	10	11			Nov 10: NO SCHOOL (<i>PD/Grading</i>)
	14	15	(16)	(17)	(18)	15	67	Nov 11: NO SCHOOL (<i>Veteran's Day</i>)
	21	22	23	24	25			Nov 17-19: ES ONLY Minimum Day ES Conferences
	28	29	30					Nov 21-25: NO SCHOOL (<i>Fall Break</i>)
DECEMBER 2022				1	2			
	5	6	7	8	9			Dec 23 - Jan 6: NO SCHOOL (<i>Winter Break</i>)
	12	13	14	15	16	16	83	
	19	20	21	22	23			
	26	27	28	29	30			
JANUARY 2023	2	3	4	5	6			Jan 9: NO SCHOOL (<i>PD</i>)
	9	10	11	12	13			Jan 16: NO SCHOOL (<i>MLK, Jr. Holiday</i>)
	16	17	18	19	20	15	98	
	23	24	25	26	27			
	30	31						
FEBRUARY 2023			1	2	3			Feb 3: No School (PD)
	6	7	8	9	10			
	13	14	15	16	17	14	112	
	20	21	22	23	24			Feb 20-24 (February Break)
	27	28						
MARCH 2023			1	2*	3			Mar 2: End of 2nd Trimester
	6	7	(8)	(9)	(10)			Mar 3: NO SCHOOL (<i>PD/grading</i>)
	13	15	16	17	18	22	134	Mar 8-10: ES ONLY Minimum Day ES Conferences(<i>Conferences</i>)
	20	21	22	23	24			
	27	28	29	30	31			
APRIL 2023				3	4			
	10	11	12	13	14	15	149	Apr 10-14: NO SCHOOL (<i>Spring Break</i>)
	17	18	19	20	21			
	24	25	26	27	28			
MAY 2023	1	2	3	4	5			May 5: NO SCHOOL (<i>PD</i>)
	8	9	10	11	12			May ?: Open House
	15	16	17	18	19	21	170	May 29: NO SCHOOL (<i>Memorial Day Holiday</i>)
	22	23	24	25	26			
	29	30	31					
JUNE 2023				1	2			Jun 10: Last Day of School
	5	6	7	8	9	10	180	Jun ?: 5th Grade Graduation, TBD
	12	13	14	15	16			Jun ?: 8th Grade Graduation, TBD
	19	20	21	22	23			Jun 15 & 16: PD/Teacher Work Days
	26	27	28	29	30			

180

Total Days of Instruction

Cover Sheet

School Psychologist Salary Schedule Proposal

Section:	IV. Action Items
Item:	D. School Psychologist Salary Schedule Proposal
Purpose:	Vote
Submitted by:	
Related Material:	Proposed School Psych Compensation Schedule (1).pdf

(T6) Certificated Support Staff III

Step	Column 1	Column 2	Column 3	Column 4	dential
	0-3 AoA Yrs	4-6 AoA Yrs	7-9 AoA Yrs	10+ AoA Yrs	
1	82,500.00	82,750.00	83,250.00	84,000.00	
2	83,118.75	83,368.75	83,868.75	84,618.75	0.75%
3	85,612.31	85,862.31	86,362.31	87,112.31	3.00%
4	88,180.68	88,430.68	88,930.68	89,680.68	3.00%
5	90,826.10	91,076.10	91,576.10	92,326.10	3.00%
6	93,550.89	93,800.89	94,300.89	95,050.89	3.00%
7	96,357.41	96,607.41	97,107.41	97,857.41	3.00%
8	99,248.13	99,498.13	99,998.13	100,748.13	3.00%
9	101,233.10	101,483.10	101,983.10	102,733.10	2.00%
10	103,257.76	103,507.76	104,007.76	104,757.76	2.00%
11	105,322.91	105,572.91	106,072.91	106,822.91	2.00%
12	106,902.76	107,152.76	107,652.76	108,402.76	1.50%
13	108,506.30	108,756.30	109,256.30	110,006.30	1.50%
14	110,133.89	110,383.89	110,883.89	111,633.89	1.50%
15	111,785.90	112,035.90	112,535.90	113,285.90	1.50%

Cover Sheet

Principal Salary Schedule Proposal

Section:	IV. Action Items
Item:	E. Principal Salary Schedule Proposal
Purpose:	Vote
Submitted by:	
Related Material:	Proposed Principal Salary Schedule.pdf

Principal

Step	Column 1	Column 2	Column 3	Column 4	
	0-3 AoA Yrs	4-6 AoA Yrs	7-9 AoA Yrs	10+ AoA Yrs	
1	125,000.00	125,250.00	125,750.00	126,500.00	
2	128,125.00	128,375.00	128,875.00	129,625.00	2.50%
3	131,328.13	131,578.13	132,078.13	132,828.13	2.50%
4	134,611.33	134,861.33	135,361.33	136,111.33	2.50%
5	137,976.61	138,226.61	138,726.61	139,476.61	2.50%
6	141,426.03	141,676.03	142,176.03	142,926.03	2.50%
7	144,961.68	145,211.68	145,711.68	146,461.68	2.50%
8	148,585.72	148,835.72	149,335.72	150,085.72	2.50%
9	152,300.36	152,550.36	153,050.36	153,800.36	2.50%
10	156,107.87	156,357.87	156,857.87	157,607.87	2.50%